OXFORD

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Third Edition Solutions

Upper-Intermediate

Student's Book

Tim Falla Paul A Davies
Paul Kelly Helen Wendholt Sylvia Wheeldon

How to use your e-book

Third Edition
Solutions

Upper-Intermediate

Student's Book

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I Introduction

IA Vocabulary

Friends

I can talk about friends and friendship.

Tell us what you think is important in a best friend.

JACKO Well, I hope to be supported by a best friend when I have a problem and I expect them to spend time listening to me. I also don't want to have to apologise for being me!

QUEEN I agree. A good friend shouldn't mind putting up with the bad side of my personality. They should also be honest and warn me against doing things they don't think are good. And they should advise me to do things they think are good, even if I decide not to do them!

MATE365 Good points. A best friend doesn't choose to be your friend only when things are going well. They should always be there when you need them!

1 **SPEAKING** **Work in pairs. Read the forum posts and discuss the opinions. Do you agree with them? Think of two more things that are important in a best friend.**

2 **Match the highlighted verbs in the forum posts with the verb patterns below.**

1 verb + *-ing* form
2 verb + infinitive
3 verb + object + infinitive
4 verb + object + preposition + *-ing* form
5 verb + preposition + *-ing* form

3 **Choose the correct form to complete the sentences.**

1 Jack admitted to **copy / copying** the test.
2 Amy hopes **to study / studying** medicine.
3 We really enjoyed **to visit / visiting** the exhibition together.
4 I agreed **to go / going** to help him with his homework.
5 Mark encouraged me **to apply / applying** for the summer job.
6 They praised him for **to volunteer / volunteering**.

4 **VOCABULARY** **Match the verbs below with the verb patterns in exercise 2. Then add the verbs from exercise 3.**

Verb patterns accuse afford beg blame deny end up insist on keep manage mention offer persuade promise propose remind tell thank for think wonder about

5 **Complete the dialogue with the correct form of the verbs below.**

accuse apologise ask insist remind think

Max Hi, Lily. You look a bit anxious. What's the matter?
Lily Well, I was [1] _____ of going to Amy's, but she's just texted me to say she's busy all weekend. I think she's angry with me.
Max Why? I thought you were good friends.
Lily We are, but she [2] _____ me to go out with her last Saturday and I [3] _____ her about Monday's maths exam and said we should stay in and study.
Max That seems reasonable. So what's the problem?
Lily Well, she [4] _____ on going out and of course she didn't study. She didn't do well in the exam and now she's [5] _____ me of being a bad friend because I didn't stop her from going out!
Max That's really unfair! She should be ashamed of herself. In my opinion, she should [6] _____ for being so unreasonable!

6 **Find adjectives in the dialogue that correspond with these nouns: *anger, anxiety, shame.***

➔ Vocabulary Builder Word families: page 117

7 **SPEAKING** **Work in pairs. Do you think Amy is right to be annoyed with Lily? What would you do in a situation like this?**

LEARN THIS! **Verbs followed by the infinitive or *-ing***

1 Some verbs are followed by either the infinitive or *-ing* form of a verb without any change in meaning.
2 Some verbs change their meaning depending on whether they are followed by an infinitive or an *-ing* form.

8 **Read the Learn this! box. Put the verbs below into the correct group (1 or 2) in the Learn this! box.**

continue forget go on like prefer remember start stop try

9 **Choose the correct form of the verbs to complete the sentences. Sometimes both answers are correct.**

1 I don't like **to go / going** to discos.
2 Did you remember **to tell / telling** Ewan about the party?
3 I tried not **to laugh / laughing**, but I couldn't stop myself.
4 Anna told me about her holidays; then she went on **to talk / talking** about life at university.
5 We continued **to play / playing** video games until midnight.
6 It started **to rain / raining** as soon as we got to the tennis court.

10 **SPEAKING** **Work in pairs. Tell your partner about something you did recently. Use verbs from this lesson.**

Present and future tenses

I can use different tenses to talk about the present and future.

1 **SPEAKING** **Work in pairs. Look at the list of annoying habits. Which annoy you the most? Which do you do?**

Someone who:
- checks their mobile phone all the time.
- always arrives late when meeting friends.
- interrupts people all the time.
- borrows things, but never returns them.
- always talks about himself/herself.

2 **1.02** **Read and listen to the dialogue. Which of the faults in exercise 1 does Andy complain about? Do you agree with the advice Jessica gives Andy? Why? / Why not?**

Jessica Hi, Andy. You don't seem too happy!
Andy Oh, it's Tom. I know he's a friend, but he can be really annoying sometimes.
Jessica What do you mean?
Andy Well, he never asks about what I'm doing. [1]He's always talking about his life and what he's going to do, but he doesn't care about anyone else!
Jessica Yes, I've noticed that [2]he never takes an interest in other people. Are you going to do anything about it?
Andy What can I do? [3]That's the personality he's got.
Jessica [4]Next time you see him, tell him that it annoys you. I'll tell him if you want because it irritates me too!
Andy Perhaps I should, because [5]his attitude is really putting me off him. If he can't change his behaviour, then I don't see how we can stay friends. [6]Our first lesson tomorrow is English. I'll speak to him then.
Jessica Good idea. If he's really a good friend, he won't get angry.
Andy Well, thanks for your advice. [7]I'm playing football this evening, and it looks like it's going to rain, so I'd better go home and pick up my waterproofs. See you.
Jessica OK. Good luck with Tom!

3 **Read the Learn this! box. Match the highlighted sentences (1–7) in exercise 2 with the structures (a–g).**

LEARN THIS! Present simple and continuous

We use the present simple:
a for habits and routines.
b for a permanent situation or fact.
c for timetables and schedules.
d in future time clauses after *when, as soon as, after,* etc. or *(the) next time,* etc.

We use the present continuous:
e for something happening now or about now.
f for describing annoying behaviour with *always.*
g for future arrangements.

4 **Find more examples of the present simple and continuous in the dialogue in exercise 2. Match them with the uses in the Learn this! box.**

5 **Complete the text with the correct present simple or continuous form of the verbs in brackets. More than one answer may be possible.**

I frequently [1]_____ (text) my friends on my mobile phone, but I'm not like some people who [2]_____ (always use) their phones, even when they [3]_____ (go out) with friends. I [4]_____ (use) it at the moment because I [5]_____ (revise) with some friends tomorrow (our exams [6]_____ (start) on Monday) and we [7]_____ (try) to decide where to meet. Texting [8]_____ (help) you organise your life, but shouldn't dominate it!

Grammar Builder 1.1 page 122

6 **Read the Learn this! box. Complete the rules with *will* or *going to*. Use the underlined examples from the dialogue in exercise 2 to help you.**

LEARN THIS! *will* and *going to*

For predictions, we use:
a _____ when it is based on what we can see or hear.
b _____ when it is based on what we know or is just a guess.

For plans, we use:
c _____ when we have already decided what to do.
d _____ when we decide what to do at the moment of speaking.
e We use _____ to make offers and promises.

Grammar Builder 1.2 page 122

7 **Read the questions. Which present and future tenses would you use to answer each one?**

1 What habits do you have that might annoy people?
2 What do you do if someone has habits that are annoying?
3 What social arrangements have you made for the next few days?
4 What events in school do you predict for the coming year?
5 What plans do you have for the next school holiday?

8 **SPEAKING** **Work in pairs. Ask and answer the questions in exercise 7.**

IC

Vocabulary

Life events

I can talk about my family and life events.

1 SPEAKING Work in pairs. Look at the list below and choose two things from your childhood to tell your partner about.

- your first day at school
- where you used to go on holiday
- visiting your grandparents
- the first birthday that you can remember
- learning to ride a bike

2 1.03 VOCABULARY Listen. How old are the people being described? Choose from the stages of life below.

Stages of life be an adult be a centenarian be an infant be a toddler be elderly be in your teens be middle-aged

3 SPEAKING Work in pairs. Discuss how a person's life changes between the stages below.

1 infant to toddler
Toddlers have learned to walk and talk. They are more independent than infants.
2 small child to teenager
3 being in your teens to being in your twenties
4 being middle-aged to being elderly
5 being elderly to being a centenarian

4 Complete the questions with the prepositions below. You can use them more than once.

about at by of to with

At which age or ages do you think people are ...
1 most obsessed _____ fashion?
2 curious _____ the world?
3 good _____ sport?
4 addicted _____ social media?
5 more sensitive _____ other people's feelings?
6 unhappy _____ their financial situation?
7 shocked _____ young people's behaviour?
8 aware _____ the environment?

Vocabulary Builder Adjective + preposition: page 117

5 SPEAKING Work in pairs. Answer the questions in exercise 4.

6 VOCABULARY Complete the life events with the verbs below.

become born fall get have learn leave pass settle start

Life events get married buy a house or flat emigrate be [1]_____ be brought up (by) retire start a family [2]_____ in love get divorced [3]_____ engaged go to university grow up [4]_____ a change of career inherit (money, a house, etc.) [5]_____ to drive [6]_____ home leave school/university move (house) [7]_____ away split up [8]_____ down [9]_____ a business start school [10]_____ a grandparent get your first job

7 Complete the sentences with the correct form of the phrases in exercise 6.

1 I was _____ in Manchester on 20 August 1985, but we _____ to Liverpool in 1987 and I _____ up near the Liverpool football stadium.
2 My brother _____ school at sixteen and got his first _____ four months later. However, when he was in his twenties, he decided he wanted to _____ to university and later had a change of _____.
3 My parents _____ in love when they were in their late thirties. They got _____ after three months and then _____ married a month later!
4 Although my mum is 65 and has become a _____, she still doesn't want to _____. In fact, she says she loves work and wants to start _____ of her own!
5 We didn't have to _____ a house because my dad _____ his parents' house after they had sadly _____.
6 My dad _____ from Ireland in 1998. He met my mum and they _____ down in London where they _____ a family.
7 My mum's parents _____ up when she was very young. They got _____ soon after. They both had to travel for their jobs so my mum was _____ by her aunt.
8 I _____ home when I was eighteen. I was really sad to leave my town. It's where I _____ at the age of five, learned _____ and where I met my girlfriend.

8 Complete the text with the correct form of the phrases in exercise 6.

I was [1]_____ on 17 October 2001 in London, although my parents aren't Londoners. My dad [2]_____ from Ireland when he was a teenager and my mum, who is from Croatia, [3]_____ home after she had [4]_____ to university. My dad started a business and my mum got her first, and only, [5]_____ in his company!

Well, after a few months, they [6]_____ in love, and six months later they [7]_____ engaged. After they got [8]_____, they [9]_____ to south-east London and [10]_____ down in the neighbourhood of Greenwich, where they started a [11]_____, and I was the first one to come along! I've also got a brother and sister, and we've all been [12]_____ up in the same house. What's more, when my mum's mum [13]_____ a grandmother, she decided to leave Croatia too and come and help my mum!

9 SPEAKING Work in pairs. Describe events in your family life. Use phrases from exercises 2 and 6 to help you.

I was born in a small town, and when I was twelve, we moved here.

ID Grammar

Past tenses

I can talk about events that took place in the past.

1 **SPEAKING** **Describe the photo. Have you ever been to a wedding? What was it like?**

LEARN THIS! Past tenses

a We use the past simple for a sequence of events that happened one after the other.

b We use the past continuous to describe an activity that was in progress at a certain time in the past.

c We use the past simple for a single event that interrupted a longer event in the past. We use the past continuous for the longer event.

d We use the past perfect for an event that happened before another time in the past.

2 **Read the Learn this! box. Match a–d with four sentences from 1–9.**

1 We went to the wedding ceremony in the town hall, then on to the reception – we ate loads then danced all night.
2 They've been having dancing lessons, so now they're both really confident on the dancefloor.
3 We were eating dinner when the band began to play.
4 We were celebrating all day on the wedding day.
5 My mum had ordered the cake the week before the wedding.
6 My older sister has been living with her fiancé for two years.
7 My little sister has been a bridesmaid three times.
8 My cousin has been engaged for six weeks.
9 I haven't met my cousin's fiancé yet.

3 **Complete the sentences with the correct past simple, past continuous, or past perfect form of the verbs in brackets.**

1 My brother _____ (learn) to drive while he _____ (study) at university.
2 It _____ (snow) all the time that we _____ (drive) up to Scotland.
3 I _____ (grow) up in London, but when I was sixteen, we _____ (move) to Edinburgh.
4 My sister finally _____ (get) her first job a year after she _____ (leave) university!
5 My mum _____ (emigrate) to New York, and she _____ (start) a business while she _____ (live) there.
6 I _____ (meet) my best friend last night. I _____ (not see) her for over a year!

Grammar Builder 1.3 page 122

4 **Read the Learn this! box. Then find examples from the sentences in exercise 2 for each rule (a–e).**

LEARN THIS! Present perfect simple and continuous

We use the present perfect simple to talk about:

a how long a current situation has existed (often with *for* and *since*).

b a completed experience at an unspecified time in the past.

c an event that is strongly connected with the present (often with *just*, *already* and *yet*).

We use the present perfect continuous to talk about:

d an event that began in the past and is still in progress. (We often use *for* or *since* to say how long the event has been in progress.)

e an event that has recently stopped and which explains the present situation.

5 **Choose the correct answers to complete the sentences.**

1 I've **been reading** / **read** this book all week, but I still haven't **been finishing** / **finished** it.
2 Mary's face is red because she has **been jogging** / **jogged** for an hour.
3 My parents have been **marrying** / **married** for 25 years.
4 It's **been raining** / **rained** all morning and I don't think it'll ever stop.
5 We've **been buying** / **bought** a new house, and we move in next week!
6 I've **been studying** / **studied** maths all night, but it still doesn't make any sense to me.

Grammar Builder 1.4 and 1.5 pages 123–124

6 **Complete the text with the verbs in brackets. Use the correct tense from the two Learn this! boxes.**

I [1]_____ just _____ (receive) an email from my cousin Carl. I [2]_____ (not see) him since he [3]_____ (get) married last summer. We all [4]_____ (go) to the wedding. It [5]_____ (be) great fun. I [6]_____ (not go) to a wedding before. Anyway, he and Sally [7]_____ (be) married for about nine months now. They [8]_____ (live) in London since the marriage. According to Carl, Sally [9]_____ (work) really hard and her boss [10]_____ (offer) her a job in the Paris office. That's great news. She's going to accept it. She [11]_____ (learn) French while she [12]_____ (live) in France in the 1990s, so she'll have no problem settling in there.

7 **SPEAKING** **Work in pairs. Discuss the questions.**

1 How many family events have you been to in the past few years?
2 What kind of events were they? What happened?

1 Fame

Unit map

Vocabulary
Personality adjectives
Compound adjectives
The media
Digital media
Extreme adjectives

Word Skills
Position and order of adjectives

Grammar
Past perfect simple and past perfect continuous
used to and *would*

Listening Press intrusion

Reading Vloggers

Speaking Photo comparison

Writing A formal letter

Culture 1 RADA

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Grammar Builder and Reference page 125

1A Vocabulary

What are they like?

I can describe people's personalities.

1 **SPEAKING** Look at the photos (A–F). Can you identify the people and their occupations? What have they done to become famous?

2 **VOCABULARY** In pairs, check the meaning of the adjectives below. Then decide which qualities you would need to be successful at each occupation in exercise 1.

We think you would need to be creative and industrious to be a succeseful writer.

Personality adjectives bad-tempered bossy cautious considerate creative cruel eccentric gullible industrious insecure intelligent judgemental outgoing passionate sociable selfless self-satisfied shrewd spontaneous stingy stubborn sympathetic untrustworthy vain

3 Read the Chinese horoscope on the next page. Match each of the descriptions with two adjectives from exercise 2.

Tigers: spontaneous, vain

4 Using the years they were born, match the people in exercise 1 with an animal from the Chinese horoscope. Are the personality adjectives similar to those you chose in exercise 1?

5 Look at the year when you were born in the Chinese horoscope. Which animal are you? Do you agree with the description?

6 **SPEAKING** Work in pairs. Use adjectives that you already know and the adjectives from exercise 2 to describe a famous person that you both know. Can you guess the person from your partner's description?

Tigers often do things without planning them. They can sometimes be too proud of their appearance.

Oxen think very carefully before making decisions and can be determined to do what they want even if others don't agree.

Rabbits are good at using their imaginations and have a talent for making things, but they can be too pleased about their own achievements.

Rats do everything with great feeling and enthusiasm. They are sometimes too trusting and believe everything people tell them.

Dragons are very clever, but they often disapprove of others.

Pigs put other people's needs before their own, but they can sometimes be a bit mean with money.

Snakes are good at judging situations correctly. They sometimes don't care if they cause people pain.

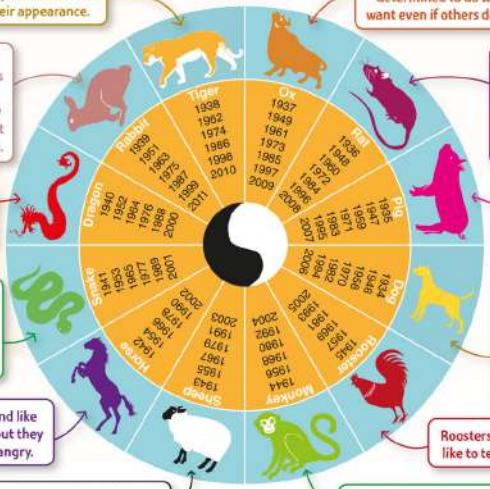
Dogs love being around other people and show understanding for people with problems.

Horses are friendly and like to meet new people, but they can often get quite angry.

Roosters work hard, but they like to tell others what to do.

Sheep think about other people's feelings before they act, but they don't always feel very confident about themselves.

Monkeys sometimes behave strangely. You can't always believe what they say.



7 **VOCABULARY** Match the compound adjectives below with definitions 1–10.

Compound adjectives bad-mannered easy-going hard-working light-hearted open-minded quick-witted self-confident single-minded thick-skinned well-behaved

1 Having confidence in yourself and your abilities.
2 Thinking only about the thing that you want to achieve.
3 Not easily upset by negative comments.
4 Relaxed and happy to accept things without worrying.
5 Behaving in a way that is acceptable.
6 Able to think in a fast way.
7 Cheerful and without problems.
8 Rude and not showing respect.
9 Willing to accept other ideas and ways of doing things.
10 Putting a lot of effort into something.

8 1.04 **Listen to three speakers talking about different life experiences. What are the experiences? Which qualities from exercise 7 does each speaker say are important?**

RECYCLE! Present perfect and past simple contrast

We use the present perfect to talk about an experience in the past without mentioning the exact time.

We use the past simple to talk about a past event that took place at a specific time.

9 1.04 **Read the Recycle! box. Then listen again and complete the sentences with the correct form of the verbs in brackets. Use the past simple or present perfect, affirmative or negative.**

1 Speaker 1 _____ (give) comedy shows all over the country.
2 Speaker 1 _____ (have) a good experience in Liverpool.
3 By travelling alone, Speaker 2 _____ (make) friends with a lot more people.
4 Speaker 2 _____ (taste) insects just to be polite.
5 Speaker 3's brother _____ (not find) it difficult to stop an argument at a wedding.
6 As a DJ, Speaker 3's brother _____ (have) to deal with many similar situations.

10 **SPEAKING** **Work in pairs. Look at the personality adjectives from exercises 2 and 7 and discuss the questions below.**

Which qualities ...
1 would you like to have, but don't have?
2 do you look for in a friend?
3 do you think are the most irritating?
4 are the most useful for succeeding at school?
5 can be both positive and negative?

I'd like to be more spontaneous and less insecure.

I like my friends to be ...

1B Grammar

Past perfect simple and past perfect continuous

I can use the past perfect simple and past perfect continuous.

1 Read the text. What is a stunt double? Who might have one and why?

When I arrived on set to interview Paul Lacovara one afternoon, he looked exhausted. That was probably to be expected, given that he'd spent the morning jumping off buildings and being beaten up. Paul is a stunt double, the unknown star of films such as *Thor* and *The Avengers*. His career began ten years ago. Since childhood, Paul had always wanted to be either an actor or a fighter pilot. His maths had never been good enough for a career in flying, but he managed to get a job as an extra in the film *We Were Soldiers*. He turned out to be the perfect stunt double for action films – mainly because, in the months before starting work, he had been learning martial arts and training as a bodybuilder. He hadn't been doing the job for very long when he was noticed by the director – and his career took off from there. Within ten years, he had won an award for his stunt work and had received nominations for two more. And amazingly, he still has a 100% accident-free record!

2 Read the Learn this! box. Find all the examples of the past perfect simple and past perfect continuous in the text and match them with rules a–d.

LEARN THIS! Past perfect simple and continuous

a We use the past perfect simple for completed actions that happened before a specific time in the past.
By the age of six, she'd appeared on television twice.

b We use the past perfect continuous for longer actions or situations that happened before a specific time in the past.
They were tired because they'd been rehearsing hard.

c With state verbs, we use the past perfect simple with *for* and *since* to say how long an action had been in progress.
He'd been an actor since childhood.

d With action verbs, we use the past perfect continuous with *for* and *since* to say how long an action had been in progress.
She'd been writing for years before she became famous.

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3 Complete the sentences with the verbs in brackets. Use the past perfect simple or past perfect continuous. Then match each sentence with a rule in the Learn this! box.

1 After he _____ (finish) speaking, everyone stood up and clapped.
2 They _____ (plan) the project for months when it was suddenly cancelled.
3 We _____ (not wait) long when the actors arrived.
4 Many fans _____ (queue) since midday to see the stars.
5 She _____ (know) what job she wanted to do since she was a child.
6 He _____ (not wear) protective clothing when the accident happened, so he was badly injured.
7 He _____ (try) to get into acting for years before he got the part in the film.
8 She _____ (win) two Oscars by the age of thirty.

4 USE OF ENGLISH Complete the sentences with the correct form of the words in brackets. Use the past perfect simple or past perfect continuous. Use no more than five words, including the words provided.

1 She _____ (act / years) before she won an Oscar.
2 Joe _____ (not / visited / the USA) until he was in his thirties.
3 My cousin had a terrible headache because he _____ (watch / television) since midday.
4 The play was a real disappointment, and we _____ (want / see) it for such a long time.
5 Were they upset because they _____ (not / manage / buy) tickets for the concert that evening?
6 He _____ (not / work) many weeks before the director noticed him.
7 _____ (you / leave / university) by the time you became an extra?

5 SPEAKING Work in pairs. Think about the last time you were:

1 exhausted.
2 amazed.
3 bad-tempered.
4 disappointed.
5 shocked.
6 upset.
7 worried.

Find out why your partner felt that way. Use appropriate past tenses.

Why were you exhausted?

Because I'd been playing tennis all morning. Why were you exhausted?

Because I'd had a really bad night's sleep.

1C

Listening

Press intrusion

I can identify the attitude of a speaker.

1 **SPEAKING** Describe the photo. What is the drone doing? Why is it there? Who is controlling it?

2 Read the magazine article. Do you think that the paparazzi should be able to use drones?

THE FLIGHT OF THE DRONES

WHAT ARE DRONES?

Drones are increasingly being used by the paparazzi to film or photograph people who are in the public eye, often without their knowledge and certainly without their permission. These small, radio-controlled flying cameras can be bought relatively cheaply and can easily be used to invade someone's privacy.

WHAT PROBLEMS DO THEY CAUSE?

The growing number of these aircraft is causing celebrities to run for cover inside their homes, but they are not safe even there, as the cameras can film through windows.

WHAT CAN BE DONE ABOUT THEM?

In the USA, where most drones have been sold, press regulators have been rushing to redraft the country's privacy laws. In fact, paparazzi drones have already been banned in California. But the fear is that the operators of these intrusive devices will be impossible to track down.

3 **VOCABULARY** In pairs, check the meaning of the words and phrases below. How many can you find in the text?

The media

Nouns and noun phrases celebrities free press investigative journalist journalist paparazzi the press press regulators privacy laws publicity scandal tabloid press

Verbs and verb phrases be in the public eye be in the public interest harass invade someone's privacy stalk sue for libel

➔ **Vocabulary Builder** Adjectives with positive and negative meanings: page 117

Listening Strategy

When you listen, pay attention to what words each speaker uses to express his/her attitude. Words with a similar meaning may have different connotations.

4 1.05 Read the Listening Strategy. Then listen and underline the correct words to complete the sentences.

1 Speaker 1 describes the film premiere as **packed** / **bustling**.
2 Speaker 2 says that the singer was **watched** / **spied on**.
3 Speaker 3 describes the actor as **stubborn** / **determined**.
4 Speaker 4 thinks the footballer is **generous** / **extravagant**.
5 Speaker 5 says that the people in the TV show often **chat** / **gossip**.

5 1.05 Check the meaning of all the adjectives. Choose the adjective describing the attitude of each speaker (a, b or c). Then listen again and check. Use your answers to exercise 4 to help you.

1 Speaker 1 is
a disappointed. **b** bored. **c** enthusiastic.
2 Speaker 2 is
a indifferent. **b** disapproving. **c** sarcastic.
3 Speaker 3 is
a optimistic. **b** impressed. **c** uninterested.
4 Speaker 4 is
a accusing. **b** disbelieving. **c** approving.
5 Speaker 5 is
a critical. **b** interested. **c** passionate.

6 1.06 Listen and match the speakers (1–4) with sentences A–E. Write the correct number. There is one extra sentence.

___ **A** The speaker's attitude towards celebrities is unsympathetic.
___ **B** The speaker feels outraged about the paparazzi's harassment of celebrities.
___ **C** The speaker has a balanced view of the use of drones in public life.
___ **D** The speaker is enthusiastic about celebrity gossip.
___ **E** The speaker isn't completely supportive of all journalists.

7 **SPEAKING** Work in pairs. Discuss the questions.

1 Would you like to live your life in the public eye? Why? / Why not?
2 Is it justified for the paparazzi to follow celebrities?
3 Could you imagine yourself working as a paparazzi photographer? Why? / Why not?

1D Grammar

used to and *would*

I can correctly use used to and would.

Physician Akrit Jaswal had a very unusual childhood. He didn't use to play with toys like most children. Instead, he used to read a lot – he could read and write from the age of two. And what did he use to read as a five-year-old boy? Shakespeare! He also had a passion for science and would read everything he could find about human anatomy. He performed his first operation at the age of seven, treating the badly burned hands of a young girl whose family couldn't afford medical care. This operation was filmed and posted on YouTube – leading to worldwide fame for Akrit. At the age of twelve, he was accepted into a medical university, becoming the youngest person ever to achieve this in India. He studied there for several years and hopes one day to go to Harvard University. He is currently trying to find a cure for cancer.

1 Read the text. What is unusual about Akrit Jaswal?

2 Read the Learn this! box. Then find all the examples of *used to* and *would* in the text.

LEARN THIS! *used to* and *would*

1 We use *used to* and *would* to talk about past habits and situations that were different in the past.
His family used to be extremely poor.
When he was young, he'd spend time studying medicine.

2 We don't use *used to* or *would* when we say how long a past habit or situation lasted. We use the past simple.
He went to college for five years.
NOT ~~He used to / would go to college for five years.~~ ✗

3 We don't use *would* with state verbs – we use *used to*.
He used to love reading.
NOT ~~He would love reading.~~ ✗

4 We avoid using *would* with questions and negatives.
Did he use to play with cars and dolls?
NOT ~~Would he play with cars and dolls?~~ ✗
People didn't use to become famous so easily in the past.
NOT ~~People wouldn't become famous so easily in the past.~~ ✗

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3 Complete the sentences with the correct form of *used to* or *would*. In which sentences is either possible?

1 He _____ (work) as a journalist for a science magazine.
2 Years ago, they _____ (go) on holidays abroad every winter.
3 That actor _____ (have) really long hair – now he's bald.
4 _____ (she wear) glasses before she became a model? I'm sure she did!
5 Lots of people _____ (follow) him on Twitter, but he's not so popular now.
6 When I was younger, I was so poor I _____ (never accept) invitations to go out.

4 Decide if the highlighted words in the text below are correct or incorrect. Correct any mistakes in your notebook using the correct form of *used to* or *would*, or the past simple where neither is possible.

For every success story, there's another about someone who [1]used to have it all, then lost it. One actor [2]would own homes all over the world, including a castle in Germany, but these properties had to be sold to pay his tax bills. A well-known actress and former model [3]didn't use to have money problems. She [4]would enjoy a successful career for many years, until a studio won more than $8 million from her when she pulled out of a film. Fortunately for her, after a legal process which [5]used to last eighteen months, this decision was overturned. But it's not just film stars who go from riches to rags. Footballer Jermaine Pennant [6]would be the most expensive teenager in history – he was bought by Arsenal for £2 million. But the troubled young star [7]would often behave rebelliously and scored just three goals for the club before leaving.

5 USE OF ENGLISH Complete the sentences with the correct form of the words in brackets. Do not change the order of the words. You can add up to three other words.

1 Gary _____ (used / want) be a vet.
2 When you were younger, _____ (use / have) a favourite toy?
3 Years ago, people _____ (not / use) want to become celebrities as much as they do now.
4 He was such a lazy student that _____ (would / do) his homework five minutes before the class.
5 Isn't that Ali? _____ (she / use) be at your school?
6 My parents _____ (would / let) me stay up late at weekends.

6 SPEAKING Work in pairs. Think about when you were five or six years old. Talk to your partner about these things. Use *used to* or *would*.

1 favourite toys you played with
2 books you read
3 friends you had
4 other things you enjoyed

I used to have a giant teddy bear that I really loved.

1E Word Skills

Position and order of adjectives

I can use adjectives correctly.

1 Read the message board. Do you agree with any of the opinions?

2 Read the Learn this! box. Find all the adjectives in exercise 1. Do they come before a noun or after a linking verb?

LEARN THIS! Position and order of adjectives

1 We can use most adjectives before a noun or after a linking verb (*be, become, feel, get, look, seem, smell, sound, taste*, etc.).
She's a wonderful singer! Her voice sounds fantastic.

2 When we use more than one adjective to describe a noun, we use this order:

opinion	size	age	colour	origin	noun
a fabulous	big	new	red	French	car

3 Look again at the adjectives that come before a noun in exercise 1. Match them with the categories (size, age, colour, etc.) in the Learn this! box.

young – age *selfless – description*

4 Complete the sentences with the adjectives in brackets in the correct order.

1 My favourite director's latest film is about a _____ _____ musician. (young / Portuguese / vain)
2 The interviewer was wearing a _____ _____ dress. (Japanese / white / long)
3 The lead singer always appears on stage in a _____ _____ wig. (massive / red / ridiculous)
4 My dream is to buy a(n) _____ _____ motorbike. (Italian / black / 1960s)
5 As a child, he used to live in a(n) _____ _____ house outside London. (modern / ugly)

5 Match the adjectives with similar meanings to make pairs.

afraid – frightened

~~afraid~~ alive alone angry annoyed asleep ~~frightened~~ glad happy live lonely sleeping

LOOK OUT!

There are some adjectives that we do not usually put before a noun. We can use them after a linking verb or use another adjective with a similar meaning.

There were dozens of fans who were upset.
There were dozens of disappointed fans.
NOT ~~There were dozens of upset fans.~~ ✗

6 Read the Look out! box. Which adjective in each pair from exercise 5 can go a) before a noun and b) only after a linking verb? Use a dictionary to help you.

Grammar Builder 1.3 page 125

7 Choose the correct words to complete the sentences. Sometimes both are possible.

1 Ten **glad** / **happy** winners have shared this week's lottery prize.
2 The woman was **disappointed** / **upset** because the noise woke her **asleep** / **sleeping** baby.
3 A ninety-year-old **brilliant** / **French** actor has won an award at the Cannes Film Festival.
4 The are some huge **grey** / **nasty** clouds in the distance.
5 Some well-known people have quite **alone** / **lonely** lives.
6 He wrote an **angry** / **annoyed** email to protest about the use of **alive** / **live** animals in scientific research.
7 She's wearing an antique **silver** / **Russian** necklace.

8 **SPEAKING** Work in pairs. Using adjectives and linking verbs, tell your partner about a famous person you would like to meet.

- Give some information about them and what they do.
- Say why you'd like to meet them and how it would make you feel.

1F Reading

Vloggers

I can understand an article about vloggers.

1 **SPEAKING** Look at the headlines. Do you think they could appear in the media in your country? Why? / Why not? Which type of media do you prefer to use, TV or the internet? Why?

Teenagers watching less TV
(CBS News)

YouTube stars more popular with teens than celebrities (*Variety* Magazine)

Teenagers prefer social media to TV
(*The Daily Telegraph*)

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

In which paragraph (A–E) does the writer ...

1 provide an example that demonstrates how popular vloggers have become? ___
2 give reasons for the popularity of vlogs? ___
3 give an example of someone being dishonest? ___

Reading Strategy
Read the multiple-choice questions and all possible answers carefully. Find the part of the text that each question refers to. Read the answers again and choose the one that best matches the information in the text. Check that the other answers are incorrect.

3 **Read the Reading Strategy. Then read the first question in exercise 4, followed by paragraph A. When you have chosen the correct answer (a, b, c or d), read the paragraph again and decide why the other options are wrong.**

4 **Read the text. For questions 2–5, circle the correct options (a–d).**

1 There was a large police presence at a bookstore because
   a fans of David Beckham were waiting to see him.
   b someone very popular with teenagers was causing excitement.
   c the person who was coming was a pop sensation.
   d seven hundred people wanted to buy a book.
2 The press want to find out
   a why vloggers have become so popular.
   b what vloggers do.
   c who was responsible for the vlog *Pointless*.
   d how many people subscribe to vlogs.
3 One of the common characteristics of vlogs is that followers can
   a create relationships with other vlog followers.
   b share their interest in vlogs created by media corporations.
   c change the content of the vlogs they like.
   d make their opinions on vloggers' work known.
4 Vloggers can record in better facilities if they
   a display adverts on their vlogs.
   b already earn about £100,000 a year.
   c have a certain number of followers.
   d live in London or New York.
5 The incident with Zoella's book
   a lost her a lot of fans.
   b suggested that the world of vlogging is changing.
   c showed that she can write as well as Alfie Deyes.
   d demonstrated that dreams can come true.

5 **Read the text again. Are the sentences true or false? Write T or F. Correct the false sentences.**

1 Alfie Deyes nearly attracted as many people as David Beckham. ___
2 Alfie participates in his own videos. ___
3 Vloggers and their viewers are from the same age group. ___
4 The relationship between vloggers and viewers could be damaged by money. ___
5 Zoella's fans thought she was under the control of the media corporations. ___

STARS OF THE vlogosphere

1.07

A Helicopters circled the sky above Piccadilly Circus as the police officers below struggled to control the thousands of fans on the streets outside the bookstore. A few weeks earlier, seven hundred people had been waiting at the same store the day David Beckham arrived to sign copies of his autobiography, so little public interest was expected for someone that nobody over twenty had ever heard of. So who were the thousands of young fans waiting for? The latest pop sensation? A celebrity from a reality show? No, the young man causing so much excitement was a 'vlogger' – a video blogger.

B Twenty-one-year-old Alfie Deyes was in London to promote a book based on his extremely successful vlog *Pointless*. With over four million subscribers, Alfie had become famous by making and uploading videos of himself and his friends taking part in games and activities that have no purpose, hence the name of the vlog. But he is just one of a small army of vloggers with large followings that have become much bigger stars than actors and pop singers, and now the mass media want to know what makes them so attractive.

C The answer, of course, is not simple, but successful vloggers do share some common characteristics. They are outgoing, quick-witted and spontaneous in front of their webcams, which enables them to create a close relationship with their viewers. There is also a lot of interaction with the audience and vloggers ask their followers for feedback on their videos. This means vloggers can adapt the content of their videos to keep their viewers happy. It is material that is made by young people for young people without any intrusion from media corporations. What is more, the accessibility that modern technology offers means that the vlogs can be watched anywhere and at any time. All these ingredients put together have created a two-way relationship between vloggers and their fans, based on shared interests and trust that cannot be found between the providers and users of other media.

D However, it appears that those shared interests and that trust might be negatively affected by something that has existed for a lot longer than vlogging: money. Some of the big-name vloggers can earn up to £20,000 for displaying an advertisement on their channel, or for showing advertisements at the beginning of their videos. They can also earn a lot of money for mentioning a product in a vlog and even more money for reviewing new products. About 1,000 vloggers around the world earn at least £100,000 a year from their YouTube income. Furthermore, when a vlogger has more than 10,000 subscribers, they can use the hi-tech facilities at YouTube Creator Spaces in cities such as London and New York and produce very professional, and some would say commercial, vlogs for the platform.

E So, will vlogs go the way of many TV programmes and films and become simple vehicles for selling products? Not according to the vloggers, who say that their creative independence is far more important than making money. However, Zoella, one of the few vloggers in the public eye in Britain, caused a scandal after following Alfie Deyes' example and publishing a book. At the book launch, Zoella claimed that it had always been her dream to write a novel, but just a few weeks later, she had to admit that she hadn't written it alone and had had help with it. Her name was just being used to sell it. Most of her fans forgave her, but many media experts saw it as a sign that vlogging had lost its innocence and that the media corporations were taking control.

6 VOCABULARY Match the highlighted nouns in the text with definitions 1–8.

Digital media

1 organisations that supply someone with what they want _____
2 a computer system _____
3 the ability to reach something _____
4 the homepage for user's videos on YouTube _____
5 the ideas in a book, film, etc. _____
6 people who receive updates, etc. from a website _____
7 criticism, opinions, etc. that someone receives about their work _____
8 communication between two or more people _____

7 SPEAKING Work in pairs. Discuss the questions.

1 Do people follow vloggers in your country?
2 Who are the most popular people in the media? What makes them popular?
3 Why are the 'media lives' of some celebrities so short?

8 INTERNET RESEARCH Find a vlogger who is popular in your country. What do they talk about? Do they advertise any products? Which ones? Why do you think they are popular?

1G Speaking

Photo comparison

I can compare photos and give opinions about fame.

1 SPEAKING Work in pairs. Describe one photo each (A or B). What do you think is happening? Use the phrases below to help you.

Speculating
I can't be sure, but ...
It looks like some kind of ... , or maybe a ...
It looks to me like a ... of some kind.
It's / There's a sort of ...
It's / They're most likely a ... , or something like that.
I'd say that ...

Speaking Strategy
When you talk about a photo, try to use a range of adjectives. For example, extreme adjectives can make your description more expressive.

2 VOCABULARY Read the Speaking Strategy. Then put the adjectives below into two groups: positive and negative.

Extreme adjectives awful delighted ecstatic exhausted fascinated hilarious miserable starving terrible terrified thrilled wonderful

3 Read the Learn this! box below. Which adverb can be used to modify both ordinary and extreme adjectives?

LEARN THIS! Modifying extreme adjectives
We do not use modifying adverbs like *very* and *quite* with extreme adjectives. Instead, we use *absolutely, completely, really* or *totally*.
~~I was very terrified.~~ ✗
I was absolutely terrified.

Vocabulary Builder Gradable and extreme adjectives: page 117

Compare the photos. Then give your own opinion about the advantages and disadvantages of being a well-known celebrity.

4 1.08 **Read the task above. Then listen to a student doing the task. Answer the questions.**

1 Which extreme adjectives does the student use? Does she use any adverbs to modify them?
2 Which does she emphasise more: the advantages of being a celebrity, or the disadvantages? Do you agree with her opinion?

5 1.08 **KEY PHRASES** Listen again. Which of the phrases below does the student use to compare the photos?

Comparing photos
Both photos show ...
In both photos, you can see ...
The common theme in the photos is ...
The main difference (between the photos) is ...
In the first photo ... , whereas in the second photo ...
Unlike the first photo, the second photo shows ...
Overall, the second photo is [comparative form] than the first photo.

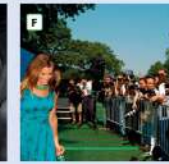
6 SPEAKING Work in pairs. Find other similarities and differences between the photos in exercise 1. Use the phrases in exercise 5 to talk about them.

7 SPEAKING Work in pairs. Student A: Look at photos C and D and do the task below about them.

Compare the photos. Then give your own opinion about whether people in your country are too interested in fame and celebrities.

Student B: Look at photos E and F and do the task below about them.

Compare the photos. Then give your own opinion about whether celebrities should be able to protect their private lives from publicity.



1H **Writing**

A formal letter

I can write a formal letter.

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

1 What is a role model?
2 Which national celebrities are good role models for young people? In what ways?

Every year, your school invites a national celebrity to give a speech to school leavers. Write a letter to the school magazine in which you propose who to invite next summer. Include a description of the celebrity and suggest topics for the speech.

2 **Read the task above and the letter below. In which paragraph does the letter include a) a description, b) a proposal, and c) some suggestions?**

To the editor,

I am writing to put forward my proposal for our school leavers' ceremony, which is due to take place next summer. I would like to suggest that we invite Paralympic Gold medallist Jonnie Peacock to give the closing speech.

Jonnie has been a national celebrity since the 2012 Paralympics, where he won a gold medal in the 100 metres at the age of only nineteen. He is a passionate and hard-working sportsman with an inspirational life story, who has had to overcome many obstacles to achieve his goals. When Jonnie was five, he suffered an extremely serious illness and lost his leg. However, he was a single-minded boy and learned to walk again with a false leg so that he could play sports. At fifteen, he was able to start athletics training. He made rapid progress and, three years later, won gold in London with a time of 10.90 seconds.

There are several topics that Jonnie could cover in his speech to school leavers. My suggestions are as follows: how he coped with losing a limb; how his attitude to life helped him to overcome his difficulties; and what lessons we can learn from his experiences on how to deal with life's challenges. I am convinced that Jonnie's advice would be valuable and inspiring to young people who are just starting out in life, and I firmly believe that other students would be of the same opinion.

Amy Adams, Year 13

Writing Strategy

When you write a formal letter:

- Do not use informal words and phrases.
- Avoid contractions and abbreviations.

3 **Read the Writing Strategy. Find formal expressions in the letter for the informal words and phrases below.**

Language focus: formal language

a I want to say that we should
b offer my idea
c is going to happen
d deal with a lot of problems
e be successful
f these are my suggestions
g improved quickly
h was ill with
i think the same as me

4 **Rewrite the informal sentences in an appropriate formal style using the words in brackets.**

1 I want to tell you my ideas for the school leavers' speech. (write / offer / my suggestions)

_____

2 You should ask our MP to talk to us. (I would like / recommend that / invite / make a speech)

_____

3 This is why I think we should ask her. (These / my reasons / inviting)

_____

4 I think she's got a great job. (In my view / career / inspiring)

_____

5 But she's done a lot for charity too. (Furthermore / contributed / a great deal)

_____

6 She'd definitely be good for us to listen to. (I / no doubt / would benefit / hear / views)

_____

7 It'd be great if you could have a think about my ideas. (grateful / consider / suggestions)

_____

8 I can't wait to hear from you. (look forward / at your earliest convenience)

_____

5 **Read the task below. Make notes. Then write your letter.**

An online magazine has published an article asking which men and women in the public eye are suitable role models for young people. Write a letter to the magazine recommending a celebrity you consider to be a good role model and why.

CHECK YOUR WORK

Have you ...

- included all the required elements?
- avoided contractions and informal language?
- checked the spelling and grammar?

1 Exam Skills Trainer

Reading

Strategy
The questions in a multiple matching task can use different words to communicate the same ideas in the text. Read the questions and underline the key words before you read the text. Try to think of synonyms for the key words as you underline them.

1 Read the Strategy above. Then read the questions in exercise 2 and find the key words. Think of synonyms for the key words.

2 Read the text. Match questions 1–6 with paragraphs A–C. Each paragraph matches with two questions.

In which paragraph does the author mention ...
1 an art form that was enjoyed by large numbers of ordinary people? ___
2 an actor who was awarded a prize? ___
3 an attitude that might prevent a play from happening? ___
4 an industry that took advantage of a situation? ___
5 a performance intended to make people laugh? ___
6 an intrusion on the privacy of many performers? ___

Celebrity through the ages

A In ancient times, fame was reserved for the strong and powerful: monarchs or great warriors, whose actions had a direct impact on their fellow countrymen. One exception was a Roman slave, Quintus Roscius Gallus (126–62 BC), who was famous for his comic imitations of the members of the Forum. Not only did Roscius succeed in making sufficient money from his acting to buy his own freedom, but he was also presented with a gold ring by the Emperor, a remarkable honour for an actor in Ancient Rome, where the profession was looked down on.

B The contempt for acting continued well into the modern era: in 16th-century London, the authorities often tried to stop performances from taking place. Their attempts were frustrated in 1590, however, when a newcomer arrived on the scene: William Shakespeare. Many people went to see his plays; so much so, that popular theatre became a major form of entertainment for the masses. Of note, however, is the fact that it was the playwright himself who became famous at this point, not the actors.

C It wasn't until the invention of motion pictures in the 1890s that attention shifted to performers. An increase in tabloid newspapers, boosted by improvements in printing press technology, meant that more and more people could read stories about the stars. Hollywood cashed in on this growing fascination with stardom by using leading actors to market their films. The publicity this caused led to an ever greater scrutiny of the actors' personal lives, something that has become a common feature of modern celebrity today.

Listening

Strategy
The wrong options in multiple-choice questions often include words which are in the recording. If this happens, think about the context and check that the words in the option refer to the same thing in the recording.

3 Read the Strategy above. Then read the short extract and the question below it. Which words from the extract are repeated in options A and C? Why are these options wrong?

Only once in my life have I queued up to get the autograph of a famous person. The celebrity in question was an actor who played a detective in my favourite TV show – Lewis Collins was his name. I was hoping to exchange a few words with him as he signed the photo I had bought, but he spent the brief time I was in front of him engaged in conversation with somebody else. I found the whole experience a complete waste of time.

During the meeting, the celebrity and the speaker
A exchanged pleasantries.
B did not talk to each other.
C had a long conversation.

4 1.09 **You will hear three texts twice. Choose the correct option, A, B or C.**

Text 1
1 The speakers are
A journalists.
B fund raisers.
C musicians.

Text 2
2 Doctor Rachel Tullet is regarded as a hero because
A she saved a number of lives while injured herself.
B she flew a helicopter in a moment of crisis.
C she sewed up a wound in her arm without using an anaesthetic.

Text 3
3 Which of the following is stated in the interview as a fact, and not an opinion?
A Hear'Say's first song was the most successful in the group's career.
B A band must be very talented to remain popular.
C People only participate in reality shows because they want to be famous.

1 Exam Skills Trainer

Use of English

Strategy
Read the sentences with the gaps to decide which part of speech is required: noun, verb, adjective or adverb. Then decide if the nouns should be singular or plural, what tense the verbs should be, and if the adjectives and adverbs should be positive or negative. This will help you complete the gaps correctly.

5 **Read the Strategy above. Then look at the gaps in the text and decide on the correct form of the words required.**

6 **Complete the text with the correct form of the words in brackets.**

Celebrity lookalike

It isn't unusual for 23-year-old Rose Nicholas to be stopped by [1]_____ (STRANGE) as she walks down the street. This is because the retail worker from Chester, UK, bears a striking [2]_____ (RESEMBLE) to the American singer-songwriter Taylor Swift. Rose was seventeen when a friend first remarked on the many [3]_____ (SIMILAR) she shares with the musician. [4]_____ (SPECIAL) her blue eyes, blonde hair and long legs. A visit to the USA served to raise Rose's [5]_____ (AWARE) of her looks, when she found her [6]_____ (PRIVATE) constantly invaded by fans requesting a selfie with her. Although she found the continual harassment [7]_____ (PLEASE), Rose took part in a Taylor Swift-inspired photo shoot on her return. After uploading the pictures, she was offered a job as a Taylor Swift lookalike with Costello Entertainment. It is no wonder that Rose talks [8]_____ (AFFECTION) about the singer, because she has made around £10,000 impersonating her.

Speaking

Strategy
In a photo-based discussion task, you have to talk for a minute about the topic suggested by the image. The aim is not to describe the photo, but to explore the idea suggested by it.

7 **Read the Strategy above and look at the photo. Choose the topic suggested by the image.**

a the best music to study with
b the kind of celebrities teenagers admire
c places where teenagers hang out with their friends

8 **Look at the photo. Talk about the topic suggested by the image, including all of the following points in your answer.**

- why teenagers have role models
- the pros and cons of having a role model
- what kind of people make suitable role models

Writing

Strategy
Always say why you are writing at the beginning of your letter. The reason is given in the task. Develop each element of the task in a separate paragraph, e.g. a news programme you like, and reasons why it's important to keep up-to-date with the news.

9 **Read the Strategy above. Read the task in exercise 10 and identify the reason for writing the letter.**

10 **Write the letter for the task below.**

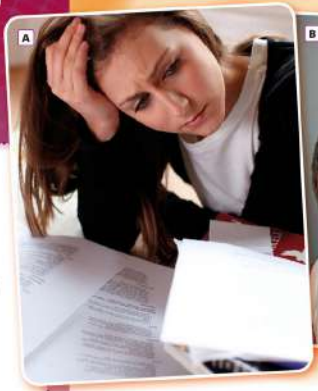
You have read an article in your school magazine which argues that watching news programmes is a waste of time. Write a letter to the editor of the magazine complaining about the article. In your letter, you should describe a news programme that you like, saying what you enjoy about the programme and why you think it is important to keep up-to-date with the news.

2 Problems

2A Vocabulary

It drives me crazy!

I can describe feelings and emotions.



1 **SPEAKING** Describe what is happening in the photos (A–C).

2 Check the meaning of the adjectives below. Match at least two adjectives with each person in the photos.

Describing feelings alarmed amused anxious ashamed bitter content disappointed disillusioned envious exasperated frustrated furious humiliated hysterical indecisive irritated miserable stressed stunned thrilled upbeat

3 Which of the adjectives in exercise 2 have a positive meaning and which have a negative meaning? Are there any that you think can have both?

4 How might you feel in these situations? Choose two or three adjectives from exercise 2 for each situation.

1 You hear a strange noise in the middle of the night.
2 You receive an email with some good news.
3 You're waiting for a friend and she's late (for the third time this week!).
4 A friend makes fun of you in front of other people.
5 You're waiting for some important exam results.
6 Your best friend surprises you by telling you that he/she is moving to another school.
7 Your application for a summer job has been rejected.
8 You and a group of friends are told off for bad behaviour in class.

5 **VOCABULARY** Match the idioms below with a feeling from exercise 2.

Idioms to describe feelings

1 be over the moon thrilled
2 be down in the dumps _____
3 blow your top _____
4 be on edge _____
5 something gets on your nerves _____
6 be green with envy _____
7 lose face _____
8 be tearing your hair out _____
9 be in two minds (about something) _____

Unit map

Vocabulary
Describing feelings
Idioms to describe feelings
Crime: collocations

Word Skills
Preposition + noun phrases

Grammar
Comparison
Infinitives and *-ing* forms

Listening Keep calm!

Reading Solving crime

Speaking Role-play

Writing A for and against essay

Culture 2 The Longitude Prize

Vocabulary Builder page 118

Grammar Builder and Reference page 126

It drives me crazy!

Here are the things that really annoy our readers!

- People who always wear famous brands
- Not being able to find the start of the sticky tape
- Dog owners not cleaning up after their dogs
- People who constantly post social media updates
- People who eat popcorn noisily in the cinema
- Social media trolls
- People talking when a favourite programme is on
- People taking selfies
- People who upload videos of cute cats, dogs, etc.
- Your computer freezing or crashing
- No Wi-Fi in public places
- Late public transport
- People who drop litter in the street

6 **SPEAKING** Work in pairs. Read the situations from the 'It drives me crazy!' list. Which ones irritate you the most? Add three things to the list.

7 1.10 Listen to four speakers and answer the questions.

1 What gets on Speaker 1's nerves?
2 What makes Speaker 2 blow her top?
3 Why was Speaker 3 over the moon?
4 What is Speaker 4 in two minds about?

RECYCLE! Present continuous

We use the present continuous:

a to talk about something happening around now.
I'm watching a film.

b to describe annoying behaviour.
He's always checking his mobile phone!

c for future arrangements.
I'm visiting him this afternoon.

8 Read the Recycle! box and the sentences below. Say whether the questions refer to what is happening now, an annoying habit, or future arrangements.

1 Why does Speaker 1 think that the comments that he's always reading on social networking sites about people's relationships are strange?
2 What is the local cinema doing that will make a bad situation worse for Speaker 2?
3 What is Speaker 3 doing tomorrow to solve his problem with a laptop?
4 What is Speaker 4 reading that she finds funny sometimes, but very annoying at other times?

9 1.10 Listen again. Note down the answers to the questions in exercise 8.

10 **SPEAKING** Work in pairs. Answer the questions.

1 Is anything making you anxious at the moment?
2 Are you in two minds about doing something? What could help you to be less indecisive?
3 When was the last time you were over the moon about something?
4 Have you ever lost face because of something you did? How did you improve the situation?
5 What kind of behaviour makes you blow your top? What was the last thing that made you furious?

2B Grammar

Comparison

I can make comparisons.

1 **SPEAKING** **Do you think you are luckier or unluckier than other people? What is the luckiest or unluckiest thing that has happened to you or someone you know?**

2 **What are the rules for forming a) short and long comparative adjectives and b) short and long superlative adjectives?**

3 **Underline the correct words to complete the text.**

If you were Costis Mitsotakis, you might consider yourself the world's unluckiest man. Costis was the only person in his village not to buy a ticket in the Spanish Christmas lottery. When they won first prize, everyone except Costis received a share of the total prize of nearly £600 million, so he was the [1]**poorest / most poor** person in his village that Christmas. But there are other contenders. For example, US park ranger Roy Sullivan was even unluckier [2]**as / than** Costis. He was struck by lightning seven times in his lifetime – the world record! However, that's nothing like as bad as Britain's John Lyne, who is perhaps the [3]**most / more** unfortunate of all. At eighteen months old, he accidentally drank disinfectant and had to have his stomach pumped. And the older he got, the worse things became. He's been run over, nearly drowned and had a car crash. John's life has been more accident-filled than you would think possible. But he doesn't think he's unlucky. As far as he's concerned, most of his accidents could have ended a lot more seriously, so he may actually be the world's luckiest man!

4 **Read the Learn this! box. Then find examples of rules 1–3 in the text in exercise 3.**

LEARN THIS! Comparative structures

1 We usually use *more / less* and (*the*) *most / (the) least* to form comparative and superlative adverbs. However, we add *-er* and (*the*) *-est* to some adverbs.
You should drive more carefully.
He used to drive faster. Now I drive the fastest.

2 We can use the following structure to show that two things change together because they are connected:
The longer he lives, the crazier things get.
The harder I tried, the better my life became.

3 Comparatives often have a clause after *than*:
She's more upbeat than she used to be.
He's less unhappy than I imagined.
John swam further than he intended to.

Grammar Builder 2.1 page 126

5 **Complete the sentences with a comparative, using the words in brackets.**

1 His journey was _____ than he'd expected. (dangerous)
2 The more you worry, _____ the test will seem. (scary)
3 The _____ it got, the _____ his parents grew. (late / concerned)
4 Trains usually go _____ but the bus costs less. (quick)
5 Lena's _____ that she used to be – nowadays she always looks on the dark side. (optimistic)

LOOK OUT!

1 We can qualify comparatives using *a little, slightly, a lot, much, far, no, even*.
Flying is much safer than driving.

2 We can qualify comparatives with *as ... as*, using *just* for similar things, *almost / nearly / not quite* for small differences or *nowhere near / nothing like* for big differences.
Flying's nowhere near as dangerous as driving.

Grammar Builder 2.2 page 126

6 **Read the Look out! box and find examples of points 1 and 2 in the text in exercise 3. Then underline the correct words to complete facts 1–5.**

1 £100 million is **almost / nowhere near** as much as €300 million.
2 Gold is **a little / a lot** more expensive than steel.
3 The Pacific Ocean is **slightly / far** bigger than the Arctic Ocean.
4 Spain's population is **just / nothing like** as big as China's.
5 Venus is **much / a little** smaller than Earth.

7 **USE OF ENGLISH** **Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.**

1 Maths is far more difficult than history. (nowhere near)
History _____ maths.
2 Cars are nowhere near as safe as planes. (much)
Planes _____ cars.
3 Health is a lot more important than money. (nothing like)
Money is _____ health.
4 Facebook didn't use to be so popular. (than)
Facebook is _____ used to be.
5 You don't need as much money when you're young. (older)
The _____ money you need.

8 **SPEAKING** **Work in pairs. Discuss whether you agree or disagree with the statements in exercise 7. Give reasons.**

I don't agree that maths is more difficult. I think history is a lot more challenging.

I agree. / I don't agree. I think ...

2C Listening

Keep calm!

I can understand emphasis.

1 **SPEAKING** **Work in pairs. Discuss how you would feel and what you would do in these situations.**

1 You have just ridden your bike into another cyclist who pulled out into the road in front of you without looking.
2 You have just said something negative about a friend without realising the friend was right behind you.
3 You have come home to find your house has been burgled.

2 **Read the text. Which pieces of advice could be useful to each situation in exercise 1? Why? Which do you think is the best piece of advice?**

WHAT TO DO IN A CRISIS

Whenever you face a stressful situation, your brain sends alarm signals to your body and causes your heart to beat faster and your muscles to tense in preparation for immediate action. However, this reaction can often prevent us from thinking clearly about the best thing to do.

A good skill you can develop is the ability to react calmly in a crisis. By being aware of your body's stress response and training yourself to ignore that initial flood of emotions, you can make decisions based on clear-headed analysis.

1. **Remember to breathe** – this is easy to forget when you are alarmed or enraged. And breathe deeply! A calmer body helps create a calmer mind.
2. **Focus on the moment** – don't think about what should have been done differently. Concentrate on solving the immediate problem.
3. **Think positively** – positive self-talk in a crisis is often helpful. For example, telling yourself how brave you are can help you overcome your fear.

Listening Strategy

When you listen, pay attention to the words that the speaker emphasises. Usually, a speaker uses emphasis:

1 to highlight new or important information, for example: I've lost my bag. It's a cotton bag, with stripes.
2 to put contrast two alternatives, for example: Was it black or brown?
3 to contradict what someone else has said, for example: Well, that's not my bag.

3 1.11 **Read the Listening Strategy. Then listen to five dialogues. Which words are emphasised in each? Which reason (1–3) is it?**

4 **Look at the lines of dialogue. Decide where the emphasis should go and why.**

1 Do you want to call the police or the fire brigade?
2 A Do you live at number 7 Duncan Drive?
  B No, I live at number 11.
3 Are those the burglar's fingerprints or mine?
4 I can't find my ring. It's a diamond ring, and it's very expensive.
5 A You say you left the house at quarter to eight?
  B No, it was quarter past eight.
6 I saw a van outside. A blue van. A dark blue van.

5 1.12 **Listen and check. Practise the sentences in pairs.**

6 1.13 **Listen to a dialogue between two friends. Choose the correct answers (a–d).**

1 George doesn't believe that
  a Gemma is telling the truth.
  b Gemma saw Sarah stealing from Alex.
  c Gemma didn't say anything.
  d Sarah has done anything wrong.
2 Gemma believes that
  a she saw Sarah take Sam's lunch money.
  b she has enough evidence against Sarah.
  c Sarah took something out of Gemma's schoolbag.
  d something is troubling Sarah.
3 George agrees that
  a Sarah isn't behaving as she normally does.
  b they ought to mention their suspicions to an adult.
  c Gemma should speak to Alex first.
  d Gemma should speak to Sarah alone.

7 **SPEAKING** **Work in pairs. Discuss the questions.**

1 Are you good at keeping calm in a crisis? Give reasons for your answer.
2 What would you have done if you had been in Gemma's situation in the classroom?
3 Do you think that George and Gemma decided to do the right thing?

I think I'm good at keeping calm. I never panic and I always give myself time to think before doing anything.

2D Grammar

Infinitives and *-ing* forms

I can use infinitives and -ing forms.

1 Do the quiz below in your notebook. Do you agree with what your score says?

Are you confrontational? Take the quiz to find out!

1 You see someone drop some litter in the street. Do you ...
a ask them to put it in a bin?
b stop to pick it up?
c keep walking?

2 A car driver nearly knocks you off your bike. Do you ...
a threaten to call the police?
b say nothing?
c apologise for getting in the way?

3 You hear a shop assistant being rude to a customer. Do you ...
a start shouting at the assistant?
b offer to call the manager?
c pretend not to notice?

4 The person behind you at the cinema keeps talking. Do you ...
a ask them to be quiet?
b keep turning round and staring?
c try to find another seat?

5 You regularly get unwanted sales calls. Do you ...
a complain to your phone provider?
b pretend to be interested, but then hang up?
c stop answering the phone?

▶ **Mostly a's:** Seeing bad behaviour exasperates you and you'd sooner face it head on. But be careful – in some situations, taking a risk could end up making things worse!
▶ **Mostly b's:** You do get irritated by bad behaviour, but you'd rather avoid starting an argument. Why not try being more assertive sometimes, though?
▶ **Mostly c's:** You usually feel you'd better not get involved. However ignoring bad behaviour can make life more difficult for you.

2 Read the Learn this! box. Then find examples for each rule (1–3) in the quiz in exercise 1.

LEARN THIS! Infinitives and *-ing* forms

1 Some verbs can be followed by an infinitive with *to* or an *-ing* form, but with a change in meaning.
They stopped talking when the teacher came in.
I saw my friend in town and stopped to talk to him.

2 The verbs *feel, hear, see* and *watch* are followed by an object + infinitive without *to* for completed actions and object + *-ing* form for ongoing actions.
I watched him open the door.
I watched him walking down the street.

3 We can use *-ing* forms in the same way as normal nouns, as the subject or the object of a verb.
Driving in the town centre is banned during the day.
I think they should ban driving in the town centre during the day.

➤➤ Grammar Builder 2.3 page 127

3 Choose the correct words to complete the sentences. If both are correct, explain the difference in meaning.

1 **Queue** / **Queuing** in shops really frustrates me.
2 Everyone saw me **argue** / **arguing** with the driver.
3 Please stop **talking** / **to talk** while I'm explaining the homework.
4 I'm sure she didn't really mean **to be** / **being** rude.
5 I could feel my face **turn** / **turning** redder and redder.
6 Have you tried **taking** / **take** painkillers for your headache?
7 You must remember **to choose** / **choosing** a password!
8 I heard her **to whisper** / **whispering** the answer.

LOOK OUT!
We use an infinitive without *to* after *would rather* / *would sooner* / *had better* (*not*), and after *Why* (*not*) for suggestions.
I'd rather drink tea than coffee.
You'd better not risk making things worse!
Why argue about it? Why not take a break?

4 **USE OF ENGLISH** Read the Look out! box. Then complete the second sentence so that it has the same meaning as the first. Use 1–5 words, including the word in brackets.

1 I'd prefer not to go out this evening. (rather)
I _____ go out this evening.
2 I suggest you ask him to keep his voice down. (why)
_____ him to keep his voice down?
3 It would be wise for you to check your change. (better)
_____ check your change.
4 Would you prefer to sit here or somewhere quieter? (sooner)
_____ sit here or somewhere quieter?

5 Complete the sentences with the correct form of the verbs below.

clean up enter hang up keep smash spend talk wait

1 Using the website means _____ all my personal details again!
2 _____ in the library is strictly forbidden at all times.
3 I'd better _____ a note of all my passwords in a safe place.
4 Responsible owners should stop _____ after their dogs.
5 Why not just _____ if they keep calling your number?
6 I don't remember _____ all my money, but my wallet's empty!
7 We saw someone _____ the window by throwing a brick at it.
8 If you'd sooner not _____ for me, I'll meet you in town later.

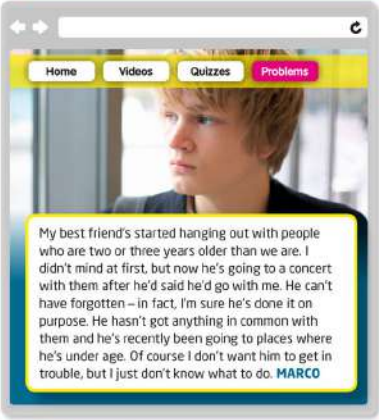
6 **SPEAKING** Work in pairs. Tell each other about:

1 something that makes you angry (use *-ing* as the subject).
2 something you mustn't forget to do this week.
3 a new activity you'd like to try doing.
4 a time when you stopped to help someone.
5 something annoying you've seen someone do.

2E Word Skills

Preposition + noun phrases

I can use preposition + noun phrases.



1 **SPEAKING** Read the forum post. In your own words, say what Marco is worried about.

2 Read the Learn this! box. Find the nouns below in exercise 1. Which prepositions go before them?

age common course fact first purpose trouble

LEARN THIS! Preposition + noun phrases

Some examples of preposition + noun phrases include:

at: *not at all at last at fault at once at stake*

by: *by mistake by accident*

for: *for the time being for good for now for one thing*

in: *in control in doubt in the wrong in any case in that case*

on: *on the one hand ... on the other hand on second thoughts on the whole*

under: *under arrest under control under the impression under pressure*

of: *interest*

➔ Grammar Builder 2.4 page 128

3 Complete the phrases with the correct prepositions.

1 Your friend's clearly _____ the wrong; I'd be very angry!
2 It sounds like he's _____ a lot of pressure and needs help.
3 _____ the one hand, he's behaved badly, but _____ the other, he's still your best friend.
4 If I were you, I wouldn't contact him _____ the time being.
5 He says he's your friend; _____ that case he should act like one!
6 Perhaps he didn't mean to, but he shouldn't have lied to you _____ any case.
7 I'm sure he upset you _____ accident, so you should forgive him.

4 Complete the responses to Marco's problem with nouns from exercise 2 and the Learn this! box.

It's definitely not you that's at [1]_____, but I think you should talk to him about it at [2]_____ and find out what's going on.

Don't do anything you might regret. There's a lot at [3]_____ and you risk losing his friendship for [4]_____.

He didn't change his plans about the concert by [5]_____. Of [6]_____ you should stop being friends with him!

5 **SPEAKING** Work in pairs. Which comments and advice from exercises 3 and 4 do you agree with most? Why? What other advice would you give Marco?

in the end 1 after a long period of time or series of events: *He tried various jobs and **in the end** became an accountant.* 2 after everything has been considered: *You can try your best to impress interviewers, but **in the end** it's often just a question of luck.*

time /taɪm/ [U, C] the time when sth happens or when sth should happen: *By the **time** you get there the meeting will be over.* • *The train arrived right on **time*** (= at exactly the correct time).

IDM **in time (for sth/to do sth)** not late; with enough time to be able to do sth: *The ambulance got there just in **time*** (= to save sb's life).

6 **DICTIONARY WORK** Read the dictionary entries. Then choose the correct words to complete the phrases with *end* and *time*.

Last night, I waited for Matt, but he was late – again! So [1]**by the / in** time we got to the concert, it had already started. [2]**At the / In** time, I was so angry – I don't know why he can't be [3]**on / by the** time for once! I tried discussing it with him, but [4]**in / at** the end I gave up. [5]**In / By** the end of the evening, we weren't speaking. I don't know how things will turn out, but I hope that [6]**on / in** time we'll be friends again.

7 **SPEAKING** Work in pairs. Discuss the questions. Give reasons for your answers.

1 Do you think magazines and websites offer good advice to people who write in with their problems?
2 Do you enjoy reading about people's problems and the advice given?
3 If you had a problem, would you seek advice on a forum?

2F Reading

Solving crime

I can understand a text about different solutions to crime.

1 SPEAKING Look at the photos that illustrate a text about crime. What do you think the connection is between the photos and crime?

2 Read texts A–C opposite. Match the texts with the titles 1–5. There are two extra titles.

1 I've got my eye on you! ___
2 Brighter and safer ___
3 Driven to crime ___
4 Feeling blue ___
5 Politics works! ___

Reading Strategy

When matching questions with texts, remember that the key words from these questions may not appear in the texts. The same information may be expressed in different words.

3 Read the Reading Strategy. Match texts A–C with questions 1–7. Each paragraph may be matched with more than one question.

Which text mentions ...

1 similar falls in crime in different countries? ___
2 a fall in the crime rate of under 50%? ___
3 less crime in a place because of something that was made visible? ___
4 a fall in crime that was the result of a planned experiment? ___
5 people claiming that they were responsible for less crime? ___
6 a crime prevention technique that has interested people in another country? ___
7 a local change that had an unintended effect on the crime rate? ___

4 SPEAKING Work in pairs. Discuss the questions about the article.

1 Why do you think Dr Bateson first put a picture of flowers behind the collection box?
2 Why might politicians not want to believe the theory about lead petrol?
3 What is the writer suggesting by using the phrase 'whatever the reason' in the text about blue street lighting?

5 VOCABULARY Copy and complete the diagram with the words in bold from the text that collocate with *crime*. Which words come before *crime* and which come after?

Crime: collocations

CYCLE THIEVES
WE ARE WATCHING YOU

2F

SOLVING CRIME

1.14

A Carrying out experiments is common practice in universities, but teachers from Newcastle University were amused to discover that they had been the subjects of a secret test. Dr Melissa Bateson, a psychologist, wanted to find out if she could change her colleagues' behaviour when it came to paying for their hot drinks. Teachers were expected to put money in a box in the staff room, but nobody controlled how much money each teacher gave. Dr Bateson put a large picture of some flowers on the wall behind the box for a few weeks and then replaced it with one of a picture of a pair of human eyes. At the end of the experiment, Dr Bateson found that teachers paid almost three times more for their drinks when the picture of the eyes was on the wall.

Dr Bateson concluded that we are programmed to respond to eyes, even pictures of eyes, and believed that her posters could help **combat** crime. A few years later, another experiment at Newcastle University proved this to be true. The experiment involved one of the items most vulnerable to theft that students possess: bicycles. Three posters were made with a warning sentence under the image of a pair of eyes. It said, 'Cycle thieves, we are watching you'. Amazingly, the crime **rate** for bicycle theft fell by an incredible 62% in the places where the posters were displayed. The police and transport authorities quickly became interested in Dr Bateson's research and they have since used posters of hostile pairs of eyes in their crime prevention campaigns.

B During the 1960s and '70s, industrialised countries suffered an incredible crime **wave**, and **violent** crimes such as muggings, rape and murder increased at an alarming rate. What is more, experts told worried politicians to expect it to get worse. Only it didn't. Instead, it got much, much better. In the 1990s, crime started to fall dramatically, and today it is down by almost 50% across the industrialised world and continues to fall. The big question, of course, is 'Why?'

Triumphant politicians will tell you that their policies have **cut** crime, but the fact that the crime wave started and ended at approximately the same time in so many different countries makes this unlikely. However, something did coincide exactly with the rise and fall in crime in all these places: the use and subsequent prohibition of tetraethyl lead in petrol. It has been known for years that lead is a poison that can cause aggressive behaviour, but it is only now that the experts are realising how great the dangerous chemical's responsibility for crime is. Countries that still use leaded petrol are being urged to stop using it to help improve health and crime **prevention**.

C It's a well-known fact that the brighter city streets are at night, the less dangerous they are. However, despite helping uneasy city residents feel safer, the light produced by street lamps is considered ugly. As a result, in an effort to make the Scottish city of Glasgow more attractive at night, the local council decided to replace the typical yellow lighting in one of the city's main shopping areas, Buchanan Street, with street lamps that produced blue light. The new lights were an instant success – and in more ways than the council had expected. Not only were the citizens of Glasgow content with the changes, but some of them were also behaving much better.

After the installation of the new lights, the local police felt that thieves were **committing** fewer crimes in Buchanan Street. A quick check of the statistics proved that the number of **recorded** crimes had fallen – especially **petty** crimes such as pickpocketing and bag snatching. Was it a coincidence? Not according to some psychologists. They claim that blue is a calming colour and reduces people's levels of stress and aggression. Whatever the reason, it seems that blue lighting does **deter** crime and it has created interest abroad. Blue lighting has now been installed in many neighbourhoods in Japan, and they have seen crime fall at a similar rate as in Glasgow.

6 Replace the underlined words with a collocation from exercise 5.

1 The number of offences in the city centre has fallen this year.
2 We must stop them from doing something illegal.
3 Police officers offered advice on ways of stopping crimes from happening.
4 There was a sudden increase in the number of crimes in Birmingham last month.
5 There were fewer rapes and murders last year.
6 All the data on documented criminal activity is available to the public.
7 The threat of long prison sentences doesn't prevent people from doing things they shouldn't.
8 The government has promised to spend more on fighting illegal activities.
9 Some teenagers get involved in shoplifting and stealing bicycles.
10 The government has said that they will stop crimes happening by 20%.

Vocabulary Builder Crime: page 118

7 SPEAKING Work in pairs. Decide if you agree or disagree with the statement below. Think of three points to support your position.

We should have more CCTV in cities as it helps to prevent crime.	
In favour	Against
It helps reduce crime.	They spy on innocent people.

8 SPEAKING Use the phrases below to debate the statement in exercise 7 with another pair. Do you still have the same opinion at the end of the debate?

To begin with, ...
The main thing we need to discuss is ...
The problem with your point is ...
Surely you see that ...

2G Speaking

Role-play

I can use diplomatic language in a discussion.

1 SPEAKING Work in pairs. Read the task. Are you good at sharing a living space with other people? Why? / Why not? What problems can there be?

While studying in Britain, you are sharing a flat with another student. You are having problems with your flatmate because he/she sometimes leaves the flat untidy and dirty. Talk with your flatmate and agree on some rules for a cleaning rota.

Vocabulary Builder Household chores: page 118

Speaking Strategy

It is important to interact appropriately with the person you are speaking to.

- Listen carefully to what the other person is saying and show interest. Use structures like *Oh dear ... , Oh, I'm sorry ... , I didn't realise ... ,* etc. to empathise with the other person.
- Use tag questions like *... don't you? , ... isn't it ? , ... are you?* , etc. to elicit agreement from the other person. Remember, we use affirmative tags after negative verbs, and vice versa.

2 Read the Speaking Strategy above. Add the question tags.

1 The flat's great, _____ ?
2 You don't really like cleaning, _____ ?
3 You leave a lot of clothes on the floor, _____ ?
4 The cooker can get quite dirty, _____ ?
5 We need to talk about who cleans the bathroom, _____ ?
6 I'm probably more organised than you, _____ ?

Grammar Builder 2.5 page 128

3 1.15 Listen to a student doing the task in exercise 1. Answer the questions.

1 Which specific problems are mentioned?
2 Do the speakers react appropriately to each other?
3 What is the outcome of the conversation?

4 1.15 KEY PHRASES Work in pairs. Complete the phrases from the dialogue with the words below. Listen again and check.

bring feel just mind on perhaps resolve should word

Being diplomatic

1 Can I have a _____ with you about ... ?
2 Well, it's _____ that ...
3 What did you have in _____ ... ?
4 I thought _____ we could ...
5 You must _____ that ...
6 I didn't want to _____ it up, but ...
7 You _____ have said something earlier.
8 Could we possibly agree _____ ... ?

5 SPEAKING Work in pairs. Introduce each topic using the phrases from exercise 4 and discuss diplomatically.

1 washing the dishes
2 cleaning the bath and toilet
3 vacuuming the carpets
4 taking out the rubbish
5 borrowing things without asking
6 playing music

Can I have a word with you about washing the dishes after dinner?

6 1.16 Listen to another student doing the task in exercise 1 and answer the questions in exercise 3. In which dialogue is there less agreement, the first or the second?

LEARN THIS! *be supposed to*

This structure expresses obligation. It shows something that you are expected to do. Don't forget the verb *be* in front of *supposed to*:

We're supposed to pay the bills on time.
I'm not supposed to stay out late on weekdays.

7 1.16 Read the Learn this! box and listen again. What examples of *be supposed to* do you hear?

8 SPEAKING Do the role-play in pairs, taking it in turns to be the difficult flatmate. Follow the advice in the Speaking Strategy. Try to be diplomatic and resolve the issues.

While studying in Britain, you are sharing a flat with another student. You are having problems with your flatmate because he/she has a lot of visitors and makes quite a lot of noise. Talk with your flatmate and agree on some rules for visitors and noise levels.

2H Writing

A for and against essay

I can discuss both sides of a topic.

1 **SPEAKING** **Work in pairs. If you needed advice for a problem, what would you do? Discuss the options below.**

go to an online forum look on the internet
read a problem page speak to a family member
speak to a friend speak to a teacher / other adult
write to a magazine

2 **SPEAKING** **Read the task. In pairs, decide on an argument for and an argument against the topic.**

Young people are increasingly looking online for solutions to their personal problems. Write an essay in which you offer arguments for and against using the internet in this way.

3 **Read the essay. Do you agree with the conclusion? Why? / Why not?**

4 **Read the Writing Strategy. Then read and compare the structure in the essay. Are either of your views from exercise 2 expressed by the writer?**

Writing Strategy

When you write an essay, you need to ensure that it has a clear structure.

Paragraph 1: introduction (stating the issue)
Paragraph 2: arguments for the statement
Paragraph 3: arguments against the statement
Paragraph 4: summary, your own opinion

5 **KEY PHRASES** **Look at the phrases below. Which ones are included in the essay?**

Introducing one side of the argument
The first / second advantage ...
It can be argued that ...
No one can deny that ...
On the one hand, ...
It is also true that ...
Furthermore, ... / Moreover, ...
Introducing the other side of the argument
However, ...
On the other hand, ...
Although it is true that ... , we should also remember that ...
Having said that, ... / That said, ...
And yet, ...

There are many internet forums and chat rooms for young people where they can discuss their personal problems with their peers. There are both advantages and disadvantages to looking for solutions in this way.

The first advantage of the internet is the huge amount of information on it. You can find an answer to any question you have, provided that you search correctly. And no one can deny that chat rooms can be very supportive and can help you to feel better. Even if you feel you are the only person with your particular problem, you will soon realise that there is always someone else who feels the same way.

So are there any disadvantages to using the internet in this way? Although it is true that there is a lot of information online, we should also remember that it is not always accurate. Moreover, teenagers in chat rooms are not necessarily the best judges of a situation. Even if you get advice, it may not be the most helpful advice you could receive. Finally, the internet is impersonal. People who you chat to online don't know you well, so they won't understand your particular situation.

In conclusion, even though the internet can be helpful when you have a problem, I don't think it is a substitute for speaking to the people in your life who know and care about you. Young people shouldn't forget to talk to the people that they have a real relationship with.

6 **Read the Learn this! box. Then find an example of 1–3 in the essay.**

LEARN THIS!

provided that / providing / on condition that ...

1 *provided that / providing / on condition that ... = if*
I'll help you now, provided that you help me later.
even though **and** ***even if***
2 *Even though* expresses a fact, something real. It means 'despite the fact that ...'
Even though John's house is small, he loves it.
3 *Even if* refers to an imaginary situation. It means 'despite the possibility that ...'
Even if John won the lottery, he wouldn't buy a bigger house.

7 **Read the task below. Make notes of some advantages and disadvantages.**

Because of mobile phones, young people can usually contact a parent if they have a problem. Write an essay in which you present the advantages and disadvantages of always being in contact.

8 **Write your essay using your notes from exercise 7.**

CHECK YOUR WORK

Have you ...
- presented both the advantages and disadvantages?
- followed the structure in the Writing Strategy?
- included phrases for introducing arguments?
- used linkers where possible?
- checked the spelling and grammar?

3 Customs and culture

Unit map

Vocabulary
Gestures and expressions
Human sounds
Compound adjectives

Word Skills
American English

Grammar
Modals: present and future
Modals in the past

Listening When in Rome ...

Reading *The Kite Runner*

Speaking Topic-based presentation

Writing A blog post

Culture 3 Erasmus

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3A Vocabulary

Express yourself

I can describe body language, gestures and movement.

1 **VOCABULARY** Look at the people in the photos (A–F). What feelings does their body language express?

2 Check the meaning of the gestures and expressions below. Which ones can you match with the photos?

Gestures and expressions bite your fingernails bow your head cover your mouth cross your fingers cross your legs fidget fold your arms frown give a thumbs up grimace grin nod your head point pout purse your lips raise your eyebrows scowl scratch your head shake your head shrug your shoulders wave wink yawn

> The woman in the first photo is shrugging ... and ...

3 Work in pairs. Take turns to choose emotions from below and make gestures and expressions to convey them. Your partner identifies the gesture or expression and guesses the emotion.

annoyance anxiety boredom confusion disapproval disgust fear friendliness happiness ignorance indifference interest pain shame shock surprise

> You're grimacing, so you're expressing pain, or maybe disgust.

4 1.17 **VOCABULARY** Listen and write in your notebook the sounds below in the order you hear them.

Human sounds clear your throat cough gasp hiccup sigh slurp sneeze sniff snore tut

5 Which sound(s) are you likely to make when you ...

1 have a bad cold? (more than one possible answer)
2 are preparing to speak?
3 are asleep?
4 are disappointed or sad?
5 are shocked?
6 disapprove of something?
7 are drinking a very hot liquid?

INTERNATIONAL SOCIAL SKILLS: have you got them?

The gestures that you use in your country often exist in other countries, but sometimes they can have very different meanings! Find out if you are ready to travel abroad by doing our quiz on international gestures.

1 You should [1]____ rather than blow your nose in
A Japan. **B** Russia. **C** France.
2 If you raise your [2]____ in Turkey, people will understand that you mean
A 'no'. **B** 'I'm confused'. **C** 'yes'.
3 Where will people get angry if you [3]____ your fingers for good luck?
A Ireland. **B** Vietnam. **C** New Zealand.
4 If someone says 'yes' with a gesture in Bulgaria, they will
A nod their head. **B** [4]____ their head.
C shrug their [5]____ .
5 People in Indonesia will feel you are rude if you
A [6]____ at people. **B** scratch your head. **C** lick your lips.
6 It's perfectly polite to [7]____ noisily while drinking your tea in
A Brazil. **B** Canada. **C** Japan.
7 Giving a [8]____ is considered childish in
A Thailand. **B** Australia. **C** Italy.

6 Read and complete the quiz with words from exercises 2 and 4. Then do the quiz.

7 1.18 Listen and check the answers to the quiz. Are you surprised by any of the customs and taboos?

8 1.19 Listen to four different situations. Match the questions to each situation 1–4.

In which situation do they talk about ...
a making a good impression? ___
b making something appear believable? ___
c dealing with the symptoms of being unwell? ___
d different ways of expressing yourself? ___

RECYCLE! The first conditional for predicting

We often use the first conditional to make predictions using *might, may, will / won't* or *could*.

You might annoy people if you constantly sniff!

If you bite your fingernails, you won't make a very good impression.

If you fold your arms, you could look defensive.

9 1.19 Read the Recycle! box. Listen again. Complete the sentences using the words in brackets.

1 If you can't control your coughing or sniffing, you _____. (might)
2 If you use British ways of expressing yourself with Spanish people, they _____. (could)
3 If you don't control your body language in an interview, you _____. (might not)
4 If the director lets Marc perform as he wants, the audience _____. (won't)

10 SPEAKING Work in pairs. Ask and answer the questions.

Which gesture or expression might you use if ...
1 you were wishing someone luck in an exam?
2 you were puzzled by a question?
3 you didn't know the answer to a question that somebody asked?
4 you tasted something very bad?
5 you were very anxious about something?
6 you wanted to indicate that something you said wasn't serious?
7 one of your friends was very rude to you?

If I were wishing someone luck in an exam, I might ...

3B Grammar

Modals: present and future

I can use modals to talk about present and future possibility.

1 **SPEAKING** Work in pairs. What cultural problems do people face when they travel abroad?

2 Read the text. Which is the best piece of advice in your opinion? Why?

Going travelling? Read our tips and you should fit right in.

Travelling can be lonely, so pack some favourite photos or music. You ought to plan to keep in touch with friends and family regularly too.

You can't learn everything about where you're visiting, but you may find it helps to read about the history and culture – especially in regards to local customs, so you understand what you're supposed to do (and what you're not supposed to do) in different circumstances.

Explore the shops and restaurants and try the local food – you might love it!

You don't have to be fluent but you must try to learn some key phrases or do a language course before you go. You'll be able to find a wide variety of online language courses so there must be one in the language you need.

You mustn't worry if you can't see or do everything in each place you visit. Be selective and enjoy what you do.

Don't slavishly follow your guidebook. Try speaking to locals and getting recommendations from them.

3 Complete the **Learn this!** box with the verbs below. Then find examples of the rules in the text in exercise 2.

be supposed to *don't have to, don't need to and needn't*
must and have to *mustn't* *should and ought to*

LEARN THIS! Advice, obligation and necessity

1 We use _____ to give advice.
2 We use _____ for obligation, strong advice or possibility.
3 We use _____ to say that something isn't allowed or for strong negative advice.
4 We use _____ to express lack of obligation or necessity.
5 We use _____ to talk about rules and also about what people believe or expect.

Grammar Builder 3.1 page 129

4 Choose the correct verbs to complete the sentences.

1 Do you think we **should** / **must** take a gift for the hostess?
2 You **mustn't** / **needn't** eat noisily; it's rude.
3 We **must** / **are supposed to** arrive by 10 o'clock, but we can be a bit late.
4 Guests **don't have to** / **shouldn't** check out till midday.
5 **You're supposed to** / **You must** take off your shoes, but it doesn't matter if you forget.
6 You **ought to** / **don't need to** try some of the local dishes.

5 Read the **Learn this!** box. Then find examples of the rules in the text in exercise 2.

LEARN THIS! Possibility, probability and certainty

1 We use *may / might / could* to talk about the possibility of something happening.
2 We use *should* to say that something will probably happen, in our opinion.
3 We use *must* to express certainty and *can't* to express impossibility.
4 We use *be able to* for future possibility.
5 We use *can* and *could* for general truths or strong possibilities.

6 Complete the text with verbs from the **Learn this!** box.

I'm really looking forward to my trip to Venice in July. The 'sightseeing' section of the guidebook is really long, so there [1]_____ *be a lot to see! The problem is, we* [2]_____ *possibly visit all the sights in three days. I'm not sure yet, but we* [3]_____ *have another holiday in the autumn, so we might* [4]_____ *go back. Apparently, Venice* [5]_____ *get very hot and crowded in the summer, but I think it* [6]_____ *be cooler and less busy later in the year – so maybe that's a good time to return.*

Grammar Builder 3.2 page 129

7 **USE OF ENGLISH** Rewrite the sentences using the words in brackets.

1 I'd recommend buying a phrase book. (should)
You should buy a phrase book.
2 Should we leave a tip? (supposed)
3 They won't let you enter the temple in shorts. (mustn't)
4 It doesn't matter if you don't speak Spanish. (need)
5 He'll have no problem making friends, in my opinion. (shouldn't)
6 There's a chance it will rain while we're away. (could)
7 Look at the map; this is definitely the right road! (must)

8 **SPEAKING** Work in pairs. Use modal verbs and agree on how a visitor to your country should behave in these situations.

1 going for dinner in a restaurant
2 being invited to a friend's parents' house
3 visiting a religious building
4 going to the beach
5 getting a taxi
6 making a complaint in a shop

You don't have to dress smartly to go to most restaurants, but you should leave a tip of about 10%.

3C Listening

When in Rome ...

I can identify different types of listening text.

1 SPEAKING Work in pairs. Answer the questions.

1 Have you visited a foreign country? If so, did you notice any differences in that country's customs?
2 What customs or cultural differences do you think visitors to your country might notice?

2 1.20 Listen to ten extracts from dialogues. Match each extract with a photo, A or B.

3 1.20 Listen again. Rewrite the sentences making them formal. Use the words in brackets to help you.

1 Hi there. (good)
2 We don't know each other. (believe / met)
3 Good to meet you. (a pleasure)
4 Come and meet some of my friends. (allow me / introduce / colleagues)
5 Fancy a coffee? (could / fetch / at all)
6 Sure, why not? (kind / to offer)

➔ Vocabulary Builder Formal versus informal language: page 118

Listening Strategy

As you listen, focus on features that tell you what type of text you are hearing (e.g. news, interview, advertisement, notice, story, review, joke, etc.) and what the topic is. Such clues include register (formal or informal), subject vocabulary, or the speaker's tone of voice.

4 1.21 Read the Listening Strategy. Then listen and match each dialogue (1–6) with a text type (a–f). Give reasons for your answers.

___ a an advert
___ b a conversation between friends
___ c a news item
___ d an announcement
___ e a conversation between strangers
___ f a professional conversation between colleagues

5 1.22 Listen to four texts. Match the situations (1–4) with the speakers (a–d).

1 informal conversation
2 dialogue between strangers
3 radio advert
4 TV travel show

___ a actor in a voiceover
___ b media presenter
___ c friends
___ d airport employee

6 1.22 Listen again. Choose the correct answers (a–c).

1 In text 1, why did Anna feel embarrassed during the meal?
   a Her colleague did something which shocked the other diners.
   b She accidentally did something that was culturally unacceptable.
   c She ignored somebody who was being introduced to her.
2 In text 2, what mistake did one of the speakers make?
   a He put his laptop in the wrong place.
   b He failed to empty his pockets.
   c He walked through the wrong archway.
3 In text 3, what is the speaker trying to persuade the listeners to do?
   a To book a water sports holiday in a particular destination.
   b To use the internet to find the best holidays abroad.
   c To book a holiday with a particular holiday company.
4 In text 4, what is the speaker's main intention?
   a To describe a particular travel experience.
   b To persuade people to book a holiday.
   c To recommend the best places to eat.

7 SPEAKING Work in pairs. Prepare two short role-plays where you meet someone for the first time – the first is at a formal event and the second is at a friend's party. Include the following:

- Greet and introduce yourself.
- Explain why you're there / how you know the host.
- Exchange some personal information.
- Offer to get your new friend / colleague a drink.
- Bring the conversation to an end.

Good evening. I don't believe we've met ...

Good evening. Allow me to ...

3D

Grammar

Modals in the past

I can use modal verbs to talk about past actions.

1 Look at the photo. Where do you think this is?

2 1.23 Listen and complete the dialogue.

Jo Hi, Tom. How was your trip to Japan?

Tom It was a disaster! I [1]_____ have gone without reading about their customs. I really [2]_____ to have been better prepared – then I [3]_____ not have embarrassed myself so badly.

Jo Why? What happened?

Tom Well, Aki's parents took us to dinner one night. I had a really bad cold. Aki [4]_____ have told me not to blow my nose in public! Everyone kept staring. Then I forgot to take off my shoes when we went to our table – you're not supposed to wear shoes on tatami. The people in the restaurant [5]_____ have thought I was so rude! When Aki told me later, I felt terrible about it.

Jo I'm sure you needn't have done. How could you have known?

Tom Anyway, I bought a gift for Aki's parents. I sent it on Monday, so it [6]_____ have arrived by now. I probably didn't need to send them anything, but I really wanted to apologise.

3 Read the Learn this! box. Match the modal verbs from exercise 2 with the rules.

LEARN THIS! Modals in the past

a We use *may (not) / might (not) / could have* to speculate about the past. We don't use *couldn't have* in this way.
She might have been worried about something.

b We use *should / shouldn't have* or *ought (not) to have* to say what the right or wrong way to behave was.
He shouldn't have left early. He ought to have stayed.

c We sometimes use an exclamation with *might have* or *could have* (but not *may have* or negative forms) to tell somebody how we think they should have behaved.
You might have offered me a biscuit! I was starving!

d We use *must have* and *can't / couldn't have* to make logical deductions about the past.
They can't have known about the meeting.
They must have misunderstood your email.

e We use *should have* and *was supposed to* to talk about things we expect to have happened.
She left an hour ago, so she should have reached the airport by now.
She was supposed to take the tickets with her.

4 Underline the incorrect modal verb and replace it with a more suitable one. Sometimes more than one answer is possible.

1 They mustn't have seen Max – he's away on holiday.
2 Joe knew about the strike. He must have warned me!
3 I couldn't have yawned when Tim told that story. It was a bit rude of me.
4 It was so noisy. It's possible he ought not to have heard us.
5 I emailed Erin a week ago, so she can't have read it by now.
6 I don't know if Jake is coming. I left a note for him but he should not have seen it.

5 Read the Look out! box. Then find examples of *needn't have* and *didn't need to* in exercise 2.

LOOK OUT! *needn't have / didn't need to*

1 We use *needn't have* + past participle to say an action that was done was unnecessary.
The café isn't open yet. I needn't have got here so early!

2 We use *didn't need to* + infinitive to say an action was unnecessary, whether or not it was done.
The bus stopped nearby, so I didn't need to walk far.
~~*The bus stopped nearby, so I needn't have walked far.*~~ ✗

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6 Look at the sentences. Are both verbs correct, or only one?

1 He **needn't have cooked / didn't need to cook** all that food. Most of the guests didn't turn up.
2 We had a full tank of petrol, so we **didn't need to stop / needn't have stopped** to get any.
3 The hotel provided towels, so I **didn't need to take / needn't have taken** any.
4 They **needn't have waited / didn't need to wait** long as the queue was very short.
5 She **didn't need to pay / needn't have paid** for the meal as it was free.

7 Complete the sentences with a suitable modal verb and the correct form of the verbs in brackets.

1 Dan looks tired. He _____ (sleep) badly last night.
2 Luckily, Ela gave me her spare ticket, so I _____ (buy) one.
3 Tom only sat the test last week so he _____ (get) the result yet.
4 I'm not certain, but I _____ (leave) my passport at home.
5 The restaurant's empty. We _____ (book) a table after all.
6 He _____ (bring) so much luggage. It won't all fit in the car.

8 SPEAKING Work in pairs, taking turns to be A and B. Student A: tell Student B about a situation below. Student B: listen to Student A and respond using past modals.

1 My best friend isn't talking to me.
2 My brother thinks he saw a ghost yesterday.
3 I haven't got any money at all this month.

I had an argument with Matt and he won't talk to me now.

You shouldn't have argued. You must have upset him.

3E Word Skills

American English

I can recognise differences between American and British English.

1 1.24 **Look at the British English words below. What are the American English equivalents? Listen to the three voicemails and check.**

film (n) flat lift (n) petrol tap toilet

LEARN THIS! American English

1 American English uses completely different words for some British words.

2 Some American English words have a completely different meaning in British English.

2 Read the email and the Learn this! box. Find examples of American English in the email.

To: sam2@email.com

Hey Sam! Can't wait for you to arrive! I've organized your accommodation – you'll be staying with a neighbor of mine. He's from Mexico, so you'll be able to practice your Spanish while you're on vacation. Public transportation's pretty good here, and I live near the subway, but bring your driver's license anyhow. Maybe we could take a trip out to the theater one evening? Anyway, I'll meet you at the airport on Saturday. New York's beautiful in the fall, so I know we'll have a great time, even if we just play soccer in the yard!

3 Read the Dictionary Strategy and the dictionary entry. What is the American word for 'head teacher'? How are the two equivalents labelled?

Dictionary Strategy

Many British English dictionaries include information on other varieties of English, for example on differences in spelling or pronunciation, as well equivalents in American English. If you are unsure about the correct way to spell or use a word, remember to check it in the dictionary.

head teacher *noun* (*BrE*) (*NAmE* **principal**) a teacher who is in charge of a school

4 Match the words in A with the words in B with the same meaning. Which word in each pair is American English? Use a dictionary to help you.

A biscuit candy cell phone check motorway queue sidewalk sneakers torch

B bill cookie flashlight highway line mobile pavement sweets trainers

Vocabulary Builder American English: page 118

5 What is the British English equivalent for the words in bold? Use a dictionary to help you.

1 She thought the brochure was in her **purse**, but she must have left it at home. _____

2 What a busy town! It took an hour to get out of the **parking lot**. _____

3 You shouldn't eat **chips** too often as they're full of salt. _____

4 Don't throw that wrapper on the floor! Put it in the **garbage can**! _____

5 I need to clear out my **closet** – I've got too many clothes! _____

6 We need to buy the baby a **pacifier**. _____

LOOK OUT!

1 Some words are spelled differently in American English. Common differences are: *-our* / *-or*, *-tre* / *-ter*, *-ence* / *-ense*, vowel + *ll* / vowel + *l*.

2 American English uses *-ize* instead of *-ise*, though both may be acceptable in British English.

3 There are some differences in stress and pronunciation between the way British and American speakers pronounce words.

6 Read rules 1 and 2 in the Look out! box. Find examples in exercise 2 and make a note of the British English spelling.

7 1.25 **Read rule 3 in the Look out! box. Listen to the words below being said by an American and a British speaker. Which one do you hear first? Write *Am* or *Br*.**

1 address Br
2 advertisement ___
3 brochure ___
4 garage ___
5 leisure ___
6 tomato ___
7 vase ___
8 vitamins ___
9 yoghurt ___
10 zebra ___

8 1.26 **Listen to six speakers. Is each speaker American or British?**

9 INTERNET RESEARCH **Work in pairs. How many more common American English words and phrases can you find online? What are their British English equivalents? Share the most useful ones with the class.**

3F Reading

The Kite Runner

I can understand an extract from an American novel.

1 **SPEAKING** **Work in pairs. Look at the different covers for the novel *The Kite Runner*. What do you think the story is about?**

2 **Read the extract from *The Kite Runner*. Which cover do you think matches the extract the best? Why?**

3 **Read the text again. What is it about?**

1 Afghan cinema
2 Growing up in Afghanistan
3 The different social classes in Afghanistan

Reading Strategy

- When you do a gapped sentences task, first read the text quickly to find out what it is about.
- Then read the text more carefully and think about what information is missing in each gap.
- Look at the parts of the text before and after each gap to find words or information that link it to one of the missing sentences.
- Pay attention to vocabulary and grammar structures which may also provide ideas.
- After you have matched a sentence to each gap, check that the remaining sentence doesn't match any of the gaps.

4 **Read the Reading Strategy. Match the missing sentences (A–E) with the gaps (1–4). There is one extra sentence.**

A Hassan and I were stunned. Dazed.
B I'd hear him singing to himself in the foyer as he ironed, singing old Hazara songs in his nasal voice.
C Not in the usual sense, anyhow.
D We had been close friends since childhood.
E Because history isn't easy to overcome.

5 **Match 1–5 with A–E to make sentences about the extract.**

1 The narrator and Hassan had a childhood that
2 The narrator doesn't think that he and Hassan
3 Certain cultural and social factors couldn't change the fact that the boys
4 Baba laughed a lot because the boys
5 In the last paragraph, we discover the narrator and Hassan

___ **A** had spent their childhood together.
___ **B** had a typical friendship.
___ **C** had different daily experiences.
___ **D** were confused about an actor's nationality.
___ **E** was similar to Ali and Baba's.

6 **VOCABULARY** **Find five underlined compound adjectives in the text. Then complete the sentences with them.**

Compound adjectives

1 Although she was tall, she was slim and _____ and didn't weigh much.
2 Try this _____ jam. It's much better than the ones you buy in shops.
3 Suddenly, we heard the _____ roar of a lion calling out to its mate.
4 The stranger had _____ eyes that were close together, giving him a menacing look.
5 After six months of travelling, the men were all _____ and bearded.

7 **SPEAKING** **Work in pairs. Why is it often difficult to form friendships with people from different cultural or social backgrounds? Use the ideas below and add your own.**

- different hobbies and interests
- other people's attitudes
- different views, opinions, or outlooks

As far as I'm concerned, ...
My view is ...
To my mind, ...
In my opinion, ...

8 **INTERNET RESEARCH** **Find out about the author of *The Kite Runner*. What other books has he written? What are they about? How successful have the books been?**

THE KITE RUNNER

1.27

Ali and Baba grew up together as childhood playmates – at least until polio crippled Ali's leg – just like Hassan and I grew up a generation later. Baba was always telling us about the mischief he and Ali used to cause, and Ali would shake his head and say, "But, Agha Sahib, tell them who was the architect of the mischief and who the poor laborer?" Baba would laugh and throw his arm around Ali. But in none of his stories did Baba ever refer to Ali as his friend.

The curious thing was, I never thought of Hassan and me as friends either. [1]_____ Never mind that we taught each other to ride a bicycle with no hands, or to build a fully functional homemade camera out of a cardboard box. Never mind that to me, the face of Afghanistan is that of a boy with a thin-boned frame, a shaved head, and low-set ears, a boy with a Chinese doll face perpetually lit by a harelipped smile.

Never mind any of those things. [2]_____ Neither is religion. In the end, I was a Pashtun and he was a Hazara, I was Sunni and he was Shi'a, and nothing was ever going to change that. Nothing.

But we were kids who had learned to crawl together, and no history, ethnicity, society, or religion was going to change that either. […]

We saw our first western together, *Rio Bravo* with John Wayne, at the Cinema Park, across the street from my favorite bookstore. I remember begging Baba to take us to Iran so we could meet John Wayne. Baba burst out in gales of his deep-throated laughter – a sound not unlike a truck engine revving up – and, when he could talk again, explained to us the concept of voice dubbing. [3]_____ John Wayne didn't really speak Farsi and he wasn't Iranian! He was American, just like the friendly, longhaired men and women we always saw hanging around in Kabul, dressed in their tattered, brightly colored shirts. We saw *Rio Bravo* three times, but we saw our favorite, *The Magnificent Seven*, thirteen times. With each viewing, we cried at the end when the Mexican kids buried Charles Bronson – who, as it turned out, wasn't Iranian either. […]

During the school year, we had a daily routine. By the time I dragged myself out of bed and lumbered to the bathroom, Hassan had already washed up, prayed the morning *namaz* with Ali, and prepared my breakfast: hot black tea with three sugar cubes and a slice of toasted *naan* topped with my favorite sour cherry marmalade, all neatly placed on the dining table. While I ate and complained about homework, Hassan made my bed, polished my shoes, ironed my outfit for the day, packed my books and pencils. [4]_____ Then, Baba and I drove off in his black Ford Mustang – a car that drew envious looks everywhere because it was the same car Steve McQueen had driven in *Bullitt*, a film that played in one theater for six months. Hassan stayed home and helped Ali with the day's chores: hand-washing dirty clothes and hanging them to dry in the yard, sweeping the floors, buying fresh naan from the bazaar, marinating meat for dinner, watering the lawn.

3G Speaking

Topic-based presentation

I can talk about a cultural event or festival.

1 SPEAKING Discuss these question in pairs.

1 Which do people in your country usually celebrate more: birthdays or name days?
2 How do they usually celebrate these occasions? Think about food, parties, gifts / cards and other customs.

2 Look at the photos. What special events do you think the people are celebrating? Why do you think that?

3 1.28 Read the task below, including the three question prompts. Then listen to a student doing the task. Does she agree with your ideas from exercise 2?

Look at the photos. Then talk for about one minute about how people in your country celebrate special occasions which involve the family. Use the prompts below to help you.
- Does food play a part in the celebration?
- Do people usually give or receive gifts and/or cards?
- Are there any interesting or unusual traditions linked to these celebrations?

Speaking Strategy 1

Make sure that you mention all of the prompts in the task. Learn some useful phrases for changing the subject or moving on to the next point.

4 KEY PHRASES Read Speaking Strategy 1. Then complete phrases 1–5 with the words below.

concerned else now subject turn

Moving onto another topic

1 As far as ... is / are _____, ...
2 Turning _____ to the topic of ...
3 There's something _____ I'd like to talk about: ...
4 That brings me to the _____ of ...
5 So now, let's _____ our attention to ...

5 1.28 Listen again. Which phrases from exercise 4 did you hear? Which prompt from the task in exercise 3 does the student not mention?

Speaking Strategy 2

When you don't know or can't remember the words you need, use phrases for paraphrasing so that you can explain what you mean in other words.

Paraphrasing

In my language, we'd call it ...
It's something you wear / eat / drink / use as a decoration, etc.
It's like ... , but smaller / bigger / more expensive, etc.
It's a kind of / sort of ...

6 SPEAKING Read Speaking Strategy 2. Then work in pairs to find the things below in the pictures in exercise 2. How could you describe them if you didn't know or couldn't remember the words?

1 a party hat
2 a bow tie
3 tea cup
4 candles
5 icing
6 a waistcoat

It's something you wear on your head at a party.

7 Work in pairs. Read the task below, including the three question prompts. Choose a different festival each and plan what you are going to talk about for each prompt.

Look at the photos. Then talk for about one minute about an important national festival in your country and how people usually celebrate it.
- Does food or music play a part in the celebration?
- How popular is the celebration with people of different ages? Why?
- Are there any interesting or unusual traditions linked to these celebrations?

8 SPEAKING Take it in turns to do the task in exercise 7. Listen carefully when your partner is speaking and check that all three prompts are mentioned.

3H Writing

A blog post

I can write a blog post.

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

1 Which local festivals happen in your area?
2 What happens there? Do you go to any?

2 **Read the task and find the two elements that you are required to include in your blog post.**

> Your local newspaper published an article suggesting that a local festival should no longer take place. Write a blog post outlining the advantages of the festival and describing a personal experience of it.

Writing Strategy
Make a plan for your blog post so you allow enough space to include every element from the task instructions. Remember to include a good introduction and a summary.

3 **Read the Writing Strategy and the blog post. In which paragraphs (1–4) does the writer cover the two elements from the task? How well does the writer follow the advice in the strategy?**

4 **Read the Learn this! box. Then find an example of each of the structures in the blog post.**

LEARN THIS! Sequencing clauses for describing past events

1 For an action which comes before another action:
having + past participle
Having played football, they went home.
after + *-ing*
After playing football, they went home.

2 For two actions which happen at the same time:
a present participle
Travelling home, they met Mary.
as + past simple
As they travelled home, they met Mary.
Note: the subject of the participle clause must be the same as the subject of the main clause.
NOT ~~After leaving the cinema, it started to rain.~~ ✗

SAVE OUR FESTIVAL!

1 I was very surprised to read an article in my local newspaper suggesting that the Kingsbridge Festival should no longer take place. The article suggested that the festival costs the council too much money and causes too much disruption to traffic in the town centre. I'd like to outline some arguments against this view.

2 I strongly disagree with the suggestion that there is no value in continuing the festival. Firstly, it has become a local tradition. Kingsbridge has held an annual food and music festival for more than ten years. Secondly, it provides a wonderful opportunity for local producers and caterers to sell their food and drink to the public. And thirdly, after eating and drinking, visitors can stay to watch a variety of local musicians, so the festival is also a great showcase for local talent.

3 Last year's festival was a memorable experience. As families crowded around the food stalls, the music played non-stop. There was a lovely, friendly atmosphere, and as night fell, that didn't change. Having arrived later to hear the bands play, the local teenagers just mixed in with everybody else. Looking around, I could see young people, old people and parents with children on their shoulders, all dancing to the music.

4 In my view, rather than being inconvenient, festivals like this are good for local trade and advertising. They are also invaluable for bringing and keeping communities together. How can you put a price on that?

5 **In your notebook, join the sentences, beginning with the words in brackets.**

1 I arrived at the airport. I checked in. (After ... / Having ...)
After arriving at the airport, I checked in.
Having arrived at the airport, I checked in.
2 We lay in the sun. We read magazines. (As ... / Lying ...)
3 The band played. The sun came out. (As ...)
4 They swam. They wrote postcards. (After ... / Having ...)
5 You watched the film. You fell asleep. (As ... / Watching ...)

6 **Read the task below. Then make some notes for a) the advantages and b) your description.**

> The local newspaper published an article suggesting that schools should no longer have a long holiday over the summer. Write a blog post outlining the benefits of summer holidays and describing a long summer holiday you have enjoyed.

7 **SPEAKING** **Work in pairs. Discuss ideas for each paragraph and compare the notes you made in exercise 6.**

8 **In your notebook, write your blog post.**

CHECK YOUR WORK
Have you ...
- written equally about both required elements?
- included sequencing clauses in your description?

2 Exam Skills Trainer

Reading

Strategy
When questions in a multiple-choice task take the form of incomplete sentences, read both parts of the sentence (question and option) carefully. Check that the whole sentence matches what is written in the text, not just the phrase in option A, B, C or D.

1 Read the Strategy above and look at the question below. Read the first paragraph of the text in exercise 2 and choose the correct answer. Why are the other options wrong?

The day after Mardi Gras, people of some religions
- **A** finish all the food they aren't supposed to eat.
- **B** celebrate the end of a period of abstinence.
- **C** give up eating certain things for a time.
- **D** prepare a traditional French dish for dinner.

2 Read the rest of the text and choose the correct answers (A, B, C or D).

Mardi Gras: a party to remember

Mardi Gras. Two little words that describe a centuries-old celebration which originated in Medieval Europe. It is the name given to the final day of the Carnival season, the day that traditionally precedes forty days of fasting in some religions. Translated from the French, the words mean 'Fat Tuesday', referring not only to the day on which the celebration is always held, but also to the custom of eating up all the forbidden food before the fast.

Today, it is the city of New Orleans in Louisiana, USA, that holds one of the most famous Mardi Gras celebrations in the world. Mardi Gras was introduced to North America in March 1699 by a French Canadian explorer called Jean-Baptiste Le Moyne de Bienville. Arriving on the eve of the festival at an area 90 kilometres south of what is now New Orleans, he organised the following day's celebrations on a plot of land he named Pointe du Mardi Gras. The custom soon caught on, and by the time New Orleans had been established by Bienville in 1718, Americans were celebrating their own version of Mardi Gras.

What makes the New Orleans event so special are its dazzling parades. Marching bands escort artistic carnival floats through streets lined with spectators wearing masks. These accessories have been a feature of Mardi Gras since the very beginning, initially because they afforded the wearer a disguise which allowed him or her to mix with people of different classes. Today, masks are one of the festival's most popular traditions, and float-riders are required to wear them by law.

As for the carnival floats, each one belongs to an organisation known as a 'krewe', a kind of social club, whose members not only finance and create their own float, but also ride on it during the parade. The tradition of the 'krewe' began in 1856 when six young men from the nearby town of Mobile formed the 'Mistek Krewe of Comus'. Not only does this group hold the distinction of being the first krewe, but it is also credited with parading the first float. Today, around 70 krewes take part in the celebrations, each with its own history and theme.

The second Mardi Gras krewe, the Twelfth Night Revelers was founded in 1870, and initiated another popular tradition, the Mardi Gras 'throws'. These are small presents which are tossed to the crowd by the costumed float-riders. The most sought-after throws are coins specially crafted by the krewes for the occasion, some of which have become collector's items over the years. Other popular throws include cups, long pearl beads and cuddly toys.

Mardi Gras was made official in New Orleans in 1875 when Governor Warmoth signed the Mardi Gras Act making Fat Tuesday a public holiday in Louisiana so that everybody could attend. Today, hundreds of thousands of tourists travel to New Orleans each year to see the festival, which is organised and paid for privately by the krewes. The success of the celebrations in recent years has led to the residents of New Orleans calling their Mardi Gras the 'Greatest Free Show on Earth'.

1 The first Mardi Gras was celebrated in North America when Bienville
- **A** crossed the Canadian border.
- **B** founded New Orleans.
- **C** reached Pointe du Mardi Gras.
- **D** landed on the coast of Louisiana.

2 Festival-goers started wearing masks at Mardi Gras because
- **A** they were an obligatory part of the costume.
- **B** they were made legal for the day.
- **C** they were handed out by the float-riders.
- **D** they hid a person's true identity.

3 1856 is the year in which
- **A** the first krewe was formed in New Orleans.
- **B** floats began to take part in the parades.
- **C** a committee was voted to organise the festival.
- **D** the town of Mobile held its first Mardi Gras.

4 The Twelfth Night Revelers was the first krewe to
- **A** pay for a float.
- **B** dress up in colourful outfits.
- **C** hand out money during a parade.
- **D** provide gifts for spectators.

5 Before 1875,
- **A** schools and offices were open during Mardi Gras.
- **B** tourists were not welcome at the celebrations.
- **C** krewes didn't have to pay for their own floats.
- **D** Mardi Gras was financed by the governor.

Listening

Strategy
The sentences in a multiple matching task may be very similar as the recordings they match to are about the same subject. Read the sentences carefully before you listen and underline the word or words that make each sentence different from the others.

Exam Skills Trainer

3 **Read the Strategy on page 40 and look at exercise 4. Find the words that make each sentence different. Think of an example for each of the words.**

4 **2.02** **You will hear four speakers talking about mistakes they have made in a foreign language. Match sentences A–E with speakers 1–4. There is one extra sentence.**

The speaker ...

A used an inappropriate greeting.
B mispronounced a word.
C used the wrong verb.
D gave an incorrect response.
E misunderstood a word.

Speaker 1 ___ Speaker 3 ___
Speaker 2 ___ Speaker 4 ___

Use of English

Strategy
The focus of a key word transformation task can be grammatical or lexical. Before you answer each question, look at the word in brackets and try to identify the language point being tested. This will help you complete the sentence correctly.

5 **Read the Strategy above and look at exercise 6. Try to identify the language point that is being tested in each case.**

6 **Complete the second sentence so that it means the same as the first sentence. Use between two and five words, including the word in brackets. Do not change the word in brackets.**

1 The singer started performing years before she became famous. (had)
The singer _____ years before she became famous.
2 There wasn't a cinema until the new shopping centre opened. (be)
There _____ a cinema until the new shopping centre opened.
3 Portugal is nowhere near as big as Spain. (much)
Spain _____ Portugal.
4 Don't park in the high street because there's going to be a demonstration later. (better)
There's going to be a demonstration later, so you _____ in the high street.
5 Should we pay when we order our drinks? (supposed)
_____ when we order our drinks?
6 I didn't know there was an exam today. Why didn't you say? (could)
You _____ me about the exam. I didn't know it was today.

Speaking

Strategy
A situational role-play tests your ability to show initiative in a conversation as well as to respond to a partner. When one point has been dealt with, suggest moving on to the next using phrases such as *Let's talk about the venue.*

7 **Read the Strategy above. Complete the useful phrases below for moving a conversation on.**

1 _____ we talk about the venue next?
2 We _____ to decide on a day.
3 Why _____ we move on to the next point?
4 What _____ the guests? Who should we invite?

8 **Work in pairs. You and a friend are organising a surprise birthday party for another friend. Discuss the following points to make a plan for the party and come to an agreement.**

- day
- venue
- guests
- gifts

9 **Summarise briefly what you have agreed on.**

Writing

Strategy
In an essay, make sure your arguments are about the topic of the task (e.g. young people working abroad). You will lose marks if you include arguments that are not related to the topic (e.g. the advantages of foreign holidays).

10 **Read the Strategy above and the task in exercise 11. Which of the arguments (1–4) do not refer to the topic of the task?**

1 You'll be able to sample the local food.
2 You might earn a higher salary.
3 You'll become independent.
4 You may get a suntan.

11 **Make notes on the task below. Then write your essay.**

Young people are increasingly looking for jobs in other countries. Write an essay in which you present the advantages and disadvantages of working abroad.

4 Holidays and tourism

Unit map

Vocabulary
Types of holiday and holiday accommodation
Holiday activities
Describing places
Travel collocations
Phrasal verbs

Word Skills
Adverbs and adverbial phrases

Grammar
Future continuous, future perfect and future perfect continuous
Future time clauses

Listening Trip of a lifetime

Reading Globetrotters

Speaking Interview and stimulus-based discussion

Writing A letter of complaint

Culture 4 Aborigines and Maoris

Vocabulary Builder page 119
Grammar Builder and Reference page 131
Extra Speaking Task page 143

4A Vocabulary

Getting away from it all

I can describe types of holidays.

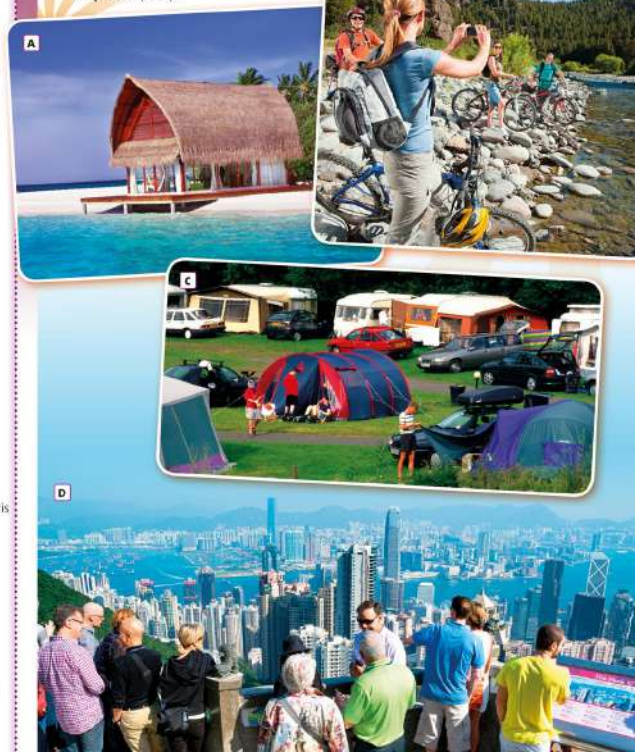
1 **SPEAKING** Tell your partner about a memorable holiday you went on. Talk about:

- where you went.
- how you got there.
- where you stayed.
- what you did.
- who you went with.
- what the weather was like.

2 **VOCABULARY** Make two lists of the words below, dividing them into a) holidays and b) accommodation. Check the meaning of all the words.

Types of holiday and holiday accommodation adventure holiday B&B backpacking beach holiday beach house cabin camper van camping campsite caravan city break cottage couch-surfing cruise cycling holiday ecotourism guest house holiday camp holiday home hotel houseboat house swap package holiday self-catering apartment tent time-share apartment villa volunteering winter sports holiday youth hostel

3 Use the words in exercise 2 to describe the photos (A–D).



4 **SPEAKING** Work in pairs. Which of the holidays in exercise 2 would you most like to go on? Why?

5 **VOCABULARY** Complete the holiday activities (1–14) with the verbs below.

Holiday activities be broaden eat enjoy get away hang out have meet pamper recharge see soak up take try

1 _____ the sights
2 _____ it easy
3 _____ out in a restaurant
4 _____ from it all
5 _____ your horizons
6 _____ new experiences
7 _____ the sun
8 _____ local food
9 _____ physically active
10 _____ yourself at a spa
11 _____ with your friends
12 _____ the nightlife
13 _____ people
14 _____ your batteries

6 Which type of holiday do people go on if they want to do the things in exercise 5? Use words from exercise 2.

If people want to take it easy, they go on a beach holiday or a cruise.

7 Complete the holiday finder with words from exercises 2 and 5.

Vocabulary Builder Holiday idioms: page 119

8 **SPEAKING** In pairs, answer the questions in the holiday finder and find the best holiday for you. Do you agree with the choice?

9 **VOCABULARY** Check the meaning of the adjectives below. Then look at the photos again. Can you match any of the adjectives with the photos?

Describing places breathtaking commercialised dingy dull hospitable inaccessible mind-blowing overcrowded remote run-down unique unspoilt vibrant

10 Work in pairs. Are the adjectives in exercise 9 positive or negative? Do you know any other adjectives you could add?

11 2.03 Listen to four dialogues about different holidays. Use adjectives from exercise 9 to describe each holiday destination.

RECYCLE! Second conditional, *I wish, If only*

We use the second conditional to talk about an imaginary situation and its result.
If we saved our money, we could go travelling around the world.

We use *I wish* or *If only* with the past perfect to say that we want a present situation to be different.
I wish we'd rented a villa, instead of staying in a hotel.
If only we'd booked in advance – everywhere's full!

12 2.03 Read the Recycle! box. Then listen again and answer the questions in writing.

1 In dialogue 1, what does the woman wish?
She wishes that ...
2 In dialogue 2, how would the boy feel if he spent a few nights at Lindisfarne Castle?
3 In dialogue 3, what advice would the woman give if somebody wanted a relaxing holiday?
4 In dialogue 4, how would the girl feel if her parents decided to book a holiday in Spain?

13 **SPEAKING** Work in pairs or small groups. Imagine you are going on holiday together. Discuss the pros and cons of different types of holiday, and reach a decision on where you want to go.

If we went on a city break, we would enjoy the nightlife.

4B Grammar

Future continuous, future perfect and future perfect continuous

I can use the future continuous and future perfect forms.

1 Read the text. What sort of company is Teen Trips? How long has it been running?

2 Read the Learn this! box. Then find examples of rules 2 and 3 in exercise 1.

LEARN THIS! Future continuous, future perfect and future perfect continuous

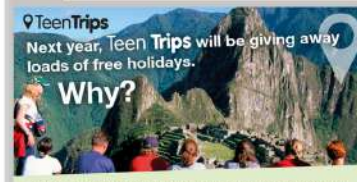
1 We use the future continuous to:

a talk about an action in progress in the future.
This time tomorrow we'll be boarding our plane.

b make polite enquiries about the future.
Will you be taking much luggage with you on holiday?

2 We use the future perfect to talk about a completed action in the future.
I'll have finished packing my bags in about ten minutes.

3 We use the future perfect continuous, usually with *for* ..., to say how long an action will have been in progress in the future.
We'll have been travelling for a month by next weekend.



Because next year is our tenth anniversary! By the end of the year, we'll have been organising educational holidays for a whole decade! We'll have sent thousands of young people to more than twenty countries on four continents. To celebrate our special birthday, we're adding some exciting new destinations, including Santander, Cairo and Florence! All our trips are designed to be informative and fun, so whatever you're into, there's a trip that's ideal for you. If you've registered online, you'll have received our newsletter by now, so we hope you'll already be reading about all our fantastic trips. Don't forget to enter the prize draw to be in with a chance of winning a free holiday!

3 Read the holiday itinerary. Complete the sentences (1–6) with the correct form of the verbs in brackets.

Friday 5th
11 a.m.: depart London by coach
1 p.m.: arrive Portsmouth – lunch
5 p.m.: catch ferry

Saturday 6th
6 p.m.: arrive Santander, Spain
7 p.m.: check in to youth hostel

1 At 10 a.m. on Friday, we _____ (leave) London.
2 We _____ (travel) for one hour by midday on Friday.
3 We _____ (take) a ferry to Spain on Friday afternoon.
4 By midnight Friday, we _____ (sail) to Santander.
5 We _____ (arrive) at our accommodation by 7 p.m. on Saturday.
6 We _____ (stay) in a youth hostel on Saturday night.

Grammar Builder 4.1 page 131

4 Rewrite the sentences using the future continuous for polite questions.

1 Are you having a package holiday this year?
2 What time are you getting to the airport?
3 Where does the cruise ship visit?
4 Who's going to travel with you to the States?
5 When does the restaurant serve breakfast?

LOOK OUT!

We can use the future continuous and the future perfect to make predictions about the present.
You'll have received our newsletter by now and you'll be reading about all our fantastic trips.

5 Read the Look out! box. Then complete the dialogue with the verbs in brackets in the future continuous or future perfect.

Ryan Hi, Beth. When does your brother go to Greece?
Beth Oh, he [1] _____ (arrive) already. He flew out yesterday.
Ryan So I guess he [2] _____ (lie) on the beach in the sun today?
Beth Actually, he doesn't like sunbathing – he's more interested in photography, so I think he [3] _____ (find) a scenic walk and he [4] _____ (take) lots of pictures by now.
Ryan And [5] _____ (practise) his Greek with the locals?
Beth Oh yes; I'm sure he [6] _____ (make) lots of friends already!

6 Complete the sentences with the correct future continuous or future perfect form of the verbs below.

enter go learn miss save visit wait

1 By the time I go to Holland, I _____ Dutch for a year.
2 The bus is very late. We _____ for half an hour soon.
3 _____ you _____ the competition for a free holiday? I think you should.
4 We can't wait for our trip; we _____ ten new cities.
5 I need another €50, then I _____ enough for the trip.
6 I hope you _____ lunch by the time you arrive.
7 Without a valid passport, she _____ abroad!

7 SPEAKING Tell your partner about two things you will be doing, will have done, or will have been doing at these times:

in three hours from now at midnight tonight
in three months' time by this time next year
by your 20th birthday

In three hours from now, I'll be ... / I'll have ...

4C Listening

Trip of a lifetime

I can identify the context of a conversation.

ANTARCTICA – *trip of a lifetime!*

Cruise past towering crystal icebergs. Watch a midnight sunset. Encounter pods of whales and colonies of seals and penguins. Tread where few have ever walked!

As the world's driest, coldest and windiest place, it is no wonder that it is our only uninhabited continent. Although it holds 90% of the Earth's frozen water, Antarctica is actually a desert, and conditions are harsh. But it is spectacularly beautiful. With cruise packages to suit all budgets – an eleven-day trip starts from £3,700 – you'd be surprised how easy it can be to visit – and how hard it will be to forget!

1 **SPEAKING** **Work in pairs. Look at the advert. Would you like to go there? Discuss the advantages and disadvantages of such a holiday.**

2 **VOCABULARY** **Complete the travel collocations with the verbs below.**

Travel collocations

do get go have help light put up sleep taste travel

1 _____ a campfire
2 _____ a local dish
3 _____ a lovely view
4 _____ rough
5 _____ the tent
6 _____ someone with their bags
7 _____ away from it all
8 _____ light
9 _____ off the beaten track
10 _____ some volunteer work

Listening Strategy

Listen carefully for who the speakers are and where they might be. This will help you to identify the context of the conversation, and also to find out what the speakers' purpose is.

3 **2.04** **Read the Listening Strategy. Listen to four dialogues and identify a) who the speakers are and b) where they are.**

4 **2.04** **Listen again. For each dialogue, answer the questions below. Say which clues helped you to answer.**

1 What kind of relationship is it?
2 What is the approximate time or time of day of the dialogue?
3 What is the reason for the dialogue?

LEARN THIS! Uses of *just*

The adverb *just* has many different uses in conversational English.

1 for emphasis *This coffee's just so good!*
2 only *I just need to finish my homework.*
3 for politeness *Could you just open a window?*
4 close to the time *I saw him just before he left.*

5 **Match each use of the word *just* (A–D) with its meaning (1–4) in the Learn this! box.**

A I just have this small bag. ___
B Could I just ask you some questions? ___
C I just made the 4.55 train, after all! ___
D It's just amazing! ___

6 **2.05** **Listen to another conversation. Decide if the statements are true (T), false (F), or if the information is not given (NG).**

1 The conversation is happening outside a coffee shop. ___
2 Annie and Simon usually go to the gym together. ___
3 Annie's first reaction to Simon's suggestion is disbelief. ___
4 Simon generally prefers to go somewhere remote on holiday. ___
5 Simon cannot persuade Annie that a holiday in the Antarctic is harmless for the environment. ___
6 Annie and Simon work for the same company. ___
7 Simon explains he's only joking about the holiday. ___

7 **SPEAKING** **Work in pairs. Role-play a dialogue between a travel agent and a customer. Ask and answer about trips to the remote locations below (or use your own ideas).**

the Amazon Rainforest Greenland the Himalayas
Mount Vesuvius the Sahara Desert Tornado Alley

Good morning. Could I just ask a few questions about ...

4D Grammar

Future time clauses

I can use future time clauses.

AIR MAIL

Hi Emma,

Greetings from Amsterdam! (Although, by the time you read this, I'll probably be travelling to Berlin – the next destination on my European tour ☺) Amsterdam is great! I've done so much already – if I don't slow down a bit, I'll have run out of energy before the end of the trip! Luckily, this time tomorrow I'll be on a canal cruise, so that should be a bit calmer. I hope you're not studying too hard – I'll think of you while I'm relaxing on the boat! Don't worry, your exams will be over soon and it's great that you'll be joining me in Paris next month. Guess what? Maroon 5 are touring there. If there are tickets left, I'll buy some for us. Right, I'd better go, but I promise I'll keep sending a postcard from each city on the tour. I'll get another one as soon as I've arrived in Berlin.

See you soon!

Josh

1 **Read the postcard. What country is Josh meeting Emma in?**

2 **Read the Learn this! box. Then find examples for rules 1–3 in exercise 1.**

LEARN THIS! Future time clauses

1 We use present tenses instead of *will* or *going to* in future time clauses after these time conjunctions: *after, as soon as, by the time, immediately, in case, once, on condition that, the minute, the moment, until, when*
I'll write to you when I have time.
NOT ~~I'll write to you when I'll have time.~~ ✗

2 In future time clauses, we usually use the present perfect rather than the future perfect for actions that are complete in the future.
I'll phone as soon as I've checked in.
NOT ~~I'll phone as soon as I'll have checked in.~~ ✗

3 In future time clauses, we use the present continuous rather than the future continuous for actions that are in progress in the future.
This time tomorrow I'll be sunbathing. I'll think of you while I'm enjoying the sun!
NOT ~~I'll think of you while I'll be enjoying the sun!~~ ✗

Grammar Builder 4.2 page 131

3 **Choose the correct verb forms (a–c).**

1 He'll let us know the moment ... to the festival.
a he gets b he will have got c he's getting
2 We'll have lunch after ... some sightseeing.
a we've done b we're doing c we do
3 The hostel won't reserve a room until ... in full.
a we're paying b we'll pay c we pay
4 You could write some postcards while ... breakfast.
a you'll be having b you're having c you've had
5 Let's take plenty of suncream in case ... really hot.
a it'll be b it's c it's being

4 **Read the Learn this! box. Then find two examples in exercise 1. Which verb forms are used in each clause?**

LEARN THIS! First conditional sentences

We can use first conditional sentences to talk about the future. We can use the present simple, present continuous, or present perfect in the *if* clause and any future form or imperative in the other clause.

If the photos are good, I'll email them to you.
If I work hard, I'll have finished by Saturday.
If Sam's not going, I'm not going either.
If I haven't called by lunchtime, go without me.

5 **Complete the email with the correct form of the verbs below.**

arrive bring catch get give phone rain remind see

To: matt@email.com

Hi Matt,

I'm still waiting for the festival tickets we booked! If they [1]_____ by tomorrow, I [2]_____ the box office. The journey should be quite easy. If we [3]_____ the ten o'clock train next Friday, we [4]_____ there by noon. We can wait until later to put the tents up if it [5]_____ when we arrive. I [6]_____ the food and drinks if you [7]_____ me some money for them. Oh, and if you [8]_____ Carl later, [9]_____ him to bring his wellies – it's bound to rain! See you next Friday.

Pete

Grammar Builder 4.3 page 132

6 **Rewrite the sentences using the words in brackets.**

1 I won't get there before it's dark. (by the time)
2 If someone else drives, I'll go tonight. (on condition that)
3 When Josh gets here, we'll go out. (until)
4 Book your flight by midnight and get a discount! (if)
5 We won't pay for the room until we arrive. (when)
6 I'm not going swimming unless the sun shines. (if)
7 He'll talk to me and then he'll email you. (after)

7 **SPEAKING Think of an appropriate way to finish each sentence. Then compare your ideas with your partner.**

- By the time I've left school, ...
- If the weather's good next weekend, ...
- The minute I get home, ...

The minute I get home, I'll make a snack. What about you?

4E Word Skills

Adverbs and adverbial phrases

I can use adverbs and adverbial phrases.

Laura's **TRAVEL**BLOG

Thinking of travelling around Europe? Having just completed my own three month trip, here are my top tips for InterRailing.

InterRailing is one of the best ways to travel. It's easier and quicker than flying and you see some amazing scenery. But it's worth planning ahead:

>>> Be realistic about money. Make a weekly budget and stick to it (and it's good to have a back-up plan in case you run out of money or lose your credit card).

>>> Decide which InterRail ticket is best for you. You can visit up to thirty European countries with the Global Pass, or, if you'd rather discover one country at a more leisurely pace, I'd recommend the cheaper One Country Pass.

>>> Book accommodation in advance. You can find some pretty good deals if you book early. Don't arrive in an unknown city with nowhere to sleep. You waste valuable sightseeing time if you're endlessly looking for somewhere to stay.

>>> Don't pack too much luggage. You'll have to carry it everywhere, so think hard about what you really need and don't buy too many souvenirs while you're away.

>>> Take appropriate clothing. You're hardly going to need a suit or high heels, but you will need comfortable shoes – and it's worth taking a hat for the sun.

1 **SPEAKING** **Read the travel blog and discuss the questions. Give reasons for your answers.**

1 Would you like to go InterRailing?
2 Which type of pass would you prefer?
3 Where would you go?

2 **Read the Learn this! box. Then find an example of each rule in exercise 1.**

LEARN THIS! Adverbs and adverbial phrases

1 Some adverbs have the same form as the adjective: *early, fast, weekly, monthly, yearly*, etc.
A weekly bus pass is cheaper.
I buy my bus pass weekly.

2 Other adjectives ending *-ly* do not have an adverbial form: *friendly, lively, cowardly, motherly, lovely*, etc. Instead we put the adjective in an adverbial phrase:
She smiled at me in a friendly way.

3 Some adverbs have two forms: one with *-ly* and one without: *close / closely, deep / deeply, late / lately, pretty / prettily*, etc.
The meanings are sometimes very similar:
Let's stay close together.
The policeman watched them closely.
But they can also be unrelated:
The train arrived late.
Have you been abroad lately?

Grammar Builder 4.4 page 132

3 **Complete the response to the blog in exercise 1. Use each word once to form an adverb or adverbial phrase.**

closely daily early friendly late quick

Great tips – thanks, Laura! I'd also add that it's worth booking accommodation [1]_____ as you may get a discount. Check travel websites [2]_____ too, as the special offers don't last for very long. And watch your luggage [3]_____ if you're travelling by train – there have been several thefts reported [4]_____ . Finally, in each country it's worth [5]_____ learning a few local phrases as soon as you arrive – you'll find the locals treat you in a more [6]_____ way!

4 **Choose the correct adverb to complete the sentences. Use a dictionary to help you.**

1 a The journey took us **deep / deeply** into the country.
b I was **deep / deeply** shocked by the cost of the ticket.
2 a It's **rough / roughly** five kilometres to the next village.
b The sight of homeless people sleeping **rough / roughly** makes me really sad.
3 a We should get a **pretty / prettily** good deal at the hostel.
b You need to dress comfortably, not **pretty / prettily**!
4 a They stayed somewhere **near / nearly**.
b We've **near / nearly** reached the end of our trip.
5 a Which flight goes **direct / directly** to Moscow?
b The receptionist will be with you **direct / directly**.
6 a No one I know has travelled as **wide / widely** as you!
b The door was left **wide / widely** open.
7 a Lie the map **flat / flatly** so we can see it.
b 'We've missed the train,' she said **flat / flatly**.

5 **Complete the sentences with the adverbs and adverbial phrases below. Use each one only once.**

daily flat for free hard lately monthly pretty rough

1 We've been driving for hours, so we must be _____ near.
2 Tina updates her Facebook page _____.
3 Tap water is available _____ in the restaurant.
4 If you look _____ , you can see me at the back of the photo.
5 You've been so busy _____ ; you really should take a break.
6 For the next exercise, let's start by lying _____ on the floor.
7 I lost my money and had to sleep _____ for two nights.
8 I've taken out a _____ subscription to a travel magazine.

6 **SPEAKING** **Work in pairs. Tell each other about:**

1 something you have / haven't done lately.
2 two things you do weekly.
3 a film which deeply affected you.
4 a time when a stranger behaved in a friendly way.

4F Reading

Globetrotters

I can understand a text about different travellers' experiences.

1 **SPEAKING** **Look at the photos. Which do you think is the best method of travelling?**

2 **Read the texts quickly. Match titles 1–4 with texts A–C. There is one extra title.**

1 The art of travelling light ___
2 Non-stop traveller ___
3 On the road to nowhere ___
4 Follow your dreams ___

3 **Look at the texts again. What was the purpose of each trip?**

> **Reading Strategy**
> When you have to match statements or questions with different texts, remember that some of the topics or key words from the task may appear in several of the texts. Study each text carefully to decide which of the statements or questions matches it most closely.

4 **Read the Reading Strategy and look at the first question in exercise 5. Then follow the steps below.**

1 Does the word 'blog' appear in texts A, B and C? Find examples in each text.
2 Read the texts carefully and decide which person used their blog for the purpose described in question 1 in exercise 5.

5 **Match texts A–C with questions 1–6. Each text may be matched with more than one question.**

Which text mentions ...
1 the traveller using his/her blog to ask people to do things? ___
2 the things that the traveller took with him/her on the journey? ___
3 a first travel experience that was the 'inspiration for more? ___
4 the traveller asking people both online and that he/she met to take part in something? ___
5 the traveller helping people to collect money for a good cause? ___
6 the speed at which the traveller went? ___

6 **Read the texts again. Answer the questions in your own words if possible.**

1 In what three ways does Alex Chacón use his blog?
2 If Alex's plans succeed, how many years will he have been travelling?
3 What were the advantages of travelling by tractor for Manon Ossevoort?
4 How will future generations learn about our hopes for the future thanks to Manon?
5 Why did Rolf Potts seem to be the right person to try the no-baggage challenge?
6 What never, ever happens according to Rolf?

7 **Which traveller's journey sounds most a) fun, b) challenging and c) worthwhile? Why?**

8 **VOCABULARY** **Match the highlighted phrasal verbs in the text with the definitions. Write the base forms.**

Phrasal verbs
1 to return home _____
2 to stop a vehicle _____
3 to leave a place to do something _____
4 to move from place to place _____
5 to begin a journey _____
6 to find something by chance _____
7 to include _____
8 to stay somewhere for a short time during a journey _____

9 **Work in pairs. Decide who is for and who is against this statement: 'More tourism would be bad for the planet.' Prepare arguments in favour of and against the statement. Use the ideas below to help you.**

build hotels create pollution / more traffic
damage the environment keep traditions alive
learn about other cultures more air travel prices go up
promote international understanding protect wildlife
provide jobs provide money for poorer countries
provide new facilities for local people threaten our culture

10 **SPEAKING** **Work in pairs. Discuss the statement in exercise 9. Use the phrases below to show that you agree or disagree.**

That's exactly how I feel.
I couldn't agree more. In fact, ...
I see your point, but ...
That may be true to some extent. However, ...
I don't really agree that ...
I'm afraid I disagree. I think ...

4F

'Travelling' online

If you love travelling, but haven't got time to go, you can still enjoy it by following a traveller's experiences on their blog. Here are three of the most interesting and unusual globetrotters online!

2.06

A

At the age of seventeen, Alex Chacón set off from his home in El Paso, Texas and went for a motorbike ride. It was a life-changing experience. Alex's thirty-day tour of the USA took in California, Washington and Florida and gave Alex an aim in life: to travel the world on his motorbike.

Since then, Alex has covered over 200,000 km and visited more than 35 countries. However, although Alex usually travels alone, he has shared his experiences on his blog and has turned the holiday selfie into an art form. While travelling, Alex videos himself doing all sorts of activities against breathtaking backgrounds of remote jungles, deserts and mountains. On one trip, he filmed himself by moving in a 360° circle so that all the famous landmarks would be included. The result was a viral video that received five million views in its first week on the internet.

Alex's motorcycle expeditions, however, are not just about seeing and filming the sights. He regularly stops during his trips and takes part in volunteering projects at orphanages that he comes across on his route. Furthermore, he uses his blog to raise donations for a charity that works with orphans.

Alex is now planning to cross the African continent from north to south, and once he has done that, he will head for Portugal, where he will embark on a journey across Europe and Asia to Mongolia. It seems that by the time he's thirty, Alex will have ridden his bike across most of the planet!

B

If you were planning to travel 38,000 km and visit 22 countries, what form of transport would you choose? A campervan, perhaps, taking all the comforts of home with you? Not Dutch actress Manon Ossevoort. Manon had dreamed of travelling from Europe across Africa to the South Pole for years, and she chose a slow form of transport that would symbolise the time needed to fulfil her dreams: a tractor.

Manon only averaged 5 km/h as she drove, but that allowed her to get to know the hospitable people that she met everywhere, and the tractor became the star attraction when Manon stopped over in villages for the night. She would explain why she was going to the South Pole and ask people in the villages and following her blog to write down their own dreams. She promised that she would build a snowman when she arrived at her destination and leave all their dreams inside it. The idea was popular and Manon received thousands of dreams on pieces of paper and in emails.

Finally, on 9 December 2014, Manon's dream came true, and she pulled up in a big red tractor at the South Pole. She then built a snowman and left a time capsule inside it with all the dreams that she had collected on her journey. Manon explained on her blog that when the time capsule is opened in eighty years' time, future generations will be able to read something about our lives and our hopes for the future.

C

It's the job that even the most enthusiastic traveller hates: packing. But just how essential are the things that we take with us? That was the question that Rolf Potts aimed to answer on the 'no-baggage challenge'. However, the task wasn't simply a question of going off for a week to soak up the sun on a beach. Rolf had to travel 50,000 km by plane and get around eleven countries in 42 days with just the things he could carry in his pockets. Would he be able to do it?

Rolf was certainly well qualified enough to try. He was an experienced traveller who wrote a blog that had become a big favourite with people who wanted advice about budget travel. Now he planned to update it with regular reports about travelling extremely light.

His first 'no-baggage challenge' entry listed the items that he took with him: a toothbrush and toothpaste, a small bottle of soap, a mobile phone and charger, deodorant, sunglasses, a passport, cash and a credit card. His second entry explained that he had got into the habit of showering twice a day and washing his clothes before going to bed. By the third entry, he was really enjoying luggage-free travel.

When Potts got back, he did recognise that a few extra items would have been useful, and when he is travelling in the future, he will take a small bag with him. But, he says, he will never pack any 'just in case' items again, because the imagined situations that they are packed for never, ever happen.

4G Speaking

Interview and stimulus-based discussion

I can discuss a topic and select and justify my choice from a range of options.

1 **SPEAKING** **Work in pairs. Ask two questions each. Make a note of your partner's replies and report back to the class.**

Student A

1 When did you last go on a long journey? What was it like?
2 Do you prefer to travel alone or in a group? Why?

Student B

1 Which country would you like to visit and why?
2 Do you prefer adventure holidays or holidays where you just relax? Why?

2 **SPEAKING** **Which of the methods of transport in the photos have you tried? Which do you prefer and why? Tell your partner.**

You are planning a holiday abroad in your gap year. Say which of these trips is most appealing to you and why. Say why you are rejecting the other options.

3 **Read the task and the Speaking Strategy below. Make notes under the headings below for each method of transport.**

boredom comfort convenience cost luggage safety time travel sickness

Speaking Strategy

When you explain which item you are choosing, try to give a number of different reasons for your choice. When you are saying why you reject the other options, try again to give more than one reason. Do not simply give the opposite reasons. Try to come up with different arguments.

4 2.07 **Listen to a student doing the task. Answer the questions.**

1 Which option does he select and what reasons does he give?
2 What are his reasons for rejecting the other options?

5 **How well does the student follow the Speaking Strategy? Does he give enough reasons for each of his opinions? Are any of them similar to your ideas in exercise 3?**

6 **KEY PHRASES** **Complete the phrases with the words below.**

best go opting pick think why

Making a selection

1 I _____ I'll choose ... , mainly because ...
2 I'm _____ for ... and that's because ...
3 The _____ option would be the ... because ...
4 The reason _____ I'm (not) choosing the ... is that ...
5 I wouldn't _____ for the ... for a number of reasons ...
6 I wouldn't _____ the ... for the reason that ...

7 2.07 **Listen to the student again. Which key phrases from exercise 6 did you hear?**

8 2.08 **Listen to another student and answer the questions from exercises 4 and 5.**

9 **SPEAKING** **Work in pairs. Turn to page 143 and do the extra speaking task. Use the phrases from exercise 6.**

4H Writing

A letter of complaint

I can write a formal letter of complaint.

1 **SPEAKING** **Why do people stay in youth hostels? What are the advantages and disadvantages?**

2 **SPEAKING** **Read the task. What things do you think might have gone wrong? Discuss and make a list of possible problems.**

On a recent holiday, you and a group of friends stayed in a youth hostel. You were very dissatisfied with the experience. Write a letter to the owner saying why you are unhappy and suggest ways in which he/she could improve the hostel.

3 **Read the letter. Were any of the complaints similar to your list in exercise 2?**

Dear Sir or Madam,

I am writing to complain about our stay at your youth hostel from 14–16 May.

I reserved a room for four with a shower room, and I received confirmation of the booking. However, when we arrived, the receptionist maintained there was no record of my reservation. I produced my confirmation slip, but she just said that 'something must have been wrong with the website that day'.

We were given beds in a fourteen-person room with ten other people. The room did not seem clean. There was one bathroom for all of us, which was dirty with no toilet paper. I complained about it, but the receptionist said that she had enough to do. Then she said the hostel was full and that we might have to do without sheets on the beds! Eventually, we found some sheets and cleaned the bathrooms ourselves. There was no apology at any point.

I feel strongly that we were treated very poorly by your organisation. Firstly, I suggest that your online booking system be reviewed, as there are clearly problems. Secondly, your staff should be trained to be more welcoming, and more helpful when problems arise. Thirdly, there should be more staff when the hostel is full. And finally, I request that there be sufficient bed linen, so that other guests are not inconvenienced as we were.

I feel we deserve some compensation and I look forward to hearing from you.

Yours faithfully,

Gemma Winters

Writing Strategy

When you write a formal letter:

1. Divide your letter into paragraphs.
2. In the introduction, explain why you are writing. At the end, tell the reader what you would like them to do.
3. Use formal language and avoid contractions and abbreviations.
4. Use the appropriate phrases to start and finish your letter, depending on whether you know the recipient by name.
   Dear Sir or Madam → Yours faithfully
   Dear Mr Black / Ms White, etc. → Yours sincerely

4 **Read the Writing Strategy and find examples of each of the four points in the letter.**

5 **Match the highlighted formal expressions in the letter with the informal words and phrases below.**

do not have problems got happen looked at
really think said she didn't say sorry showed her

Vocabulary Builder Word building patterns: page 119

LEARN THIS! **The subjunctive**

- We can use the subjunctive in formal English for requests, suggestions, demands, etc.
- The subjunctive form of the verb is the same as the base form (e.g. *go, be, look*, etc.)
- We use the subjunctive in *that* clauses with *ask, demand, insist, recommend, propose, request, suggest.*
  He insists that you leave now.
  I suggest that the showers be cleaned more regularly.

Grammar Builder 4.5 page 133

6 **Read the Learn this! box. Then find two examples of the subjunctive form in the letter.**

On a recent holiday you and a group of friends stayed on a campsite. You were very dissatisfied with the experience. Write a letter to the owner saying why you are unhappy and suggest ways in which he/she might improve the campsite.

7 **Read the task above. Make notes about what you will complain about. Use the ideas below or your own ideas.**

no food available overcrowded queues for everything
shop / swimming pool, etc. was closed
showers / restaurants, etc. were dirty
staff were impolite / unhelpful

8 **Write your letter of complaint using your notes in exercise 7.**

CHECK YOUR WORK

Have you ...

- followed the structure in the Writing Strategy?
- used appropriate opening and closing phrases?
- used the subjunctive to make suggestions?

5 Relationships

Unit map

Vocabulary
Relating to people
Verbal interaction
Experiments

Word Skills
Phrasal verbs

Grammar
Negative structures
Articles and quantifiers

Listening Sibling rivalry

Reading Love is in the air

Speaking Photo description and comparison

Writing An opinion essay

Culture 5 Race relations

Vocabulary Builder page 119
Grammar Builder and Reference page 133
Extra Speaking Task page 143

5A Vocabulary

Relating to people

I can talk about relationships and describe behaviour.

1 SPEAKING Work in pairs. What do you think is the difference between immediate family and extended family? Which family members would you include in each group?

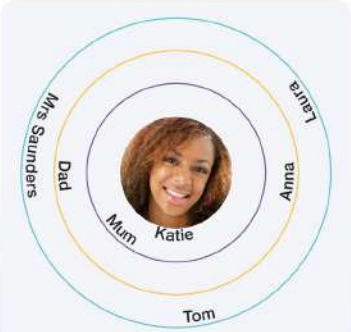
2 VOCABULARY Check the meaning of the phrases below. Choose three family members and describe your relationship with them.

Relating to people admire adore be on the same wavelength (as) be (very) close (to) be wary of envy feel sorry for have a lot in common (with) have nothing in common (with) look down on look up to not see eye to eye (with) respect trust

I don't always see eye to eye with my brother!

I really look up to my grandfather.

3 2.09 **Listen to a teenager, Katie, talking about her relationships. Correct the mistakes in this 'social circle' diagram.**



4 2.10 **Now listen again to Katie and three more teenagers. Choose the correct answers.**

1 Katie **has a lot in common with / doesn't see eye to eye with** her cousin Tom.
2 Katie **respects / has a lot in common with** Mrs Saunders.
3 Ben **admires / trusts** his sister, Emma.
4 Ben **looks down on / is a bit wary of** his football coach.
5 Mark **feels sorry for / looks up to** his aunt Julia.
6 Mark doesn't always **see eye to eye with / respect** his brother.
7 Amy **has nothing in common with / is on the same wavelength as** her grandmother.
8 Amy **is wary of / looks up to** Mrs White.

5 **SPEAKING** **Work in pairs. In your notebook, draw a 'social circle' diagram and add six names to it. Explain your relationship with each person in the circle.**

6 **VOCABULARY** **In pairs, check the meaning of the verbs below.**

Verbal interaction compliment (sb on sth) flatter (sb) insult (sb) lecture (sb about sth) nag (sb about sth) offend (sb) praise (sb for sth) tease (sb about sth) tell (sb) off (for sth) warn (sb about sth)

RECYCLE! **The passive**

- We use the passive when we want to focus on the subject, or when we do not know who performed the action.
  Family portraits are taken in this studio.
  They take family portraits in this studio.
- The object of an active verb can become the subject of a passive verb.
  This photo was taken recently.
- We use a passive infinitive with modal verbs.
  They might be offended if you say that.
- We can use *by* to say who performed the action.
  We were warned by the teacher about the test.

7 2.11 **Listen to five dialogues. Choose a verb from exercise 6 and write down what is happening in each dialogue. Use the passive.**

In dialogue 1, a man is being teased.

8 2.11 **Listen again. Write who is doing the action.**

a boyfriend a colleague a parent a police officer a teacher

In dialogue 1, a man is being teased by ...

9 **SPEAKING** **Work in pairs. Use verbs from exercise 6 to ask and answer questions about things that have happened to you.**

When was the last time you were told off at home?

When was the last time that you were praised at school?

5B Grammar

Negative structures

I can use negative structures.

1 Read the text. Which is the best piece of advice, in your opinion? Do you disagree with any of the advice?

How to talk to teens – a parents' guide

Wouldn't it be great if parents and their teenagers got on all the time? Post your best advice for parents below.

Be calm and reasonable and treat me like an adult. Under no circumstances should you speak to me as if I'm still a small child. KATIE, NEWCASTLE

Not only should you avoid speaking down to me, you should also notice when I do things that are good! PETE, DEVON

Surely, part of being a teenager is being allowed to make mistakes. So it's not a good idea to tell me off every time I get something wrong! AMY, LEICESTER

If you're worried about me, just talk to me – calmly! On no account should you get angry. I'm not likely to want to confide in you if you're shouting! TOM, LONDON

Rarely do teens and their parents agree all the time, but you can still get on well even if you don't always see eye to eye. The best advice to parents? Try not to argue! You may regret not being patient!

2 Read the Learn this! box. Which negative adverbials can you find in exercise 1?

LEARN THIS! Negative adverbials

We can use these negative adverbials to make emphatic negative statements:

never, nowhere, rarely, hardly, in no way, at no time, on no account, only (if / when / once), not until, under no circumstances, not only ... also, no sooner ... than.

If we use them at the beginning of a sentence, the subject–verb word order changes – they are usually followed by an auxiliary verb.

Rarely do friends get along all the time.

Grammar Builder 5.1 page 133

3 Write the sentences with the correct form of the words in brackets.

1 No sooner (we / eat) dinner than he got up and left.
2 Only once (I / break) a promise in my whole life.
3 At no time (anyone / explain) what had happened.
4 Never before (she / meet) a more disagreeable man.
5 Rarely (anyone / be) so rude to me – I demand an apology!
6 In no way (he / trust) you in the future after all your lies.

4 Rewrite the sentences using inversion.

1 We've never faced such a serious problem.
Never have we faced such a serious problem.
2 You won't be allowed to go under any circumstances.
3 We couldn't find a coffee shop open anywhere.
4 I had hardly woken up when my mobile rang.
5 They weren't aware of the danger at any time.
6 There won't be any more festivals until next year.

LEARN THIS! Negative questions, infinitives and *-ing* forms

We can use negative questions to ask for confirmation of something we think is true or not true.

Didn't you go out with Tom yesterday?

We can also use negative questions to express our opinions politely.

Wouldn't it be better to tell her the truth?

We usually form negative infinitives and *-ing* forms by putting *not* or *never* before them.

I was lucky not to miss the train.
She regrets never telling him the truth.

5 Read the Learn this! box. Find examples of negative questions and negative infinitives and *-ing* forms in exercise 1.

6 Write the words in the correct order to make sentences.

1 to / not / I'll / late / tomorrow / be / try
2 be / the / shouldn't / test / for / Aidan / studying / ?
3 honest / not / with / I / being / him / resent / me
4 not / upset / was / Kat / invited / be / to
5 about / should / you / argue / try / to / not / it
6 to / it / judge / not / people / difficult / isn't / ?

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7 USE OF ENGLISH Rewrite the sentences beginning with the words in brackets. Do not change the meaning.

1 He doesn't often go out during the week. (Rarely)
2 He wasn't to blame. (In no way)
3 Don't worry about the future. (Try)
4 Luckily she didn't hurt herself badly. (She was)
5 They won't decide until they know the facts. (Only when)
6 I'm sure we've been here before. (Haven't)

8 SPEAKING Work in pairs. Think of different ways to complete the sentences below. Compare your sentences with another pair.

1 Under no circumstances should ...
2 At no time have I ever ...
3 Rarely do people ...
4 Only once have I ...
5 Isn't it surprising that ...
6 It's so important not to ...

5C Listening

Sibling rivalry

I can understand a discussion about sibling rivalry.

1 **SPEAKING** Work in pairs. What do you understand by the term 'sibling rivalry'? Why do you think it can happen?

2 Read the text and compare your ideas from exercise 1.

Listening Strategy

Remember that spoken English can sound quite different from written language. In fast speech, fluent speakers often shorten or omit certain elements.

It is possible to train yourself to understand fast speech. You do not need to imitate fast speakers, but focus on trying to understand what they are talking about.

3 2.12 Read the Listening Strategy. Then listen and write down the sentences you hear.

1 _____
2 _____
3 _____
4 _____

4 2.12 Read the Learn this! box. Listen again and repeat the examples.

LEARN THIS! Features of fast speech

1 Consonants are sometimes inserted between two vowel sounds:
two eggs sounds like *two weggs*
three eggs sounds like *three yeggs*
four eggs sounds like *four reggs*

2 Consonants at the end of words (especially *n*, *d* and *t* sounds) change when the next word also begins with a consonant:
ten pounds sounds like *tem pounds*
band practice sounds like *bam practice*
Did you ... ? sounds like *Dij je ... ?*

3 Sounds, usually consonants, sometimes disappear:
Let's go sounds like *Les go*
What's your name? sounds like *Wos your name?*

5 Match each sentence you wrote down in exercise 3 with a point in the Learn this! box.

6 Read the sentences (1–6) aloud. Each contains one feature of fast speech from the Learn this! box. Can you say where in the sentence it occurs?

1 I've got two or three dictionaries. (point 1)
2 Is this your address? (point 1)
3 I've got a bad cough. (point 2)
4 We went ten-pin bowling. (point 2)
5 She's my best friend. (point 3)
6 This coffee tastes bad. (point 3)

7 2.13 Listen, check and repeat.

Sibling rivalry

What causes sibling rivalry?

- Each child tries to define who they are as an individual and wants to show they are separate from their sibling(s).
- One child may feel that he/she is getting an unequal amount of parental attention.
- A child can feel that their relationship with their parents is threatened by the arrival of a new baby.
- Younger children may want to copy or join in with an older sibling's activities, which can annoy the older child.

What can be done about it?

- Parents must treat their children fairly, rather than equally. Age must be taken into account.
- Siblings should be encouraged to co-operate with each other, not to be aggressive or competitive.
- Siblings need space to be on their own sometimes with their own things and their own friends.

However, time is the great healer. Research shows that after the age of 25, siblings get on with each other much better.

8 2.14 Listen to a monologue and two dialogues. For questions 1–3, choose the correct answers (a–c).

1 What has helped the girl improve her relationship with her sister?
   a Spending time with each other rather than with friends.
   b Strengthening her sister's relationship with their mother.
   c Discussing why her sister used to behave unkindly.
2 What does the boy accuse his sister of lying about?
   a Whether she has taken something from his room.
   b Whether she has only just written her name on something.
   c Whether she asked permission before borrowing something.
3 What do the brothers explain to the interviewer?
   a Why they didn't get on when they were younger.
   b Which brother behaved worse while growing up.
   c Why they always spoiled each other's things.

9 2.15 Look at these sentences from the dialogues. How were they spoken? Listen again and check. Practise saying them.

1 Sarah always had to take care of me after school ...
2 I had no idea about any of this at the time.
3 Give me that back!
4 I've been looking for it for ages!
5 I always wanted to be like him.
6 How did you feel, Isaac?

10 **SPEAKING** In pairs, discuss this quotation from a famous British writer. What does it say about sibling relationships? Do you agree with its message?

> "It snowed last year too: I made a snowman and my brother knocked it down and I knocked my brother down and then we had tea." *Dylan Thomas*

5D Grammar

Articles and quantifiers

I can use articles and quantifiers.

Buddy movies always have two male friends, often from different backgrounds or with different personalities. They usually face a challenge together during the course of the film, and the challenge (eventually) makes their friendship stronger. They're more popular in the USA than in Europe, and can be aimed at both the old and the young. The earliest buddy movies starred Laurel and Hardy and were made in black and white around a hundred years ago. Nowadays, many are also action films, road movies or westerns – famous examples include *Die Hard 3* and *22 Jump Street*. In most of them, women only play a minor role, never one of the buddies. In a few films, one of the 'buddies' is an animal!

1 Look at the photo and the title. What is a 'buddy'? What sort of film is a 'buddy movie'? Read the text to check.

2 Read the Learn this! box. Complete the gaps with *a/an, the* or no article (–) and find examples in exercise 1.

LEARN THIS! Articles

We often use [1]_____ when we mention something for the first time, but [2]_____ when we mention it again.

We sometimes use [3]_____ to refer to one of several similar things or people and we don't need to be more definite.

We use [4]_____ for towns, cities, continents and most countries. But we do use [5]_____ with a few countries.

We use [6]_____ when we talk about something in general.

We use [7]_____ with superlatives.

We use [8]_____ with an adjective to refer to everyone who has that characteristic.

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3 Choose the correct answers to complete the sentences.

1 Mont Blanc is **an** / **the** tallest mountain in – / **the** France.
2 It's usually **the** / – poor who have **a** / **the** most problems.
3 He was in **a** / – film about **the** / – people with – / **the** superpowers.
4 Let's go for **the** / **a** pizza while we're in – / **the** town.
5 I've got – / **a** cat and **a** / **the** dog. – / **The** dog is eighteen years old!
6 My cousin's gone to **the** / – Nassau in – / **the** Bahamas.

LEARN THIS! Quantifiers

Examples of quantifiers are: *a lot of, a little, all, another, both, each, every, few, many, no, several, some*, etc.

Most quantifiers can be followed by *of* + a determiner:
Some of my favourite films are buddy movies. Just a few of these star women.

No and *every* can't be followed by *of*; instead we use *none of* and *every one / each of*:
None of the main characters are female.

After *both* and *all*, we often leave out *of* before determiners:
All the actors have starred in other films.
Both my parents are film fans.

We use *few / little* instead of *a few / a little* to emphasise the smallness of the number or quantity. Compare:
There are a few westerns I really like. The ones with Clint Eastwood are brilliant.
There are few westerns I really like. I just don't find the characters interesting.

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4 USE OF ENGLISH Read the Learn this! box. Then choose the correct answers (a–d).

Only [1]__ of my favourite films are sequels, but *22 Jump Street* is an exception. [2]__ the viewers who enjoyed the original *21 Jump Street* will be pleased to see the return of officers Jenko and Schmidt. There's [3]__ difference in the plot – it's [4]__ undercover operation in a high school on the trail of [5]__ violent drug dealers. As the action unfolds, [6]__ men form close relationships with other people, threatening their friendship. There's [7]__ of good-natured humour and [8]__ clever jokes about whether this adventure will be as good as the last. It is, and of course in the end [9]__ of the buddies wants to end their 'bromance'. Now [10]__ of those *Jump Street* fans will be hoping for a number 23 …

1	**a** much	**b** a few	**c** every	**d** none
2	**a** Each of	**b** Every	**c** All of	**d** Most
3	**a** any	**b** none	**c** little	**d** several
4	**a** both	**b** another	**c** other	**d** each
5	**a** some	**b** few of	**c** either	**d** little
6	**a** few	**b** each	**c** both	**d** neither
7	**a** all	**b** most	**c** some	**d** a lot
8	**a** none	**b** several	**c** much of	**d** every
9	**a** neither	**b** either	**c** no	**d** both
10	**a** every	**b** a little	**c** few	**d** every one

5 SPEAKING Work in pairs. Find out the information below about your partner. Try to use quantifiers from the Learn this! box in your answers.

1 how much free time he/she spends with classmates
2 how many of his/her friends have the same taste in films

Do you see a lot of your classmates outside school.

I see a few of them every day, but … .

5E Word Skills

Phrasal verbs

I can use phrasal verbs.

1 Read the dialogue. Underline six phrasal verbs which match meanings a–f below. How many more phrasal verbs are there in the dialogue?

a fail to do what someone expects
b make someone look stupid
c mention in conversation
d make someone lose enthusiasm for something
e stop having a relationship with someone
f accept something that is annoying

Mina How was your date with Donna last night?
Bill I wish you hadn't brought that up. She didn't turn up – again – so I'm not going out with her any more.
Mina But I thought you two got on really well!
Bill So did I. But she started putting me down in front of her friends, and when she let me down again last night ... Well, I couldn't put up with it any more. I decided she'd put me through enough, so I split up with her.
Mina That's a shame. But you'll soon get over her. Don't let it put you off dating other girls!
Bill Oh, it won't. I've already asked her friend out!

2 Read the Learn this! box. Which verbs in the dialogue are transitive and which are intransitive?

LEARN THIS! Phrasal verbs

1 Phrasal verbs can be transitive (they have an object) or intransitive (they don't have an object).
Can you pick me up after school?
My brother and his girlfriend broke up yesterday.

2 When a transitive phrasal verb is inseparable, the object comes after the particle.
He's trying to get over their break-up.

3 When a transitive phrasal verb is separable, the object can usually go before or after the particle.
He's decided to call their date off / call off their date.
However, when the object is a pronoun, it must come before the particle.
Do you think Ella will turn him down?

4 With some transitive phrasal verbs, the object must come before the particle.
Donna messed Bill about, so he finished with her.
NOT ~~Donna messed about Bill, so he finished with her.~~ ✗

5 Three-part phrasal verbs are always transitive and are usually inseparable, so the object comes after the particles.
I've decided to split up with my boyfriend.

3 DICTIONARY WORK Read the dictionary entries A–F and answer the questions.

1 Which phrasal verbs are separable? Which are inseparable? Which one must be separated by the object?
2 How is this information shown in the entries?

A **talk sb into sth** to persuade sb to do sth: *I didn't really want to go out, but my friends talked me into it.*
B **turn sb/sth ↔ down** to reject an offer or the person who makes it: *I'd invite Kim, but she may turn me down.*
C **look after sb/sth** to be responsible for sb/sth: *Fred's old enough to look after himself.*
D **run into sb** to meet sb by chance: *Guess who I ran into in town today?*
E **make sth ↔ up** to invent a story, especially in order to trick or entertain sb: *She made up an excuse that she wasn't feeling well.*
F **take after sb** to look or behave like an older member of your family: *Your daughter doesn't take after you at all.*

4 Are the transitive verbs in exercise 1 separable or inseparable? Which three must be separated by the object? Use a dictionary to check.

➔ Vocabulary Builder Relationship phrasal verbs: page 119

5 Complete the sentences with the words in brackets in the correct order.

1 Did she manage to talk _____ come? (letting / her / her / into / parents)
2 After _____ boyfriend, Laura went travelling _____. (splitting / her / with / up) (get / him / to / over)
3 Neither of my cousins _____ _____. (aunt / takes / my / after)
4 Nobody believes your stories because you _____ _____! (making / them / keep / up)
5 That experience _____ another relationship. (me / off / put / having)
6 Their relationship is terrible. Will they _____ _____ much longer? (for / it / put / with / up)
7 My dad went shopping this morning. I'm surprised _____ town. (into / you / him / in / run / didn't)
8 If _____ too much, she may leave you. (her / you / through / put)

6 Rewrite the questions using phrasal verbs from this lesson.

1 Has a friend ever failed to do what you expect?
Has a friend ever let you down?
2 Have you ever invented a reason not to meet someone?
3 Who do you most resemble in your family?
4 Have you ever regretted rejecting an invitation?
5 Which person do you have the best relationship with?
6 Would you agree to care for a friend's pet if they asked?

7 SPEAKING Work in pairs. Discuss the questions from exercise 6 using phrasal verbs.

Has a friend ever let you down?

None of my friends have let me down badly. But ...

5F

Reading

Love is in the air

I can understand an article about science and experiments.

2.16

When John Paul Young sang his disco classic *Love Is In the Air*, he probably wasn't thinking about how human beings release smells into the atmosphere to attract potential mates. However, the success of this song in the 1990s coincided with an increasing interest from the scientific community in discovering why people fall in love. For centuries, poets, artists and musicians had tried to provide the answers, but now it was time for scientists to have their say.

The first scientists to investigate love in depth were sociologists, and they quickly destroyed the common belief that people fall in love with each other because of destiny. They discovered that reality was much less romantic. In 2005, sociologists Christine R Schwartz and Robert D Mare presented a paper on their extensive study of couples who had married between 1940 and 2005 that showed that people very rarely marry someone who has a different level of education from theirs. Neither, according to research by other academics, do we fall for people from different socioeconomic backgrounds, nor with different beliefs. Sociologists concluded that we want to go out with people who are just like us. However, you can walk into a room full of people with the same background as you, with the same level of education, intelligence and looks as you, and you are unlikely to fall in love with any of them. As a result, scientists suspected that there must be more to falling in love than just having a lot in common with someone. Their suspicions were confirmed when, in 1995, a Swiss scientist presented proof to the world: a sweaty T-shirt.

Claus Wedekind was a zoologist at the University of Bern in Switzerland, and he was studying how fish chose their mates. Since the 1970s, scientists had known that animals, and humans, used their sense of smell to detect a group of genes known as MHC in potential mates. These genes are a very important part of our immune systems and all animals want mates with very different MHC genes because that means they will produce strong offspring that can resist disease. (MHC genes are also important because they control the acceptance or rejection of transplanted organs.) Wedekind suspected that all animals had a preference for certain signals and smells, but he had a problem: fish can't talk. So, in a reversal of the normal laboratory situation, human beings became the guinea pigs for research that would help scientists understand animals better.

For the study, Wedekind recruited 49 women and 44 men who all had a wide range of different MHC genes. Then, on a Sunday morning, he gave the men a clean T-shirt and instructed them to wear it for the following two days and nights. The men weren't allowed to use either deodorant or perfumed soaps during that time. On the following Tuesday, the men handed in their sweaty T-shirts and Wedekind put each one in a box with a small hole in the top for the women to smell the T-shirt through. He then presented each woman with a set of seven boxes. In three of the boxes, there were T-shirts from men that had similar MHC genes to the woman's and in three others there were T-shirts from men with different MHC genes. In the seventh box, he put a clean T-shirt. The next step was to ask

1 **Look at the photo and read the title of the article. What are the people doing?**

2 **Read the article. Was your answer to question 1 correct?**

> **Reading Strategy**
> When you come across an unfamiliar word in a text, ask yourself if you need to know its meaning to do the task. If you do, first decide what part of speech it is. Then try to work out from the context what it might mean.

3 **Read the Reading Strategy. Then find the words below in the text and decide whether each one is a verb, noun, adjective, etc.**

backgrounds confirmed findings in depth release

4 **Look again at the context of the words in exercise 3. Choose the correct definition (a or b) for each one.**

1 a your family and your experience of education, life, etc.
  b the conditions that existed before an event happened
2 a to make an arrangement, etc. certain by phoning, etc.
  b to show that a belief or opinion which was not certain is true
3 a a decision made by a judge
  b information that is discovered as a result of research
4 a in a serious and detailed way
  b the distance from the surface to the bottom
5 a to make something available to the public
  b to give free movement to something

55 the women to say which T-shirts had a pleasant smell and which hadn't, and nearly all of them preferred the scent of men with different MHC genes to theirs. In fact, some of the women even commented that the smells reminded them of their own boyfriends.

60 Wedekind's experiment demonstrated that humans, and therefore possibly other animals, detect a perfect mate by being attracted to their smell. Since then, research into the importance of smell in human relationships has increased and further investigations have supported his findings. The

65 now famous 'sweaty T-shirt experiment' has also inspired a new kind of social event in Los Angeles that supposedly helps people find others that are attracted to them without the bother of having to flatter or flirt: smelly T-shirt parties. Guests take a T-shirt that they have worn for three days to a

70 club, put it in a plastic bag and then let other people smell it. The hope is that someone will like your scent and it will be the beginning of a beautiful relationship. What could be more romantic than that?

5 **Choose the correct answers (a–d).**

1 When the disco classic *Love Is in The Air* was a hit in the 1990s,
  a poets, artists and musicians were becoming interested in why people fell in love.
  b scientists were beginning to investigate love.
  c the importance of smell in human relationships was understood.
  d the scientific community was studying the importance of music in human relationships.
2 Sociologists Schwartz and Mare demonstrated that people prefer to marry someone
  a from the same social class.
  b with a different level of education.
  c with similar beliefs.
  d educated to the same level.
3 Humans were used in Wedekind's experiment because
  a they would be able to provide certain information.
  b animals are unable to smell MHC genes.
  c animals don't have MHC genes.
  d MHC genes are important for our immune systems.
4 The men that took part in the experiment
  a couldn't use soap.
  b all had the same type of MHC genes.
  c slept in their tops.
  d couldn't change clothes during the weekend.
5 As a result of Wedekind's experiment,
  a scientists believe that humans detect MHC genes similar to their own in smells that they like.
  b scientific experiments have been done at a club in Los Angeles.
  c other scientists have done more work on the subject.
  d other scientists have questioned his findings.

6 **VOCABULARY Match the underlined words with the highlighted words in the article.**

Experiments

1 Scientists will pay students to act as test subjects in their investigations into the causes of the common cold.
2 If your internal body parts don't work, you might die.
3 People's natural defences get weaker with age.
4 Male peacocks use their beautiful tails to attract female partners.
5 The average dog can give birth to four or five puppies at one time.
6 The doctors think the disease is caused by damaged parts of the DNA.
7 There was an academic article about animal communication in *The Scientific Journal*.
8 He didn't provide any evidence that his experiments had been successful.

7 **SPEAKING Work in pairs. Look at the words below. Say which three things you think are the most important in making people attractive to others. Then compare your answers with your partner's. Do you agree? Why? / Why not?**

car clothes education family job looks money personality popularity property sense of humour smell smile social class

5G Speaking

Photo description and comparison

I can describe and compare photos and give opinions about friendship.

1 SPEAKING Work in pairs. Think of three things that might cause friends to fall out.

Speaking Strategy

When you talk about photos, say what you can guess or deduce as well as about what you can see. Use modal verbs of deduction and phrases such as *it appears to show ... , I can't be certain, but ... , etc.*

2 KEY PHRASES Read the Speaking Strategy and complete the phrases with the words below.

appears as be can't certain like must say seems to wrong

Speculating and deducing

1 He's yawning, so he _____ be tired or bored.
2 She's laughing, so she _____ be sad.
3 He may / might / could _____ lonely.
4 It looks _____ if ...
5 The photo _____ to show (a living room).
6 She looks _____ a (nice person).
7 Judging by (their expressions), I'd _____ that ...
8 I can't be _____, but ...
9 I might be _____, but ...
10 The boy _____ be (accusing him of something).

➡ Vocabulary Builder Adjective suffixes: page 119

3 SPEAKING In pairs, describe one photo each (A and B). Use phrases from exercise 2 to speculate about the people.

Judging by her expression, I'd ...

LEARN THIS! *might / must / can't have*

We use *might have* to speculate about past events. We use *must have / can't have* to make deductions about past events and say what is or is not possible.

They might have been good friends once – I don't know.
I haven't got my phone. I must have left it at home.
She can't have gone home. Her coat is still on the chair.

4 Read the Learn this! box. Make up two more sentences about your photo in exercise 3 beginning with *must have, might have* or *can't have*.

5 2.17 Listen to a student doing the task below using the photos in exercise 3. Answer the questions below.

Compare the photos. Then give your own opinion about whether arguments always damage friendships or sometimes make them stronger.

1 Are his speculations about the photos similar to yours?
2 What phrases from exercise 2 does he use?
3 What is his overall opinion about friendships and arguments? Do you agree? Why / why not?

6 2.17 Listen again. Complete the extracts below with *might have, must have* or *can't have*.

1 They _____ gone there together for a game.
2 One boy _____ accused the other boy of cheating
3 They _____ thought about the other girl's feelings at all.

7 SPEAKING Work in pairs. Student A: Look at the photos and do the task below. Student B: Turn to page 143 and do the picture comparison task.

Compare the photos. Then say whether you think there are differences between girls and boys when it comes to friendships.

5H Writing

An opinion essay

I can write an opinion essay on the topic of friendship.

1 SPEAKING Work in pairs. Discuss the questions below.

1 Who are the people you are closest to?
2 What qualities do you look for in a friend?

2 Read the task and the essay. In which paragraphs does the writer cover each element of the task?

> It is sometimes claimed that 'opposites attract' when it comes to friendship. Write an essay in which you give your own opinion of this view taking into consideration personality and appearance.

> It is sometimes claimed that opposites attract when it comes to friendship. On the whole, I don't agree with that opinion. I think that people pick friends with the same interests as them. That extends to physical appearance – if you have similar tastes, you're likely to appreciate similar clothes and hairstyles. Personally, I think that you are more likely to be long-term friends with someone who is on the same wavelength as you. I think opposites do attract, but I don't think it lasts as those different qualities that attracted you at first can annoy you later!
> My closest friend, Helen, is quite similar to me. Having said that, we do not have everything in common – in fact, the differences keep our friendship interesting. However, our broad interests and personalities do resemble each other's and so it is easy to spend a lot of time together. It's in the details that we differ. For example, we both love sport, but we don't support the same teams. And although we're both sociable, Helen is more outgoing than me. When it comes to appearance, a similar appearance can lead to attraction. Helen and I both have similar taste in clothes. We enjoy shopping together and swapping clothes. If we had different interests, we wouldn't be able to enjoy these activities together. So, in my view, although you may be attracted to a friend who is completely opposite to you, the best kind of friend is one that you have enough in common with, so that your friendship lasts a long time.

3 Read the Learn this! box. Then find two examples of *do / did* for emphasis in the essay.

LEARN THIS! *do / did* for emphasis

We can use *do / did* for emphasis:

a after a concession: *Although we're very different, we do get on well.*

b to clarify or correct: *'Why didn't you do your homework?' 'I did do my homework! But I've lost it.'*

Grammar Builder 5.5 page 135

LEARN THIS! Structures and features to use in essays

1 Join clauses with linkers to make longer, more complex sentences.
I like him. But he can be a bit mean. → *I like him, although he can be a bit mean.*

2 Passive structures. These can create a sense of objectivity and authority.
People often say that ... → *It is often said that ...*

3 Preparatory *it*. We can use *it* in a cleft sentence to emphasise a particular part of a sentence.
Honesty is important. → *It is honesty that is important.*

Writing Strategy

Use a variety of grammatical structures and vocabulary instead of simple sentences. This will make your essay more interesting and more effective.

4 Read the Learn this! box and the Writing Strategy. Then underline an example of each of the structures below in the essay.

1 contrasting clauses with *but* and *although*
2 an example of another linker
3 a passive form
4 an example of preparatory *it*

5 Rewrite the sentences using a structure from the Learn this! box. Start with the words in brackets.

1 Online conversations are quick and easy. They are often superficial. (Although ...)
2 The non-verbal aspects of conversations are really important. (It is ...)
3 A lot of people believe that you only need a few close friends. (It is ...)
4 People are busy. They can still keep in touch using social media. (Even if ...)
5 Sometimes people say that today, we live our lives through our phones. (It is ...)

6 Read the task. Then make notes under headings A–C below. Include ideas from exercise 5 and your own opinions.

> It is sometimes said that social media friends are not real friends. Give your own opinion of this view, commenting on the best and worst aspects of online friendships and how face-to-face interactions are different.

A Online friendships: benefits
B Online friendships: possible problems
C Face-to-face relationships: unique features

7 Write your essay using your notes in exercise 6.

CHECK YOUR WORK

Have you ...
- structured your essay?
- used a range of more complex grammatical structures?
- checked the spelling and grammar?

3 Exam Skills Trainer

Reading

Strategy
When you do a gapped sentence task, read the sentences before and after the gap. Look for a logical connection between these sentences and the gapped sentence, such as the same person, place, thing, activity, feeling, or situation.

1 Read the Strategy above and look at the text in exercise 2. Read the sentences before and after the gaps and underline the words that link the sentences logically.

2 Read the text. Match sentences A–G with gaps 1–5. There are two extra sentences.

Teletourism

Fifty-two-year-old American Henry Evans is one of the world's first teletourists. From the comfort of his bed in Palo Alto, California, he has travelled to places as far away as Bora Bora in the South Pacific. Under normal circumstances, this journey would be impossible for Henry because he is disabled. [1]_____ But with the help of technology Henry is able to overcome his difficulties and get out to see the world.

When Henry wants to visit a museum, he uses a telepresence robot called the Beam, a big computer monitor with a webcam that is attached to a mobile base with two poles. [2]_____ Several of the world's museums already use these machines, and Henry hopes there will soon be more.

To see what is happening outside, Henry uses a device called Polly. Like the Beam, Polly is made up of a monitor and a webcam, the difference being that it is small enough to be portable. The gadget fits into a frame attached to a person's shoulder allowing it to be carried around like a parrot. [3]_____ He controls it by moving his head, so that it turns around and shows him everything his companions can see and hear.

Thanks to improvements in long-distance remote control software, Henry can fly drones which also enable him to explore from the air. [4]_____ When he wants to go further afield, he has found a website which has 5,000 drone videos from all over the world. These give him access to all kinds of fascinating destinations ranging from Qusar in Azerbaijan to the Four Seasons Resort in Bora Bora.

No journey is too far for Henry, who is currently pursuing the possibility of travelling into space. He got the idea from an article he came across on the internet. He read that a research team was trying to get access for PC users to a robot on the International Space Station. [5]_____ Judging by what he has already achieved, however, it is only a matter of time before he is allowed to go on a remote tour of the satellite.

A By virtue of this new technology, Henry can accompany and converse with his friends and family when they have a day out in the country.
B A serious stroke when he was 40 affected his brain and left him without speech and unable to use his arms or legs.
C The countless souvenirs he has purchased are displayed proudly on the shelves that line the walls of his bedroom.
D Using head movements, he can drive the machine around the halls, talking to the guide and learning about the exhibits, just like any other visitor.
E The day he piloted a web-controlled submarine he located in Berkeley, California was the first time he had been underwater since his illness.
F Henry has already applied for permission to use this new technology, but he has not received approval yet.
G He controls them using his head, and he's even flown one around his garden wearing a virtual reality headset.

Listening

Strategy
In a true or false task, be careful with statements that are negative as it is easy to get the answer wrong.

3 Read the Strategy above. Then look at the statement below. Choose the extract A or B which matches the statement.

The boy didn't expect to get on with his classmates.
A I had no idea that I would fit in so well in my new school.
B I always knew that it wouldn't be hard to make friends.

4 2.18 **You will hear four speakers talking about how they met their best friends. Are the sentences true or false? Write T or F. You will hear the recording twice.**

1 Speaker 1 didn't speak to his friend the first time they met. ___
2 The two became friends after the head teacher had spoken to them. ___
3 Speaker 2 stopped going to drama group because she didn't get the leading role in a play. ___
4 She didn't get to know her friend until she was invited to her party. ___
5 Speaker 3 was the only child who wasn't wearing a costume when he first saw his friend. ___
6 The two have been friends since their parents got to know each other. ___
7 Speaker 4 did her friend a favour the first time they sat together. ___
8 The girl wasn't angry that she didn't get her pencil back. ___

Use of English

Strategy
Identifying the right collocation, set phrase or phrasal verb will help you choose the correct answer. If you don't recognise the phrase used, think about the meaning and try to eliminate the words you know are incorrect.

5 **Read the Strategy on page 62. Look at sentences 1–3. For each one, what do you need to identify: a collocation, a set phrase or a phrasal verb? Choose the correct answers.**

1 Our plane ... off on time.
A got B put C took D went
2 Do you ever ... voluntary work?
A do B go C have D make
3 I need a new hobby, but ... springs to mind.
A never B no C none D nothing

6 **Complete the text. Write A, B, C or D.**

Future travel

According to a report published by a popular flight comparison website, [1]___ ten years' time the typical holiday experience is likely to be very different. The hotels of the future [2]___ completely digitalised, and guests will have a hologram travel companion they can [3]___ with in their room. Holiday destinations will also change from beach resorts in the Mediterranean to lunar hotels in space with spectacular [4]___ of the planet Earth. Some tourists will prefer to go underwater to [5]___ from it all, and plans are already underway for a sub-aquatic hotel in Fiji. Social travel will become part of the traditional tourist industry, and in ten years' time, between five and ten per cent of people [6]___ their houses. Travellers preferring to go off the beaten [7]___ will head for less commonly selected destinations, such as North Korea and Angola [8]___ new experiences.

1 A on B by C at D in
2 A are B will be C were D will have
3 A eat out B go out C hang out D turn out
4 A looks B sights C views D visions
5 A get away B go away C put away D take away
6 A will have been renting out B will rent out
C will have rented out D will be renting out
7 A way B track C path D road
8 A looking for B looking after
C looking at D looking up

Speaking

Strategy
In a photo comparison task, you should talk about the differences between the photos as well as the similarities.

7 **Read the Strategy above. Then look at sentences 1–4. Underline the words that indicate similarity or difference in each sentence.**

1 Photo 1 is inside, whereas photo 2 is outside.
2 Both photos show people having a meal.
3 The common theme in the photos is city life.
4 In photo 2, they're cycling rather than running.

8 **Look at the two photos below that show different life stages. Compare the photos using the points below.**

- activities
- interests
- relationships

A

B

Writing

Strategy
In an opinion essay, always state your opinion in the first paragraph.

9 **Read the Strategy above. Then complete the phrases for stating your opinion. Write one word in each space.**

1 _____ my opinion, ...
2 I strongly _____ that ...
3 _____, I think ...
4 To my _____, ...

10 **Read the task below and write your essay.**

Some students choose to go backpacking in the holidays. Is this a good idea? Write an essay in which you express your opinion taking into consideration the impact of this kind of holiday on the students and on the countries they visit.

6 Health

Unit map

Vocabulary
Food and health
Nutrition
Exercise: verbs and nouns
Exercise: collocations
Food
Illnesses, injuries and symptoms
Treatments and remedies

Word Skills
Compound adjectives

Grammar
The passive
The passive: advanced structures

Listening Keeping fit

Reading Junk food

Speaking Role-play

Writing An article

Culture 6 Healthy cities

Vocabulary Builder page 120

Grammar Builder and Reference page 135

6A Vocabulary

Food science

I can talk about nutrition and health.

1 **SPEAKING** Look at the 'eatwell' plate. What does it suggest we eat the most / least of?

2 **VOCABULARY** Complete the information in the texts with the words below.

Food and health dairy products fizzy drinks poultry processed foods pulses saturated fat wholegrain

Vegetables and fruits are full of nutrients. Consuming more of this food can reduce the risk of heart disease. Carbohydrates from fruits and vegetables are digested slowly and boost our energy levels for longer. You should eat five portions of fruit and vegetables a day.

Carbohydrates produce energy. Choose [1] _____ varieties where possible. They contain more fibre and so help you to feel full.

Fish, [2] _____, [3] _____, nuts and eggs are important sources of protein.

[4] _____ high in [5] _____ and sugar, such as cakes, biscuits, crisps and chocolate should only be eaten very occasionally. Avoid sweets and [6] _____ as these are very high in sugar.

[7] _____ give our bones the vitamin D they need to stay strong.

If you burn as many calories as you take in, your weight remains the same, so regular exercise can help control your weight.

3 **VOCABULARY** Look at the list of nutrition words below. Find one food on the eatwell plate that contains each thing in the list.

Nutrition additives calcium calories carbohydrate cholesterol fat fibre mineral nutrient preservative protein vitamins

additives – sweets
calcium

4 **SPEAKING** Work in pairs. Think about your own diets. How do they compare to the advice on the plate?

➔ **Vocabulary Builder** Food preparation: page 120

5 Complete the quiz with the correct form of the highlighted verbs from the text in exercise 2. Use a dictionary to help you.

HOW MUCH DO YOU KNOW ABOUT healthy eating?

Do our quiz and find out!

1 **Which activity _____ more calories?**
A walking **B** cycling **C** skateboarding

2 **How long does it take your stomach to _____ a three-course meal?**
A 2 hours **B** 24 hours **C** 10 hours

3 **Which food _____ the most protein?**
A broccoli **B** cheese **C** eggs

4 **Which type of meat do Americans _____ the most of at mealtimes?**
A chicken **B** beef **C** pork

5 **Which food will _____ your energy levels and help you work better?**
A yoghurt **B** banana **C** pastry

6 **What's the best way to _____ your weight?**
A Don't eat carbohydrates.
B Eat three times a day.
C Eat healthily and do regular exercise.

7 **Which food best helps to _____ the risk of heart problems?**
A apples **B** coconut **C** white bread

8 **What is lost when you _____ food in a factory?**
A nutrients **B** salt **C** additives

QUIZ ANSWERS:
1 B 2 B 3 C 4 A 5 B 6 C 7 A 8 A

6 Do the quiz in pairs. Check your answers at the bottom of the page.

7 **2.19** Listen to four people talking about food. Match the speakers (1–4) with what they say (A–E). There is one extra sentence.

Speaker 1 ___ Speaker 3 ___
Speaker 2 ___ Speaker 4 ___

A I've changed my lifestyle by making an effort to change.
B We can't expect technology to help us lose weight; it depends on our own determination.
C Technology is a positive tool, helping us to be healthy.
D One substance in particular will help our bodies store the power they need for physical exercise.
E I can easily find food products that help me avoid health problems.

RECYCLE! Obligation and prohibition

must* and *have to

When we decide something is an obligation ourselves, we usually use *must*. When the obligation is decided for us by other people, we usually use *have to*.

I must eat more fruit and vegetables.
To enter the marathon, you have to visit the website.

mustn't* and *don't have to

We use *mustn't* to say something is prohibited, or to give very strong advice.

You mustn't eat a lot of sugar.

We use *don't have to* to say it isn't necessary to do something.

We don't have to take the train next week.

8 Read the Recycle! box. Then complete the sentences with the correct form of ***must, mustn't, have to*** and ***don't have to***.

1 The trainer tells the marathon runners that they _____ eat lots of carbohydrates, but that they _____ eat fast food.
2 The speaker has coeliac disease, so he _____ buy gluten-free food. But he _____ go to special shops; he can find it at the supermarket.
3 The man's doctor warned him that he _____ start eating more healthily.
4 According to the speaker, people _____ count how many calories they eat. There are apps to do it for them.

9 **SPEAKING** Work in pairs. Use the information from the eatwell plate to answer the questions.

1 Do you agree with the phrase 'you are what you eat'? Why? / Why not?
2 Do you care about what additives your food contains? Why? / Why not?
3 Why do you think more and more people are becoming overweight in western countries? What can governments do to encourage people to eat more healthily?

6B Grammar

The passive

I can identify and use different forms of the passive.

1 SPEAKING Work in pairs. In what ways do you think these things were different in the past?

diseases hospitals hygiene

2 Read the text. Does it mention your ideas from exercise 1?

3 Find passive examples of tenses a–g in the text.

a present simple
b present perfect
c past continuous
d *will* future
e present continuous
f past simple
g past perfect

4 Read the Learn this! box. Complete the rules.

LEARN THIS! The passive

1 We form the passive with the verb [1]_____ and the [2]_____ of the main verb. The object of an active verb can become the [3]_____ of a passive verb.
They haven't found a cure for colds yet. (a cure = object)
A cure for colds hasn't been found yet. (a cure = subject)

2 If we need to mention the agent, we use [4]_____.
Enormous public baths were built by the Romans.

3 We use the passive:
a when we do not know (or do not want or need to say) who does something.
b for more formal language, e.g. for processes.
First, the coffee beans are dried. Then they are roasted.
c when we want to focus on the person to whom the action is done, not the person doing the action.

4 We use the [5]_____ and past continuous forms of the passive, but we do not use other continuous forms.
Hygiene is being improved. ✓
~~*Hygiene has been being improved.*~~ ✗
They have been improving hygiene. ✓

5 Rewrite the sentences (1–5) in the passive. Match them with rules 2–4 in the Learn this! box. The sentences may match with more than one rule.

1 A doctor has examined me and told me to rest at home.
2 It was in the 19th century that they invented anaesthetics.
3 Scientists are making more advances in medicine every year.
4 They'll stich the wound now and remove the stitches next week.
5 Kazimierz Funk, a Polish scientist, discovered the fact that vitamins could cure many diseases.

Grammar Builder 6.1 page 135

LOOK OUT!

If an active verb has two objects, either can become the subject in the passive form. However, it is more common for the indirect object (in this case, the scientist) to become the subject.

They awarded a Nobel Prize to the scientist.
The scientist was awarded a Nobel Prize.
A Nobel Prize was awarded to the scientist.

A history of hygiene

Ancient ideas of hygiene

The ancient Greeks and Egyptians enjoyed relatively high standards of personal hygiene – they had been taught about the importance of cleanliness by their religious leaders. But it was the Romans who developed the first public toilets and enormous public baths.

19th century developments

Louis Pasteur and Joseph Lister's revolutionary ideas about using sterile instruments in clean hospitals were adopted in the 19th century. Before then, up to half of Lister's patients who had survived surgery were being killed by infections spread by germs. Infection and disease haven't been eliminated entirely in our hospitals yet, but they have been significantly reduced.

Today and tomorrow

Although hygiene in developing countries is being improved all the time, 36% of the world's population is still affected by poor hygiene. Furthermore, medical organisations will be challenged in the future by new infections and diseases; the world's population is so closely connected that potentially catastrophic epidemics will be transmitted around the globe in days.

6 Read the Look out! box and the text below. Then rewrite the underlined text (1–12) in the passive. Decide whether you need to include the agent. Which sentence can be written in two different ways?

It was called 'The Great Mortality', but today [1]we know it as the Black Death. In 1348, [2]rats brought the plague from Asia to Europe. [3]The disease killed millions of people. [4]Bad weather had ruined crops for years and [5]this had left thousands hungry. [6]Frightened people were filling the cities and, living so close together, [7]coughs and sneezes quickly infected them. [8]This terrible event still fascinates us. [9]Journalists warn us about deadly diseases and [10]ever-increasing air travel isn't helping the situation. For now, [11]antibiotics give us some protection, but [12]can they save us from a future plague?

7 SPEAKING Work in pairs. Talk about these things.

1 the funniest joke you've been told
2 a job you'd like to be offered
3 the most interesting photo you've been shown
4 the most useful advice you've been given

6C Listening

Keeping fit

I can listen to and understand people talking about exercise.

1 SPEAKING Work in pairs. Answer the questions.

1 Describe the photo. What do you think is happening?
2 If you were an athlete, what would be your chosen sport and why?

> **Listening Strategy**
> Remember that the information in the task may be expressed in a different way in the text.

2 Read the Listening Strategy and the sentence below. Think of other ways to express the underlined information.

The speaker could not have worked harder on the exercise bike.

3 2.20 Listen to the first part of a radio programme about fitness. Is the sentence in exercise 2 true or false? What words did the speaker actually use?

4 2.21 Now listen to the rest of the programme. Are the sentences about High Intensity Training true or false? Write T or F.

1 Your heart rate and breathing quickly recover afterwards. ___
2 It's better than many other ways of exercising. ___
3 The benefits aren't yet known for serious sports training. ___
4 Increasing the mitochondria in your body makes you fitter. ___
5 Your body fat is reduced. ___
6 You feel hungry afterwards. ___
7 It takes much less time than other forms of exercise. ___

5 2.22 VOCABULARY Complete the sentences (1–4) with the correct form of the words below. Then listen and check.

Exercise verbs ache burn convert pump
Exercise nouns adrenalin burst energy intensity

1 I was exercising so hard that my heart was _____, and my leg muscles were _____.
2 It's good to push yourself to the absolute limit with short _____ of high-_____ exercise.
3 Mitochondria _____ fat and sugar in the body into _____.
4 This type of exercise also releases _____ – a hormone which _____ fat.

6 SPEAKING Work in pairs. Discuss the questions.

1 What is different about this form of exercise?
2 Do you believe it works? Why? / Why not?
3 Would you like to exercise in this way? Why? / Why not?

7 2.23 Listen to four speakers talking about their preferred form of exercising. Choose the correct answers (a–c). Remember the advice in the strategy.

1 Speaker 1 says that
   a he usually plays twice a week in winter.
   b his attitude makes up for his deficiencies as a player.
   c it's more important to enjoy yourself than to win.
2 The intention of speaker 2 is to
   a detail the exercise options available at her gym.
   b explain how she chooses to exercise and why.
   c advise on the best way to exercise.
3 Speaker 3 is being interviewed about
   a her dedication to her sport.
   b her reasons for choosing this particular sport.
   c her latest fitness craze.
4 Speaker 4 says that
   a he and his friends took up this activity quite recently.
   b he and his friends improve by copying others.
   c his friend is always injuring himself.

8 2.23 How did you choose your answers? Listen again and write down the phrases that helped you. Then match them to words with a similar meaning in exercise 7.

9 VOCABULARY Complete the collocations that the speakers used in exercise 7 with the verbs below. Use each verb once, and choose the best verb for each noun.

Exercise: collocations

attend be beat do go keep lift play push pedal

1	_____ a team sport	6	_____ competitive
2	_____ myself to the limit	7	_____ weights
3	_____ aerobics	8	_____ a fitness class
4	_____ running	9	_____ an opponent
5	_____ on an exercise bike	10	_____ fit

➔ Vocabulary Builder Fitness idioms: page 120

10 SPEAKING Work in pairs. Give personal opinions about sports and fitness activities using the collocations in exercise 9. Include reasons and examples.

> Well, I don't like lifting weights in the gym. I've tried, but I find it boring. What about you?

> I agree. But I enjoy doing fitness classes.

6D Grammar

The passive: advanced structures

I can use advanced passive structures.

1 SPEAKING Work in pairs. Read the statements below. Which do you think are true?

1 If you wake a sleepwalker, they will have a heart attack.
2 You should drink at least eight glasses of water a day.
3 Being slightly fat is good for you.
4 Sleeping longer at weekends makes up for lost sleep.

2 Read the text and check your answers to exercise 1.

MYTH BUSTING

Never wake a sleepwalker

Waking a sleepwalker was once widely believed to be dangerous because it was thought something terrible would happen to them. While nobody likes being woken up, the worst thing they will experience is confusion because they are not in bed!

Drink eight glasses of water a day

This myth is thought to have been started by the bottled water industry. In fact, some of us need as little as a litre of liquid a day, which doesn't have to be consumed as water. Food, soft drinks, milk, tea and coffee all count.

Being a bit overweight is unhealthy

It is often reported that serious health problems can be caused by obesity. However, people carrying an extra couple of kilos in weight might actually live longer.

You can catch up on lost sleep

During the week, your sleep might be disturbed by late-night study, noisy neighbours, or a night out. But forget about sleeping longer at the weekend – staying in bed too long is thought to make you feel more tired!

3 Read the Learn this! box. Then find examples of each rule in the text in exercise 2.

LEARN THIS! The passive: advanced structures

1 We can use passive structures with present and past forms of modal verbs.
Everyone should be encouraged to eat healthily.
My computer must have been hacked.

2 Verbs that are followed by an infinitive or gerund can also be followed by a passive infinitive or gerund.
She hopes to be accepted into medical school.
I hate being told what to eat.

3 We can introduce ideas and opinions by using *think, believe, say, know, report*, etc. and passive structures.

a *it* + passive + *that*:
It is estimated that we need eight hours' sleep each night.
In the past, it was thought that bathing was bad for you.

b subject + passive + present or perfect infinitive:
Cigarettes are known to cause lung cancer. (to express a belief about the present)
In the past, smoking wasn't thought to be bad for you. (to express a past belief)
Heart disease is known to have caused over 80,000 deaths in the UK last year. (to express a present belief about a past event)

4 Write the sentences with the words in brackets and the correct passive form. Then match each sentence with a rule from the Learn this! box.

1 It (just / report) that too much exercise is bad for you.
2 I (not / remember / tell) about this diet before.
3 Mia (should / give) better advice by the doctor.
4 Nobody (want / criticise) for their appearance.
5 The actress (rumour / lose) more than five kilos last year.
6 Some medicines (must / only / take) with food.

➔ Grammar Builder 6.2 page 136

5 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first.

1 People have known for years that too much salt is unhealthy.
It _____.
2 Did they really expect anyone to believe those health myths?
Did they really expect those _____?
3 Someone ought to have checked the facts carefully.
The facts _____.
4 I don't like anyone telling me how much exercise to do.
I don't like _____.
5 Should we blame parents for overweight children?
Should parents _____?
6 It is said that Einstein slept for ten hours every night.
Einstein is said _____.

6 SPEAKING Work in pairs. Discuss the food myths and think of reasons why they are untrue. Try to use some of the passive structures from this lesson.

- Frozen vegetables are never as good for you as fresh ones.
- Any type of brown bread is better for you than white bread.
- In a fast food restaurant, a burger contains more calories than a milkshake.

It's often thought that vegetables ... However, ...

It's sometimes said that any type ...

A burger is believed to ...

6E

Word Skills

Compound adjectives

I can use compound adjectives.

1 SPEAKING Work in pairs. Discuss the questions.

1 What was your last dream or nightmare about?
2 Can our dreams help us in our waking lives?

2 Read the text. How could 'lucid dreaming' help students?

The idea that we can control our dreams through a technique called 'lucid dreaming' is usually the stuff of sci-fi films. During lucid dreaming, the sleeper knows they are dreaming and can control what happens – even deciding to have breathtaking experiences like flying. Now, thought-provoking research has received broad-based support from some highly respected scientists, who think it may not be as far-fetched as it sounds.

Lucid dreaming isn't just about mind-blowing experiences. It can be used to improve a variety of skills, from playing the piano to public speaking. It's been shown that people who dream about practising things, like playing the piano, do them better in 'real life' the next day. Well-known athletes also use lucid dreaming to help them deliver record-breaking performances.

You don't need to be highly trained to have lucid dreams, but half-hearted efforts won't work, so try the following steps regularly:

1 Do difficult tasks during the day, such as studying a foreign language; it makes lucid dreaming more likely.
2 Decide what you want to dream about before you sleep.
3 As soon as you wake up and are still bleary-eyed, make notes about dreams while they are fresh in your memory.

3 Put the highlighted compound adjectives in the text into the correct columns.

adjective + noun + *-ed*	noun + *-ing* form	adverb + past participle
1 _____	4 _____	8 _____
2 _____	5 _____	9 _____
3 _____	6 _____	10 _____
	7 _____	

4 Underline the compound adjectives in sentences 1–7 then match them with definitions a–g. Then answer the questions.

1 Would you describe yourself as single-minded?
2 Do you ever buy second-hand goods?
3 When did you last watch a light-hearted film?
4 Which school subjects do you find most straightforward?
5 Do you think it's better to be good-looking or talented?
6 What upcoming events are you looking forward to?
7 Were you a high-spirited child?

a attractive ___
b easy ___
c imminent ___
d not new ___
e determined ___
f energetic ___
g not serious ___

Dictionary Strategy

Compounds adjectives made up of a noun / adjective + *-ed* adjective or a noun + *-ing* form usually have their own dictionary entries. However, compound adjectives made up of an adverb + past participle do not have their own entries, as the meaning is similar to the meaning of the headword.

5 DICTIONARY WORK Read the Dictionary Strategy. Which of the compound adjectives below are likely to have their own entry? Check your answers in a dictionary.

densely populated English-speaking
light-hearted much-needed old-fashioned
record-breaking well-respected

6 Complete the compound adjectives with the words below. Use a dictionary to help you.

minded populated reaching saving watering written

1 Sarah often forgets things because she's absent-_____.
2 His novel was well-_____, but I didn't like the characters.
3 The microwave is one of the best time-_____ devices ever invented.
4 The cakes at the baker's were so mouth-_____ that I wanted to eat them all!
5 That decision could have far-_____ consequences for us.
6 Singapore is one of the most densely _____ places in the world.

7 SPEAKING Work in pairs. Discuss the questions. Give reasons and examples.

1 Who is the most single-minded person you know?
2 What's the most breathtaking experience you've ever had?
3 What's the most useful time-saving device you own?
4 What is the most thought-provoking book you have read?

6F Reading

Junk food

I can react to an article about food addictions.

1 SPEAKING Work in pairs. Discuss the questions.

1 Why is fast food so attractive to some people?
2 What can be done to encourage people to eat less of it?

2 Read the three texts about food addiction. What were the consequences of the three people's addictions?

Reading Strategy

When you do a gapped sentence task, look for clues before and after each gap. For example, if a sentence starts with *And* or *Furthermore*, it probably introduces additional information.

Other words can be used for contrast (*But*, *However*) and consequences or conclusions (*So*, *Therefore*).

3 Read the Reading Strategy. Match the sentences (A–E) with the gaps (1–4). There is one extra sentence.

A Not surprisingly, a diet that contained few nutrients and an excess of fat and carbohydrates could only have negative consequences.
B Its aim was to encourage food addicts to beat their addictions with the help of a psychologist and nutritionist.
C One of the first steps was to get rid of her collection of free gifts.
D Parties, picnics and barbecues with friends and family used to be a nightmare.
E The doctor who treated her said she had never seen such an extreme case of food addiction.

FOOD addiction

2.24

A Pizza boy

Few people would disagree that one of the world's most popular dishes is pizza. Twenty-two-year-old Zack certainly wouldn't. He would eat any type of pizza that he could find: homemade pizza covered in fresh ingredients, precooked microwave pizza full of additives and preservatives, and even the pizza leftovers from the night before. He ate pizza for breakfast, lunch and dinner and was consuming 800 kg of it a year.

As a child, Zack had eaten a wide variety of food and it wasn't until he started secondary school that he became addicted to pizza. American school meals have often been criticised for the large amount of fast food present on the menu. At Zack's school, pizza was the star dish and he couldn't get enough of it. Furthermore, Zack was receiving pocket money, and there was only one thing he wanted to spend it on: slices of pizza.

Naturally, Zack's family were worried about their son's diet was high in calories and low in vitamins. So was Zack. In a desperate attempt to break his addiction, he agreed to appear on a TV programme. [1]_____ It wasn't easy, but Zack finally demonstrated that he had given up eating pizza in a dramatic end to the show. He had to eat a fish dish, while his brother sat in front of him enjoying … a pizza! Zack met the challenge and, according to the programme makers, he has never eaten pizza again.

B Chicken nugget girl

4 Are the sentences true or false? Write T or F. Correct the false sentences.

1 Josh ate well until he was a teenager. ___
2 Josh ate his last pizza on *Freaky Eaters*. ___
3 Stacy became addicted after a member of her family introduced her to a certain type of food. ___
4 Stacy has recovered from her health problems. ___
5 Hanna's condition affected her work and social life. ___
6 Hanna was cured by an unusual treatment. ___

5 VOCABULARY Complete the sentences with highlighted words from the texts in the correct form.

Food

1 What _____ of ice cream would you like? Strawberry or vanilla?
2 It's a simple _____ to prepare, consisting mainly of rice and vegetables.
3 I'm trying to reduce the _____ of food I eat. I want to eat the same food, but in smaller quantities.
4 I'll just have one _____ of bread, please.
5 Most Japanese people eat a _____ of rice, fish and vegetables.
6 We can eat the _____ from tonight's dinner for tomorrow's lunch.
7 The restaurant serves smaller _____ for children.
8 We can't order yet because we haven't seen the _____.

6 SPEAKING Work in pairs. Read the statement and decide together whether you agree or disagree with it.

It is the fault of fast food restaurants if people are addicted to their food.

Discuss your ideas and make notes to support your opinion. Use the words below to help you.

Adjectives addictive cheap convenient expensive fresh high-calorie low-calorie processed tasty value for money

Nouns fat fibre free choice ingredients salt sugar will power

Present your opinions to the class. Use the phrases below to help you.

Presenting opinions
There's no doubt in my mind that ...
As far as I'm concerned, ...
I believe very strongly that ...
I'm absolutely convinced that ...
Nobody can deny that ...
It's perfectly clear that ...

When seventeen-year-old Stacy Irvine's friends visit her, they know that they are going to have a struggle to find a place to sit in her bedroom. Why? Because Stacy shares her room with the thousands of free toys that she has received as a reward for her loyalty as a regular customer of fast food restaurants.

If Stacy's mother could travel back in time and change one thing, it would be the moment that she decided to take two-year-old Stacy to a McDonald's restaurant and give her a portion of chicken nuggets. Since then, Stacy has refused to eat anything else except for pieces of fried chicken, and as a result, her diet has created serious health problems. In fact, so serious are her problems that she has been warned that if she doesn't soon change her diet, she will die.

Stacy's body had so few vitamins and nutrients that she recently collapsed and had to be admitted to hospital. [2]_____ She insisted that Stacy adopt a healthier lifestyle. Stacy's mother was obviously worried, but said that while Stacy was beginning to understand the seriousness of her situation, she couldn't eat anything else but chicken nuggets.

C chip girl

Twenty-year-old Hanna Little was keen on chips. In fact, she loved them. With the exception of a little toast for breakfast, the only thing that Hanna consumed for fifteen years was one plate of chips after another. [3]_____ And it did, because not only did Hanna develop health problems, but she also had to leave her job after collapsing at work.

Hanna's love of chips had turned into an addiction at the age of five, and although her mother tried to encourage her to eat fruit and vegetables, she refused. Hanna says that she was terrified of tasting the flavour of different types of food and she would feel anxious just at the idea of doing it. [4]_____ Furthermore, Hanna was soon seen as 'odd' by her friends' parents.

It wasn't until she reached the age of sixteen that Hanna discovered that she had been suffering for years from a psychological disorder called SED, Selective Eating Disorder. Hanna discovered that SED was usually caused by a bad experience with food as a baby that the sufferer had no memory of. However, this new knowledge failed to produce a solution and it wasn't until she lost her job before she took the action that would convert her into a normal eater. Hanna decided to seek help and went to see psychologist Felix Economakis, who administered a treatment that none of the doctors that she had seen before had mentioned: hypnosis. It worked. After just one one-hour session, Hanna was ready to try fruit, and since then she has been willing to eat anything ... including chips!

6G Speaking

Role-play

I can role-play a conversation at the doctor's.

1 **SPEAKING** Describe the photo. How do you think the people are feeling?

2 **VOCABULARY** Put the words below in the correct groups. Can you add any more words to each group?

Illnesses, injuries and symptoms ~~ache~~ ~~bruise~~ ~~chest infection~~ be congested cough cut feel dizzy feel fatigued flu fracture heartburn insect sting feel nauseous nose bleed rash sore throat sprain feel stiff be swollen temperature virus wound

Illnesses: chest infection, ...
Injuries: bruise, ...
Symptoms: ache, ...

3 **SPEAKING** Work in pairs. Look at the illnesses and symptoms in exercise 2 and discuss the questions.

1 Are there any you have had repeatedly / more than once?
2 Are there any you have never suffered from?

While on holiday in the UK, you are taken ill and go and see the doctor. Have a conversation with him/her and discuss the following points:
- what the illness is
- how long you have had it
- medicine you can take
- how much medicine to take, when and how often

4 2.25 Read the task and listen to a student doing it. What does the doctor say is wrong with her? Which words from exercise 2 does the girl use?

5 **VOCABULARY** Check the meaning of the treatments and remedies in a dictionary. Find possible treatments / remedies for the illnesses, symptoms or injuries in exercise 2.

Treatments and remedies antacid antibiotics antihistamine anti-inflammatories antiseptic cream bandage cough medicine lots of liquids painkillers rest tablets throat sweets X-ray

You could treat a sore throat with ....

6 2.25 Listen again. What treatments are discussed? What does the doctor recommend?

7 2.26 Listen to a second student doing the task in exercise 4. Make notes on the following topics.

- what the illness is
- how long he has had it
- treatment / medicine he can take
- taking the treatment

Speaking Strategy
Don't get nervous if you're unsure whether you've understood the question or what the other person has said. Simply ask the person for clarification.

8 **KEY PHRASES** Read the Speaking Strategy. Complete the phrases with the words below.

didn't mean mind same as something think

Asking for clarification
Sorry, do you [1]_____ you could repeat that?
I'm afraid I [2]_____ quite catch that.
Would you [3]_____ saying that again?
What do you [4]_____ by ... ?
Is that [5]_____ like ... ?
Is that the [6]_____ ... ?

9 2.26 Listen to the second dialogue again and answer the questions.

1 What two things does the student ask the examiner to repeat or explain?
2 How does she/he ask for clarification?

10 Read the task below. Make notes on each section.

While on holiday in the UK, you go and see the doctor because you have had an accident. Have a conversation with him/her and discuss the following points:
- the injury
- how you did it
- treatment
- a follow-up visit

11 **SPEAKING** Work in pairs, taking turns to be the patient and the doctor. Remember to ask for clarification if you are unsure about something.

12 **SPEAKING** Work in pairs. Discuss this quote. Say to what extent you believe it is true, and why.

'The best medicine is laughter.'

6H Writing

An article

I can write an article for a school website.

1 SPEAKING Work in pairs. Discuss the questions.

1 Do you have a sweet tooth? What are your favourite sweet treats?
2 Why is too much added sugar bad for you? What problems can it cause?

2 Read the task below. Identify the elements that need to be included in the article. How many paragraphs do you think it should have?

You've read an article about the dangers of eating too much sugar. Write an article for your school website about the risks associated with a high sugar diet and propose ways of persuading young people to eat less of it.

3 Read the article and compare it to your ideas in exercise 2. Are there any differences?

Writing Strategy
Organise your ideas or opinions into a coherent argument by using linking words or phrases, for example: *therefore, although, furthermore, as a result.*

4 Read the Writing Strategy. Underline the words the writer uses in the article to link ideas together.

5 KEY PHRASES Look at the phrases. Which ones are included in the article?

Comment adverbs

Personally, (I think) ...	Amazingly, ...
Surprisingly, ...	Interestingly, ...
Obviously, ...	Naturally, ...
Consequently, ...	Admittedly, ...
Unfortunately, ...	Hopefully, ...
Ideally, ...	Basically, ...

6 SPEAKING Work in groups. Discuss the opinions below. Decide which view you hold and use a comment adverb to introduce your view. Then add a reason.

1 Our school should/shouldn't stop serving fast food.
2 It is/isn't OK to have some fat in your diet.
3 Additives in food are/aren't bad for you.
4 Fast food should/shouldn't be banned in leisure centres.
5 Children should/shouldn't make their own food choices.

Personally, I think that our school should stop serving fast food. We eat too much of it.

Really? ...

7 Read the task below. Make notes on your opinions.

You've read an article about teenagers and fast food. Write an article for your school website about the dangers of teenagers eating too much fast food, and how students can be persuaded to eat less of it.

Not so sweet?

I don't know anyone who doesn't love sugar. Humans have a natural sweet tooth and it can be difficult to control our sugar-eating habits. But how can something so nice be so bad for us?

Obviously, naturally occurring sugar, for example in fruit, is considered healthy sugar. However, refined sugar is not healthy and is added to many processed foods to make them taste better. Surprisingly, this 'hidden' sugar can be found in many savoury foods like bread, tins of vegetables and sauces. Moreover, refined sugar has no nutritional value and therefore offers 'empty' calories. It also has no fibre, unlike the natural sugar in fruit, and therefore is easy to eat a lot of. Consequently, excess calories lead to weight gain. Too much sugar also encourages tooth decay in children and diabetes in later life.

So, what can we do about too much sugar, especially the hidden sugars in our diet? It seems to me that the government must take some responsibility for this situation. Ideally, it should regulate the amount of sugar that companies can add to processed foods. Furthermore, education must also be part of the answer and students should learn in school about the health issues associated with eating a lot of sugar. This approach has worked for smoking, after all.

Personally, I think it is extremely important that young people know about the dangers of sugar so that we can make informed choices. Although it is delicious, we must not put our future health at risk.

8 Plan your article in your notebook. Organise your ideas into paragraphs and link them. Then write your article.

CHECK YOUR WORK

Have you ...
- organised your ideas into paragraphs?
- used adverbs and linking words to connect your ideas in each paragraph?
- included one or two comment adverbs?
- checked the spelling and grammar?

7 Tall stories

Unit map

Vocabulary
Truth and falsehood: verbs
Truth and falsehood: adjectives
Phrasal verbs

Word Skills
Nouns and dependent prepositions

Grammar
Reported speech
Reporting verbs

Listening Urban legends

Reading Media wars

Speaking Presentation

Writing A story

Culture 7 Cowboys

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7A Vocabulary

Truth and lies

I can talk about telling the truth and lies.

1 **SPEAKING** Look at the photos (A–C). How do they illustrate ways of being honest and dishonest?

2 **VOCABULARY** Check the meaning of the verbs below. Which could you use to describe the situations in the photos?

Truth and falsehood: verbs cheat deceive sb disguise (the truth, the fact that, etc.) distort exaggerate (the truth, a difficulty, etc.) fabricate (a story, evidence, etc.) fib fool sb lie (to sb) make an excuse manipulate sb mislead sb own up (to sth) pass sth/sb off as photoshop (a picture, an image, etc.) reveal swear that / to do sth tell a lie tell the truth

Do you always know what the right thing to do is?

7A

Do our quiz and find out!

1 On your social network page, you post a photo of yourself that you have photoshopped. Everyone likes the photo, but you feel bad about [1]**lying / deceiving** people. Do you [2]**own up to / reveal about** it or keep quiet?

2 Your friend asks for your opinion about their new hairstyle, which you don't like. Do you [3]**swear / lie** to them or are you truthful about what you think?

3 You buy your aunt a handbag by a famous brand, but it's a fake brand. Do you tell her or do you [4]**mislead / disguise** her and say it's an original?

4 Your teacher praises you for research that a classmate did. Do you [5]**distort it / pass it off** as your own or are you straight with her?

5 You discover that your friend [6]**disguised / fabricated** a story that caused someone problems. He asks you never to [7]**reveal / fib** the secret to anybody. Do you tell your friend that they've been devious and must [8]**say / tell** the truth?

6 A friend [9]**cheats / exaggerates** their work experience on a CV for a summer job. Do you congratulate them for [10]**fooling / manipulating** the company or warn them that they won't appear trustworthy if they are discovered?

3 Read the quiz above and underline the correct verbs 1–10.

4 **SPEAKING** Work in pairs. Discuss the situations in the quiz and decide what you would do. Can you suggest alternative solutions for any of the situations?

5 **VOCABULARY** Copy and complete the table below. Decide if the highlighted adjectives in the quiz refer to honesty or dishonesty.

Truth and falsehood: adjectives
Honesty: ...
Dishonesty: ...

6 Check the meaning of the adjectives below. Then add them to the correct lists in exercise 5.

biased direct dishonest honest hypocritical manipulative open unethical

7 Write the best adjective from your list in exercise 5 for each of the situations below.

1 'The father of one of the children from the other team was the referee and he gave them two penalties that didn't exist!' _____
2 'My mum told me not to eat sweet things because they are bad for my teeth and then I found her eating a box of chocolates!' _____
3 'Jack doesn't worry too much about other people's opinions and he always tells you exactly what he thinks about something.' _____
4 'Amy really knows how to control her friends and get them to do what she wants.' _____
5 'I don't think it's right to do experiments on animals just so that people can wear cosmetics.' _____

8 **SPEAKING** Work in pairs. Think of two situations that you have experienced that illustrate two of the adjectives in exercises 5 and 6. Explain the situations to your partner. Can he/she identify the adjectives?

9 3.02 Listen to five dialogues. What are the situations and what are the lies that are told? Which lies do you think are the most serious?

RECYCLE! Defining relative clauses
We use defining relative clauses after a noun to tell us which person, thing, place, etc. we are talking about. We don't use a comma before a defining relative clause.

10 3.02 Read the Recycle! box and listen again. Complete the sentences with a defining relative clause.

1 At first, the man didn't believe the words he was hearing.
2 Sean's mother tells him to pick up all the things ...
3 Max has just spoken to a girl ...
4 Jessica explains to her teacher the reason ...
5 Kate tells Tom she has a family event ...

11 **SPEAKING** Work in pairs. In which of these situations do you think it is acceptable to tell a lie or make an excuse? What would you say in each situation?

1 You've just received a birthday present that you don't like.
2 Yesterday was your friend's birthday and you forgot to phone them.
3 A child's pet cat has been run over – but they don't know.
4 You are playing football in a relative's garden and you destroy some flowers.
5 You meet someone whose name you can't remember.

7B Grammar

Reported speech

I can report what people have said and asked.

1 Read the email. Look at the phrases in bold. What were the actual words used by the speakers?

To: daisy@email.com

Hi Daisy,

So last week, **[1]John said that he'd take me out for my birthday to the new pizza place** in town. Then he phoned the next day and **[2]told me that his sister had had an accident the night before** and **[3]he wouldn't be able to see me** after all. **[4]I said I didn't believe him** and that **[5]he'd been avoiding me for ages**. **[6]My dad said that I shouldn't call John any more**. **[7]My mum says he's a liar and he's let me down too many times**. What do you think? Eva

2 Read the Learn this! box. Then find examples of the rules in exercise 1.

LEARN THIS! Changes in reported speech

1 After reporting verbs in the past, the verbs of the original speech move back in time.
'I'll call later.' She said she'd call later.

2 After reporting verbs in the present, future or present perfect, the tense is usually the same as the original because the time reference is the same.
'Jo's passed her exams.' He says Jo's passed her exams.

3 Modal verbs are usually unchanged after past reporting verbs.
'I might get a new bike.' He said he might get a new bike.

4 We make changes to personal and possessive pronouns, determiners like *this* / *that*, and expressions when the time reference has changed.
'I'll lend you this DVD tomorrow.' She said she'd lend me the DVD the next day.

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3 Read what Daisy said to Eva. Rewrite the paragraph, changing the direct speech to reported speech.

I saw John yesterday. I don't think he noticed me. He was talking to that girl from the pizza café. I heard them arrange to meet tomorrow. They've been chatting on Facebook too. You must speak to him about it tonight. Everyone knows he's deceiving you!

Daisy told Eva that she'd seen John the day before. She said that ....

4 Rewrite the sentences, changing the direct speech to reported speech. Use the reporting verb in brackets. (Each speaker is/was talking to you.)

1 Lee: 'I'm scared of heights.' (tells)
2 Simon: 'You should always tell the truth.' (said)
3 Alison: 'I've never believed in ghosts.' (says)
4 Pete: 'I'll be watching TV this evening.' (has said)
5 May: 'You might see me at the concert.' (told)
6 Jim: 'I won't be late tomorrow.' (says)

LEARN THIS! Reported questions

1 Tense changes for reported questions are the same as for reported speech. The word order is the same as for statements. We don't use auxiliary verbs.
'Do you like reggae?'
She asked me if I liked reggae.
'What time does the concert start?'
She asked me what time the concert started.

2 We use *if* or *whether* to report *yes/no* questions.
'Was the bus late?' He asked me if the bus had been late.

3 We don't include question tags in reported questions.
'Pat's coming, isn't he?' He asked me if Pat was coming.

4 To report short answers, we use the auxiliary or modal from the short answer.
'Do you speak French?' 'I don't.'
She asked me if I spoke French and I said I didn't.

5 Read the Learn this! box. Then write the words in the brackets in the correct order to complete the sentences.

1 The shop assistant (me / was / asked / for / I / what / looking).
2 Our teacher asked (who / understand / us / didn't / exercise / the).
3 I asked Sam (he / and / brother / whether / knew / you / your).
4 A tourist asked (where / if / him / he / knew / the / was / station).
5 Fiona asked (if / to / Italy / had / Don / he / been).
6 He asked me (bus / needed / for / which / he / the / centre / town).

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6 Rewrite each sentence using the word in brackets.

1 'What time will the café open tomorrow?' he asked us. (next day)
2 'Shall I call you a taxi?' Pam asked me. (whether)
3 'Don't believe anything Jim says,' Fran told us. (not)
4 'We must get to the airport on time,' I told her. (that)
5 'Who did you see at the club last night?' Tony asked me. (before)

7 SPEAKING Work in pairs. Tell your partner about an occasion when somebody told you a lie. (Invent one if necessary.) Include reported speech and reported questions in your account.

My brother / sister / friend said that ... I asked him/her what / when / why / whether / if ...

7C Listening

Urban legends

I can understand how intonation affects meaning.

1 SPEAKING Work in pairs. Discuss the questions.

1 Do you enjoy scary films, stories or fairground rides?
2 Do you find any of these things scary?

dogs heights large crowds snakes spiders water

2 3.03 Read the definition of an urban legend, then listen to the story. What happened? Did you like it?

urban legend *noun* a modern story that spreads spontaneously and has elements of humour or horror

Listening Strategy

Speakers often use intonation to express their opinion or attitude about the statements they make. Pay attention to the speaker's tone of voice and the intonation they use to find out how they feel about their subject.

3 3.04 Read the Listening Strategy. Listen again to the first part of the story. Pay attention to the extracts (1–4) and match each extract with one of the adjectives below. There are two extra adjectives.

angry enthusiastic nervous patient sarcastic surprised

1 **Max** A horror story. Great, Ian. They're so interesting.
2 **Jill** Oh shush, Max. Fantastic! How scary is it?
3 **Ian** Well, whatever. I'm not saying it isn't true. It could easily be true.
4 **Caro** Oh, dear. I don't like this story already.

LEARN THIS! Intonation and meaning

1 Agreeing or disagreeing

As in question tags, our voice goes down at the end when we are making a statement or up when we aren't sure.

Her name's Sarah. (You don't expect people to disagree.)

Her name's Sarah. (You aren't sure.)

2 Qualifying an opinion

Rising intonation can give the spoken words a slightly modified opinion:

The film's quite good . . . (there's an implied *but* at the end)

3 Flat voice for sarcasm or irony

If we use a flat tone, we mean the opposite to the words we use:

Brilliant! (You mean it.)
Brilliant. --- (You don't mean it.)

4 3.05 Read the Learn this! box. Then listen carefully to the examples. Repeat them, copying the intonation.

5 3.06 Listen to the examples from the story. Match them with rules 1–3 in the Learn this! box.

1 **Ian** You all like horror stories. ___
2 **Caro** Well, I think I like horror stories. ___
3 **Max** Oh, yeah. It's so scary. ___
4 **Jill** I quite like this kind of story. ___
5 **Caro** She shouldn't get out of the car. ___

6 3.07 Listen to the sentences (1–6). Choose the correct meaning (a or b).

1 I enjoyed the story.
 a qualifying **b** a statement
2 Brilliant. It's snowing.
 a enthusiastic **b** sarcastic
3 You'll love it.
 a sarcastic **b** expecting agreement
4 This is the road home.
 a expecting disagreement **b** expecting agreement
5 This is nice.
 a qualifying **b** statement
6 Oh, great. Just what we need.
 a enthusiastic **b** sarcastic

7 3.08 Listen to the interview. Choose the correct answers (a–d).

1 Dr Miriam Webster
 a is a professor of urban myths and legends.
 b studies urban legends with her students.
 c writes down urban legends in her spare time.
 d is the author of many different urban legends.
2 The presenter thinks that urban legends
 a generally seem unpleasant.
 b are very charming.
 c are always a fantasy.
 d put you in a good mood.
3 Dr Webster says that an urban legend
 a is based on a traditional fairy story.
 b is nearly always written down.
 c generally has a single source.
 d has many different versions.
4 Urban legends are popular because
 a most ordinary people like to be shocked or scared.
 b they are better than Hollywood blockbuster films.
 c humans have a need for turning life events into stories.
 d generally people don't read novels much any more.
5 The aim of the programme is to
 a convince us that urban legends are generally true.
 b show us exactly where urban legends came from.
 c explain why we are wrong about urban legends.
 d give background information about urban legends.

8 SPEAKING Work in pairs. Do you have urban legends in your country? Do you know any creepy, scary or incredible stories? Find a story and make notes for it. Share your story with another pair.

7D Grammar

Reporting verbs

I can report what people have said in a variety of ways.

1 Read the news report and answer the questions.

1 What has the man been accused of doing?
2 Can you give examples of similar telephone or internet scams?

Last night, police arrested a man on suspicion of using social media to obtain people's phone numbers. Martin Wheeler, 41, had phoned a number of people and apparently convinced them that they had won a free gift. In order to claim it, they were asked to provide their financial details. Wheeler has admitted that the free gifts didn't exist, but has denied that he actually stole any money. He claimed that he'd been trying to raise awareness of the dangers of giving away their details. Police have warned the public never to make personal or financial information available to others unless absolutely certain that they are genuine.

2 3.09 **Listen to what the people in exercise 1 actually said. In each case, identify:**

1 the part of the report where the direct speech is reported.
2 the reporting verb that is used (e.g. *warn, admit*, etc.).

LEARN THIS! Reporting verbs

We can report statements with *say* and *tell* or other verbs, e.g. *admit, announce, argue, complain, deny, explain, insist, promise*, etc. and *that*.

'Excuse me, but my soup is cold,' the customer said.
'It's meant to be served that way, sir,' said the waiter.
The customer complained that his soup was cold. The waiter explained that it was meant to be served that way.

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3 Read the Learn this! box. Then report the sentences with the reporting verbs below and *that*.

admit announce deny explain insist promise

1 Luke said, 'Actually, I did eat the last chocolate in the box.'
Luke admitted that he had eaten the last chocolate in the box.
2 Dan said to Mia, 'I'm late because I missed the bus.'
3 Pete said to me, 'Seriously, you are definitely wrong.'
4 Jen said, 'Guess what! I've passed all my exams!'
5 Pablo said, 'Of course I'll be there on time.'
6 Jack said, 'I haven't taken your keys, honestly.'

LEARN THIS! Other reporting structures

We can use other structures to report commands, promises, requests, suggestions, etc.

1 verb + infinitive with *to*
agree, offer, promise, refuse, threaten
2 verb + object + infinitive with *to*
advise, ask, beg, encourage, forbid, invite, order, remind, tell, warn
3 verb + *-ing*
deny, recommend, suggest
4 verb + preposition + *-ing*
admit to, apologise for, boast about, confess to, insist on
5 verb + object + preposition + *-ing*
accuse of, blame for, congratulate on, criticise for
6 verb + *that* + *should* clause / verb + *that* + subjunctive clause
demand, insist, propose, recommend, request, suggest

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4 3.10 **Read the Learn this! box. Then listen and complete the sentences, using one of the verbs from rules 1–6 in the past simple.**

1 She _____ to make a decision.
2 He _____ her not to see the film.
3 She _____ ordering some more food.
4 He _____ about having lots of friends.
5 She _____ him for missing the bus.
6 He _____ that they make less noise.

5 3.11 **Listen and report the direct speech. Use the verbs given, followed by the appropriate structure.**

1 She invited him to go to the park.

1 invite	7 agree
2 congratulate	8 threaten
3 remind	9 encourage
4 deny	10 confess
5 propose	11 accuse
6 apologise	12 recommend

6 SPEAKING Work in pairs. Using reporting verbs, tell each other about:

1 a useful thing that someone recommend that you do.
2 something your parents warned you not to do as a child.
3 a time when a friend refused to do something.
4 something that you had to apologise for doing.
5 a time when someone accused you of something you didn't do.
6 something you did that you later denied doing.

7E Word Skills

Nouns and dependent prepositions

I can use nouns and dependent prepositions.

1 Look the photos. How do you think these images were made?

2 Read the article. What's the most amusing or unusual hoax image you've seen? Do you think hoaxes are a problem? Why? / Why not?

Although technology has created an increase in hoax images, the first fake photo dates back to the 1830s. Some years later, a book claimed to show the surface of the moon – even though this wasn't actually photographed for another 100 years. An obsession with the spirit world led to a series of photos claiming to show ghosts and fairies, and 1960s interest in space travel produced numerous images apparently proving the existence of alien life. Nowadays, there is plenty of online evidence of our addiction to this visual trickery – there seems to be an endless demand for amusing images of monster cats, mutant squids, and friends posing with Hollywood stars. But there is a need for caution; with modern technology it can be almost impossible to tell the difference between what's real and what's fake.

LEARN THIS! Nouns + dependent prepositions

Some nouns are followed by certain prepositions, called dependent prepositions. The choice of preposition depends on the noun and its specific use and meaning.

When a verb follows a preposition, we use the *-ing* form.

The trouble with putting images online is that anyone can see them.

➻ Grammar Builder 7.5 page 138

3 Read the Learn this! box. Then find the nouns below in the text in exercise 2. Which prepositions are they followed by?

addiction demand difference evidence existence increase interest need obsession

Dictionary Strategy

Some nouns can be followed by more than one dependent preposition. To decide which preposition is needed, consider the sense in which the noun is used. If you're not sure what preposition to use, always check in a dictionary.

4 **DICTIONARY WORK** Read the Dictionary Strategy and the dictionary entry below. Answer the questions.

1 Which two prepositions can follow 'evidence'?
2 In what two ways is the information about dependent prepositions given?

evidence *noun* **1** [U, C] the facts, signs or objects that make you believe that something is true **evidence (of sth)** *There is convincing evidence of a link between exposure to sun and skin cancer. The room bore evidence of a struggle.* **evidence (for sth)** *We found further scientific evidence for this theory.*

5 Add the nouns to the table. Use a dictionary to help you.

belief dependence effect objection preference reason rise solution

_____ _____ + on	_____ _____ + in	_____ _____ + for	_____ _____ + to

6 Choose the correct prepositions to complete the sentences. Check your ideas in a dictionary.

1 a There's been a recent rise **with / in** cases of online fraud.
  b Her rise **to / for** fame came with the release of her film.
2 a What's the matter **with / of** Tom? He looks terrible!
  b This is a serious crime which is a matter **for / on** the police.
3 a His taste **for / of** travel led him to become an explorer.
  b I really can't stand my parents' taste **with / in** music.
4 a We had a difference **on / of** opinion about where to go.
  b Have you noticed a difference **for / in** Liv's behaviour?

7 **USE OF ENGLISH** Complete the text by writing one dependent preposition in each gap.

The 21st century has seen a huge rise [1]_____ the number of images we are exposed to, along with an apparent addiction [2]_____ watching news events as they happen. Some might argue that there's nothing the matter [3]_____ this, but the existence [4]_____ today's sophisticated image-editing software makes it hard for people to tell the difference [5]_____ what's real and what's fake. Now experts have shared evidence [6]_____ the negative effect of this kind of technology. It seems that even when we're aware that some images we see are false, they can have a dramatic effect [7]_____ our behaviour, from what we eat, to how we vote. And worryingly, we have little control over the false memories that these images can create in us.

➻ Vocabulary Builder Nouns formed from phrasal verbs: page 120

8 **SPEAKING** Work in pairs. Read the statements and say whether you agree or disagree with them.

1 There's no difference between creating amusing images and trying to deceive someone.
2 I have no interest in images that try to deceive me.
3 There's nothing wrong with looking at fake images.

7F Reading

Media wars

I can understand an article that discusses different types of media.

1 SPEAKING Work in pairs. Discuss the questions.

1 What is the difference between the mass media and social media?
2 What types of media do you frequently use?

2 Read the article. What are the two lies that it mentions?

> **Reading Strategy**
> In a multiple-choice task:
> 1 Questions always appear in the same order as the information about them in the text.
> 2 The correct answer will match the meaning of what you find in the text, but it isn't usually expressed in the same words.
> 3 When there's a question about the main idea of the text or the author's opinion, it usually appears last.

3 Read the Reading Strategy and the first multiple-choice question in exercise 4. Then answer questions 1 and 2 below.

1 In which paragraph do you expect to find the answer to question 1 in exercise 4?
2 Having answered question 1 in exercise 4, say how the ideas in the correct answer are expressed in the text.

4 Choose the correct answers (a–d).

1 The traditional media find ways to attack social media because it
  a is untrustworthy and unsafe.
  b can't defend itself.
  c sees it as a threat.
  d isn't a dangerous rival.
2 Zilla van den Born's project
  a shows how social media can be used to lie.
  b was done to deceive her family.
  c was done to fool the traditional media.
  d shows how universities can distort the truth.
3 To deceive her family and friends, Zilla
  a just created a virtual holiday world on her computer.
  b went on holiday to a local beach.
  c used both real objects and computer programs.
  d stayed in a hotel room.
4 Zilla's experiment was used by the traditional press to
  a highlight the difference between social and traditional media.
  b discuss how the mainstream media manipulates reality.
  c show how young people deceive their families.
  d promote the use of social media.
5 A lot of readers of sports journalism think that
  a talented foreign players are often lazy.
  b it's more difficult to write about football when games aren't being played.
  c stories about players are usually invented.
  d Masal Bugduv really exists.
6 The writer includes the story about Masal Bugduv to
  a show sports journalism is not very serious.
  b provide a balanced approach to the topic.
  c demonstrate how untrustworthy traditional media is.
  d show how lazy journalists are.

5 SPEAKING The text describes two examples of deception. Do you think that Zilla's and the Irish football fan's acts of deception were justified? Why? / Why not?

6 VOCABULARY Match the highlighted phrasal verbs in the text with the definitions. Write the base forms.

Phrasal verbs
1 to tell people about a secret _____
2 to notice and give special attention to something _____
3 to deceive someone _____
4 to state that something false is true _____
5 to create something _____
6 to hide somewhere _____
7 to discover something _____
8 to take advantage of someone's feelings _____

➔ Vocabulary Builder Media headlines: page 120

7 SPEAKING Work in pairs. Discuss the question. Give reasons for your opinions. Use the phrases below to help you.

> What is more important to the media: the truth, money, or a good story?

I honestly (don't) believe that ...
On the one hand, you can argue that ...
On the other hand, it's also true that ...
People often say that ... However, ...
You're right to say that ...
I can't agree with you on that point.
One example of the media (doing ...) is ...
Overall, I think that ...

WHO can you TRUST?

3.12

Despite predictions that the traditional media were going to disappear in the internet age, newspapers, the radio and television have managed to survive. However, their survival has come at a price. Digital technology has given birth to social media, tools that allow ordinary people to create, share and exchange information without the need for the usual news channels. Moreover, social media is also attracting a large share of advertisers' money away from the traditional media. As a result, newspapers, the radio and television are always looking for ways to hurt their new rival and they are more than happy to publish stories that play on people's fears about how untrustworthy and unsafe social media is.

When Zilla van den Born left home for a five-week trip around South-East Asia, she promised her family in Amsterdam that she would keep in touch and she did. Zilla regularly uploaded photos to her Facebook page of herself on the beach, on sightseeing trips and dining out. She also made Skype calls to her family to tell them that everything was going just as she had planned. And it was, but not as she had led her family to believe, because Zilla hadn't gone abroad; she was holed up in her flat in Amsterdam.

The reason for Zilla's devious behaviour was her university project, which aimed to demonstrate how social media can distort the truth. Zilla certainly succeeded. In her flat she made out she was on holiday – photoshopping pictures by inserting images of herself into photos of South-East Asian beaches and temples. For the Skype calls, she used old Christmas decorations and a Chinese paper umbrella to disguise her bedroom and create an Asian hotel room. When Zilla finally let on that her holiday had been a hoax, her family admitted that they had been completely taken in. Zilla explained that the experiment demonstrated how today we can manipulate reality and the press loved the story. Here was a perfect example of why people should only trust the traditional media. However, while the mainstream media takes every opportunity to expose the dangers of social media, social media has become good at demonstrating that the traditional press is also far from perfect.

As all football fans know, the sports media has to work harder between matches to fill their pages and sites. The most popular method of doing this is by speculating about the players that clubs might buy or sell, especially talented foreigners. However, many readers often suspect that these stories are the products of lazy journalism and, if not completely false, contain very little truth and a lot of exaggeration. One Irish football fan decided to find out by using social media to invent Masal Bugduv, a sixteen-year-old football superstar from the small Eastern European country of Moldova. The fan set up a Wikipedia page for the player that explained that Bugduv had already played for his national team and that his nickname was 'Massi'. He then wrote false press agency stories that claimed Bugduv would soon join Arsenal and sent them to sports blogs. The blogs accepted the stories as true, but the big surprise came when *The Times* newspaper included an article entitled Football's Top 50 Rising Stars. At number thirty on the list was 'Moldova's finest', sixteen-year-old Masal Bugduv, who had been linked with Arsenal and 'plenty of other top clubs as well.'

While most people would agree that the traditional press should warn people about the dangers of new technology, it is also good to know that social media can expose the unprofessional practices of some journalists. The more they zoom in on each other's unacceptable practices, the better for the readers.

Zilla's fake holiday

7G Speaking

Presentation

I can discuss the link between technology and crime.

1 SPEAKING Discuss the questions in pairs.

1. Have social media, and modern technology in general, created any new kinds of crime? If so, what are they?
2. Have they created any new ways to fight crime? If so, what are they?

2 Read the news reports. In what two different ways did Facebook help to catch criminals? Which story does the photo belong with?

1

BURGLAR LEAVES HIS FACEBOOK PAGE ON VICTIM'S COMPUTER

MARTINSBURG – The popular online social networking site Facebook helped lead to an alleged burglar's arrest after he stopped to check his account on the victim's computer, but forgot to log out before leaving her home with two diamond rings.

2

Fugitive caught after updating his status on Facebook

Maxi Sopo was living the dream of a fugitive abroad, kicking back on the beaches of Cancún by day, partying in the clubs by night. Then he did two things that are never a good idea when you're on the run from the authorities: he started posting Facebook updates about how much fun he was having – and he added a former Justice Department official to his list of Facebook friends.

3 3.13 Listen to a student doing the task below. Do you agree or disagree with his opinions? Does he mention any of your ideas from exercise 1?

Look at the news reports. Then talk for about one minute about how social media can lead to crime and/or be used to fight crime. Think about:

- people posting untrue and/or threatening messages.
- people sharing information about crimes.
- criminals boasting online.

Speaking Strategy

Avoid speaking in short, single sentences. Try to develop your statements with extra information, details and examples. Use the phrases below to introduce them.

Introducing examples and extra information

One example of that would be ...
So, for instance, ...
What I mean by that is ...
The kind of thing I'm talking about is ...
In other words, ...
Or to put it another way, ...

4 3.13 Read the Speaking Strategy. Then listen again. What example does the student give for each of the points (1–3) below? What phrase does he use to introduce it?

	Example	Phrase
1 Problems caused by social media		
2 Sharing information to fight crimes		
3 Criminals using social media unwisely		

5 SPEAKING Work in pairs. Can you think of any more points you could make in relation to the task in exercise 3? What examples could you include?

Social media can give away information about a criminal. So, for instance, a status update on Facebook might include a location.

6 Work in pairs. Look at the task, news report and headline below. Choose two of the prompts each and make notes. Then work together to add details and examples to your notes.

Talk for about one minute about how mobile phones can lead to crime and/or be used to fight crime. Think about:

- victims of smartphone theft and/or mugging
- phone-related fraud, scams, identity theft, etc.
- crimes and criminals captured on camera
- using phones to report crime / call for help

Caught on camera

A security firm has developed an app that will email victims of smartphone theft a photo of the person who has stolen their phone. The photo, known as a 'theftie', is taken when an incorrect passcode is entered, and is emailed to the phone's owner together with a map of the smartphone's location.

THE TERRIFYING NEW MOBILE PHONE SCAM THAT LEAVES YOU WITH A £300 BILL FOR CALLS YOU NEVER MADE

7 SPEAKING Take turns to do the task in exercise 6. Use your notes to talk about your two prompts.

7H Writing

A story

I can write a story on a given topic.

1 SPEAKING Work in pairs. Discuss whether you agree or disagree with the statement below. Explain what the term *white lie* means and give examples.

It is not always appropriate to be completely truthful; sometimes it is better to tell a 'white lie'.

2 Read the task and the story. Do you think the narrator told a white lie? Give reasons for your opinion.

Write a story about an occasion when telling a lie caused a problem.

It all began after school one day when some friends and I were talking about theme parks. A girl called Rosie said she loved big, scary rides, and for some reason, I said that I loved them too. What I should have said is that I'm terrified of them.

Two days later, Rosie told me that she had booked tickets for a group of us to go to a nearby theme park the following weekend. She insisted that I go and promised that I would love the roller-coaster because it was the highest and fastest in Europe!

When we arrived at the theme park, Rosie and her friends headed straight for the roller-coaster. As we stood in the queue, I became more and more nervous. By the time we reached the front of queue, I was panicking. I refused to go on the ride. What made the situation worse was the fact that I couldn't go back the way we'd come, so I had to use the emergency exit. I was so embarrassed, I went home on my own.

The next day, I spoke to Rosie and apologised for spoiling the trip. She was very sympathetic and didn't blame me at all for being afraid. What she couldn't understand was why I had lied in the first place – and neither can I!

Writing Strategy

When you write a story:

- you can choose to narrate the events in the first person (using *I*) or the third person (using *he, she, it, they*, etc.).
- use paragraphs to show that events happened at different times.
- include time expressions (*a week later, soon afterwards*, etc.) to move the story forwards.
- describe how people felt and reacted to the events.

3 Read the Writing Strategy. Then answer the questions below with reference to the story in exercise 2.

1 Is the story written in the first or third person?
2 On how many different days do the events take place? Does each day have its own paragraph?
3 What time expressions does the writer use to move the story forwards?
4 Find three adjectives in paragraphs 3 and 4 which describe feelings or reactions.

LEARN THIS! Nominal clauses with *what*

Nominal clauses with *what* can make your writing more expressive by emphasising the important part of a sentence. Notice you have to add a verb (often *is* or *was*) after the clause. Study the examples below.

I loved her voice. → What I loved was her voice.

I really wanted to go home. → What I really wanted to do was go home.

She was annoyed that we were late. → What annoyed her was the fact that we were late.

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4 Read the Learn this! box and find three examples of nominal clauses with *what* in the story.

5 Rewrite the sentences to begin with *What*. You may need to include *the fact that*.

I needed to hear the truth.
What I needed to hear was the truth.

1 His arrogance made me angry.
2 Harry lied to me and I found that really upsetting.
3 I've always admired her honesty.
4 I was very surprised that he posted the photo online.
5 She was trying to make us feel better.

6 Read the task below and write down the events in your story. Plan your paragraphs according to when the events took place.

Write a story about an occasion when telling the truth caused a problem.

7 SPEAKING Work in pairs, taking turns to be A and B.

Student A: Tell your partner the events in your story.
Student B: Ask questions about how the people in A's story felt and reacted.
Student A: Answer B's questions and add the information to your paragraph plan.

8 Write your story using your plan from exercises 6 and 7. Use time expressions to move your narrative forwards. If possible, include at least one nominal clause with *what* to make your writing more expressive.

CHECK YOUR WORK

Have you ...

- organised the events into paragraphs?
- included adjectives to describe feelings and reactions?
- used appropriate time expressions?
- checked the spelling and grammar?

4 Exam Skills Trainer

Reading

Strategy
Do not expect to understand every word or phrase in a reading text. The overall context may help you to understand the meaning of unfamiliar words or expressions.

1 Read the Strategy above. Then read the text in exercise 2 and find words to match the definitions below.

1 causing death (paragraph A) _____
2 an artificial body part (paragraph B) _____
3 make something happen suddenly (paragraph C) _____

2 Read paragraphs A–C and questions 1–6. Match the paragraphs with the questions. Each paragraph matches with two questions.

In which paragraph does the author mention a breakthrough which ...

1 will relieve a painful condition? ___
2 will have an impact on a life-threatening situation? ___
3 will be used in particular areas of the world? ___
4 will replace a device already available? ___
5 will need to be used for a short period daily? ___
6 will help people do things they couldn't do before? ___

Medical breakthroughs

A After twenty years of research, scientists have finally succeeded in developing a vaccine for dengue, a viral disease found in tropical areas. The illness causes high fever and severe joint pain, and in some cases, it can be fatal. According to the World Health Organisation, each year between 50 and 100 million people develop dengue, which is transmitted to humans by mosquitoes. Once the vaccine has been commercialised, it will be given to children in Asia and Latin America to protect them against the virus.

B Artificial limbs have been around since ancient times, but no prosthetic has been as lifelike as the Bebionic small hand. The appliance not only looks like a hand, but it also works like one. Electrical impulses triggered by the user's muscle movements connect to individual motors and powerful microprocessors in each finger, causing it to move. Specifically aimed at women and teenagers, the artificial hand enables the user to perform a range of activities previously unmanageable, such as using cutlery and riding a bike.

C Migraine patients will have to suffer no more once a special device made by Cefaly Technology becomes commercially available. The battery-driven headband sits across the forehead and over the ears and has a self-adhesive electrode, which helps it stay in place. This electrode applies an electric current to the skin and tissue below the headband stimulating the nerves which are said to trigger the headaches. By wearing the headband for the recommended twenty minutes per day, users are said to experience significantly fewer migraines.

Listening

Strategy
When you have to complete sentences with information from a listening text, make sure your answers fit the meaning and the grammar of the sentences.

3 Read the Strategy above. Then read the short extract and the sentence below it. Choose the word from the extract which completes the sentence correctly. Why are the other words incorrect?

In some cultures, people cross their fingers behind their backs when they are lying. They do this in the hope that they will be excused for the lie if they are caught. For some reason, they think they may avoid being punished by using this gesture. Children often cross their fingers when they are telling a lie so as not to get into trouble.

People who don't want to be _____ sometimes use a particular gesture when they are telling a lie.
A excused
B punished
C trouble

4 3.14 **You will hear three texts twice. Complete the sentences.**

Text 1
1 Trained lie-spotters observe people's _____ to determine whether they are lying or not.
2 When the lines around a person's _____ are contracted, you know they are giving you a real smile.

Text 2
3 One of the most surprising things about *Dallas Buyers Club* is that it is a _____.
4 Sadly, the main character of the film _____ after he had helped so many other people.

Text 3
5 Sue Tollefsen liked the man straight away when she saw him in a _____.
6 Ms Tollefsen believed the man was due to receive an _____, which would cover her loan.

4 Exam Skills Trainer

Use of English

Strategy
The missing words in an open cloze text are often prepositions. When you record new vocabulary, write an example sentence using the new words and any prepositions used with them.

5 Read the Strategy above. Then complete the sentences below with the correct prepositions.

1 He refuses to accept that he is _____ the wrong.
2 We set _____ on our hike straight after breakfast.
3 That's not true! You made it _____.
4 What are your reasons _____ not eating meat?
5 I owned _____ to not knowing how to cook.

6 Complete the text with one word in each space.

The media appears to have an obsession [1]_____ telling us what we should and shouldn't eat, but this advice is often contradictory. Take for example the case of butter. For years, we were [2]_____ the impression that butter was bad for us, because of its high fat content. This belief dates back to 1913 when Russian researcher Nikolai Anichkov fed large amounts of animal fats to rabbits. The effect [3]_____ the rabbits was to make their cholesterol levels rise. Despite the differences [4]_____ the digestive systems of humans and rabbits, Anichkov passed his findings [5]_____ as evidence of the risks of eating animal fats. In 1953, his theory received support from a study [6]_____ American physiologist Ancel Keys, who claimed to have found a link between animal fats and heart disease. Although Keys examined data in only six countries, several governments took an interest [7]_____ his study, and issued warnings against eating butter. Only recently have the flaws in the scientific evidence behind these warnings [8]_____ exposed, forcing doctors to admit that, when consumed in moderation, butter is no worse for us than any other food.

Speaking

Strategy
If you have to talk about a topic for a long time, a way to being your answer is to read the question out loud.

7 Read the Strategy above. Then do the task. You are going to talk on your own for about a minute. Look at the task below and say what you think. You must cover all four points in your answer.

What makes people unhealthy? How?
- diet
- exercise
- lifestyle
- education

Strategy
A debate has no right or wrong answer, and you can choose to agree or disagree with the statement. The important thing is to justify your opinion.

8 Read the Strategy above. You are going to talk on your own for about a minute. Look at the statement below. Say whether you agree or disagree with it and justify your opinion.

Patients who don't follow their doctor's orders should have to pay for their own healthcare.

Writing

Strategy
One of the aims of an article is to engage the reader and maintain his or her interest from start to finish.

9 Read the Strategy above and the tips below. Choose the four tips which refer to writing an article.

a Use a heading to pull the reader in.
b State the reason why you are writing.
c Include a hypothetical question in the first paragraph.
d Say why the question is important.
e Sum up the points that have gone before in a conclusion.
f Give the reader something to think about in the final paragraph.

10 Read the task below and write your article.

You see this notice in an international English-language magazine for teenagers.

Articles wanted!

We're looking for articles about old-fashioned remedies.

Have you or a member of your family ever used an old-fashioned remedy for treating an illness or an injury?

Tell us about it – describe the illness or injury, and explain what happened when you used the remedy.

The best articles will be published in our next issue.

8 Change the world

Unit map

Vocabulary
Protesting
Protest collocations
Phrasal verbs

Word Skills
Verb patterns

Grammar
Second and third conditional
Mixed conditionals

Listening Hashtag activism

Reading Making a difference

Speaking Collaborative task

Writing A report

Culture 8 BBC Radio 1

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Extra Speaking Task page 143

8A Vocabulary

Protest

I can talk about local and global issues.

1 **VOCABULARY** Look at the photos (A–C). Use the words below to describe what is happening.

Protesting demonstrate / protest (against sth) go on a demonstration / a march hold a rally hold up placards listen to speeches shout slogans sign a petition

2 **SPEAKING** What have people demonstrated against in your country in recent years? What kind of protest was it? How successful was it?

3 **VOCABULARY** Check the meaning of the nouns below. Then match the issues with newspaper headlines 1–7. You can match more than one noun with some of the headlines.

Global issues censorship corruption disease famine gender inequality globalisation global warming homelessness immigration nuclear weapons racism terrorism unemployment

1 DEFENCE MINISTER ACCEPTED $1 MILLION FROM ARMS COMPANY

2 Google banned in some countries

3 Foreign workers take more UK jobs

4 *Woman sacked for being pregnant*

5 FREAK HURRICANE DESTROYS HUNDREDS OF HOUSES

6 FBI DISCOVER BOMB PLOT

7 50% OF UNDER 25s WITHOUT JOBS

4 **SPEAKING** **In pairs, discuss which are the three most important issues in exercise 3 in your country now. Do you agree with each other?**

5 **VOCABULARY** **Complete the text with the correct form of the verbs below.**

Protest collocations campaign demonstrate organise sign stand support vote write

Getting 12,000 people to [1]_____ a petition in favour of allowing sixteen- and seventeen-year-olds to register to [2]_____ in elections would be considered a success by most people. But when it is a twelve-year-old that is asking people to [3]_____ her campaign, it's even more impressive. Madison Kimrey decided to [4]_____ a protest when the governor of the State of North Carolina refused to meet her because she was a 'kid'. She [5]_____ to her governor criticising his position, and has set up a blog, which is one of the ways that she [6]_____ against the governor's policies. She also regularly [7]_____ outside the state government building with other people who disagree with the governor. Many people think that Madison will one day [8]_____ for election because of her interest in politics.

6 3.15 **Listen to five dialogues. Match each dialogue with an event below. There are three extra events.**

a benefit concert a demonstration election day an interview a political advert a political debate signing a petition a speech in parliament

RECYCLE! **Non-defining relative clauses**

A non-defining relative clause gives us extra information about a person, thing, place, etc. The sentence still makes sense without the clause.

We listened to Dave Smith's speech, which was about students' rights.

We listened to Dave Smith's speech.

7 3.15 **Read the Recycle! box. Then listen again and write down extra information from the recording about the underlined words in 1–5 using non-defining relative clauses.**

1 The woman who signs the petition doesn't cycle, but her eldest son cycles everywhere.
2 The politician is standing as a candidate in the election for the government.
3 The collection for the homeless centre ends on Monday.
4 The students are protesting against cuts in British university education.
5 The advert says voters can choose to vote for Mary Harrison.

➔ **Vocabulary Builder** British politics: page 121

8 **SPEAKING** **Work in pairs. Think of a social or political issue that is important to you. Make notes under the following headings. Add extra information to your ideas to persuade people to support you.**

- What is the cause?
- What would you like to change?
- Why is it important to you?
- What action will you take?

9 **SPEAKING** **With your partner, present your ideas to the class and try to persuade them to support your cause. The class votes on whether or not to support you.**

8B Grammar

Second and third conditional

I can use second and third conditionals.

1 **Match the views (A–D) in the forum with the global issues below. There are two extra issues.**

disease famine global warming nuclear weapons
racism unemployment

A If we hadn't invented antibiotics, it's possible that we might have died out by now. And if we don't develop new ones soon, it won't be long before the existing ones become ineffective.

B I wouldn't give money to charity unless I thought it really made a difference. There's enough to go round – we could feed everyone if we organised national spending better.

C The signs have been there for a long time; even if we'd done something about it sooner, it would still be a threat – not just to our climate and landscapes, but to the future of the entire planet.

D I'm worried about how many countries have got them now; we might have destroyed the whole world if there'd been a war in the '80s. And supposing they got into the wrong hands, it could still happen.

2 **Read the Learn this! box. Then find examples of the second and third conditional with *if* in exercise 1.**

LEARN THIS! Second and third conditional

1 We use the second conditional to talk about imaginary situations or events and their results. We use a past tense in the *if* clause and we use *would / could / might* + infinitive without to in the main clause.
If we lived in Africa, we might see more poverty.
We often use *were* instead of *was* in the *if* clause.
We can use *could* instead of *would be able to* in the main clause.
If I were taller, I could reach that shelf.

2 We use the third conditional to talk about imaginary situations in the past and to say how things could have been different. We use *if* + past perfect and *would / could / might have* + past participle. It is not important which clause comes first.
If they hadn't protested, nothing would have changed.

3 **Rewrite the sentences using the second or third conditional. Do not change the meaning.**

1 We got a taxi so we weren't late.
If we hadn't got a taxi, we would have been late.
2 I bought some new glasses because I broke my old ones.
3 Jane's exhausted so she won't go to the party.
4 The dog got out because Harry had left the door open.
5 I can't find his number so I can't call him.
6 They fell off their bikes because the road was icy.
7 We didn't realise you were coming so we didn't wait.
8 You feel tired because you don't get enough sleep.

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LEARN THIS! Alternatives to *if*

We can use *even if* instead of *if* in conditional sentences.
Even if I had enough money, I wouldn't buy that T-shirt.
We can use *unless* and the past simple to mean *if ... not*.
She wouldn't have signed the petition unless she thought it was important.
We can use *supposing* (*that*) to mean *what if*.
Supposing I'd missed the bus, we might never have met!

4 **Read the Learn this! box and find examples of alternatives to *if* in exercise 1. Then complete the sentences with *unless*, *even if*, or *supposing*.**

1 Aren't you taking an umbrella? _____ it rains?
2 She wouldn't have lent us the money, _____ she'd wanted to.
3 He wouldn't have called you so late _____ it was urgent.
4 _____ you'd lost your keys, it would have been a disaster!
5 Sam wouldn't have invited you _____ he was sure you were going to come.
6 _____ they won this game, they still couldn't win the championship.

Grammar Builder 8.2 page 140

5 **USE OF ENGLISH** **Write the sentences with the correct form of the words in brackets. Do not change their order. Use a maximum of six words.**

1 It would have been cheaper if (he / buy / the boots) online.
2 Supposing you (win / cash), what would you buy first?
3 If (you / forget / bring) an umbrella, we'd have stayed dry!
4 I couldn't work for that company (unless / know how to speak) French.
5 If she'd listened carefully, (she / know / the answer).
6 We wouldn't protest if (the government / make cuts) to education so often.

6 **SPEAKING** **Work in pairs. Complete the sentences with your own ideas, using second or third conditionals. Then discuss them with another pair.**

1 If I could change one thing in the world, ...
2 Supposing that world governments worked together, ...
3 We wouldn't have endangered the planet ...

8C Listening

Hashtag activism

I can use discourse markers to help predict what will be said next.

1 **SPEAKING** **Work in pairs. Look at the slogans. What are they about?**

#occupywallstreet

#blacklivesmatter

#anti-war

#climatesummit

Vocabulary Builder Prefixes: page 121

2 **Read the text. Is it generally in favour of or against online campaigns?**

Hashtag activism – worth clicking on?

Platforms like Facebook and Twitter are being used more and more to raise awareness of injustices and to campaign for good causes. There have been several examples of successful campaigns in recent years. For instance, the #IceBucketChallenge proved a viral success in raising awareness and funds for ALS, a disease that progressively paralyses the body. Not only did people all over the world post videos of themselves tipping a bucket of iced water over their heads, but they also nominated other people to do the challenge, as well as donating to the Association.

It is not always clear how effective many of these social media campaigns actually are. Critics claim that 'hashtagging' a cause is more about copying the crowd than showing true commitment. They say that clicking on a hashtag trend is easy and doesn't initiate a real desire for change. Though there may be some truth in this, raising awareness is surely the first step to a successful campaign.

Listening Strategy

As you listen, pay special attention to discourse markers (linking phrases), which connect pieces of information to each other. For example, *however* introduces a contrast, whereas *for instance* introduces an example.

3 **KEY PHRASES** **Read the Listening Strategy. Then, add the phrases below to complete the examples.**

as I was saying even so for instance incidentally nevertheless still

Discourse markers

An example / more detail: you know ... / [1] _____ ...

A contrast or contradiction: however ... / [2] _____ ... / mind you ... / [3] _____ ... / all the same ... / [4] _____ ...

An afterthought: by the way ... / [5] _____ ...

A continuation of the topic / going back to an earlier topic: talking of which, ... [6] _____ ...

4 3.16 **Listen to speakers 1–6. What do you predict you will hear next? Choose one of the following lines.**

A ... it hasn't been very well publicised.
B ... they often work very long hours.
C ... we should not stop trying.
D ... unemployment is down this year.
E ... he handled the public's questions well.
F ... how much did you pay for your TV?

5 3.17 **Now listen and check your answers.**

6 3.18 **Choose the correct linker to complete the sentences. Then listen and check your answers.**

1 I get fed up with listening to politicians and I'm not sure who to vote for. **Even so / As I was saying**, I think we're lucky to have a democracy, and we should vote.
2 Social media sites are a powerful force. **For instance / Nevertheless**, information on Facebook travels far and fast.
3 Have you seen that film with David Oyelowo? **You know / Mind you**, the one about the march from Selma to Montgomery?
4 I was discussing climate change with Tom the other day. **Even so / Incidentally**, he's joined the Green Party.
5 OK, thanks for calling ... . Sorry about that interruption, Dad. **Still / As I was saying**, I've been very busy with work lately.
6 It was really nice meeting and talking to you. **All the same / By the way**, here's the address of the café I mentioned.

7 3.19 **Listen to four people. Match speakers 1–4 with sentences A–E. Write the correct number. There is one extra sentence.**

The speaker ...

A is enthusiastic about learning about global issues through social media. ___
B has found that donations made to online campaigns are not as high as those achieved by other methods. ___
C thinks that young people get involved with an online cause without really understanding it. ___
D proves that social media campaigning is the most effective form of raising awareness of an issue. ___
E feels strongly that fighting for a cause online is largely ineffective. ___

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

1 What online or Twitter campaigns are you aware of? Do you take part in them? Why? / Why not?
2 Do you think that protests and campaigns can make a difference? Why? / Why not?

8D Grammar

Mixed conditionals

I can use mixed conditionals.

1 Read the text. Are there any similar charities or events in your country?

In 2015, the charity Comic Relief celebrated its 30th anniversary. Based in the UK, it was set up by a group of comedians in response to the 1985 Ethiopian famine. They started 'Red Nose Day', a day when people across the UK get together for fundraising activites. People buy red noses and all of the money from this goes towards Comic Relief. The money raised by Comic Relief helps people living in difficult conditions in the UK and around the world, and it's estimated that over 50 million people would be worse off today if the charity hadn't been set up. If it weren't for Comic Relief, literacy rates in Uganda would probably not have reached 73%. And the number of children attending primary school in Africa might not have increased by 60 million if the charity didn't exist. In 2015, the British public donated a staggering £78.1 million, bringing the total raised by Comic Relief in its thirty-year history to over £1 billion. But it couldn't have achieved all this if it didn't have the support of the comedians who take part and inspire the public to give so generously.

2 Read the Learn this! box. Then find examples of mixed conditionals in exercise 1.

LEARN THIS! Mixed conditionals

Mixed conditionals are a mixture of second and third conditional sentences. They occur when the *if* clause and main clause refer to different times (past and present).

(past) If he'd read the map, (present) we wouldn't be lost.

(present) If he could drive, (past) he'd have got the job.

3 Match the two halves of the mixed conditional sentences.

1 If he'd gone to bed earlier,
2 If it wasn't so cold,
3 If I were him,
4 If you hadn't already eaten it all,
5 If you hadn't been so rude,
6 If they'd remembered the address,

___ a we could have some cake now.
___ b she wouldn't be angry.
___ c he wouldn't be so tired.
___ d they'd be here by now.
___ e we might have gone for a run.
___ f I wouldn't have made that decision.

4 Complete the dialogue. Use the verbs in their correct form to make mixed conditional sentences.

answer buy go have leave

Lee Are you going to the fundraising concert later?
May No, but I [1]_____ a ticket if I didn't have so much homework.
Lee That's a shame. If you'd finished your homework, you [2]_____ with me.
May Anyway, isn't it sold out?
Lee It is now – and if I hadn't seen Leo last night, I [3]_____ a ticket either, but he had two spare ones.
May Why didn't you let me know? I [4]_____ the homework so late if I'd known you were going.
Lee Well, I might have called you if you [5]_____ your phone sometimes, but you're always studying!

Grammar Builder 8.3 page 140

5 USE OF ENGLISH Write mixed conditional sentences that mean the same as the first sentence. Use the words in brackets.

1 I didn't reply because I can't hear you properly. (could)
I would have replied if I could hear you properly.
2 Our car broke down this morning, so we have to walk to school now. (wouldn't)
3 He didn't vote because he's not interested in politics. (if)
4 Beth failed her exams so she isn't at college this year. (hadn't)
5 Because Max didn't go to university, he doesn't have a degree. (had)
6 I didn't help with the cooking because I'm a terrible cook. (weren't)
7 The forecast isn't good so they didn't go out. (have)
8 She's afraid of flying so she took a boat. (taken)
9 He didn't help the tourist because he can't speak Greek. (would)
10 Because I didn't eat breakfast, I'm hungry. (be)
11 Jay isn't good at maths so he couldn't help us. (could)

6 SPEAKING Work in pairs. Take turns to ask and answer questions with *What if ... ?* about these imaginary situations. Use mixed conditionals in your answers.

What if ...
1 you were the leader of your country?
2 you'd been born a boy/girl instead?
3 the internet hadn't been invented?
4 time travel were possible?
5 you had to live abroad for a year?
6 you were asked to give a speech to your school?

If I were the leader of my country, I'd have ...

If I'd been born a boy instead, I think I'd...

8E Word Skills

Verb patterns

I am aware of and can use different verb patterns.

1 Read the text. How many casualties were there during the protest?

In the 1960s and '70s, there were many demonstrations against the Vietnam War. One particular demonstration in 1970 ended badly. Most people who sympathised with the students' protests would have preferred them to continue their previous peaceful demonstrations against the Vietnam War, but this one became violent. Protestors threw rocks and bottles at police officers and left a building burning. The Mayor declared a state of emergency and got the Governor of Ohio to send in soldiers. They used tear gas to try to make the students disperse, before opening fire, killing four students. As a result of the nationwide protest that followed, Governor Reagan had California University close its entire college system, affecting over a quarter of a million students. Nearly 5 million students then joined a national strike, which remains the biggest in American history. Museums and art galleries closed in solidarity, and many US soldiers refused to continue fighting in Vietnam. There's no doubt that, because of the students' actions, thousands of Americans were made to reconsider their attitude to the Vietnam War.

2 Read the Learn this! box. Then find examples of rules 1–3 in the text.

LEARN THIS! Verb + object + infinitive

1 We can use these verb patterns to talk about making things happen:
get + object + infinitive with *to*
I shouted, but couldn't get her to hear me.
have + object + infinitive without *to*
We'll have someone fix the computer.
make + object + infinitive without *to*
My parents make me clean my room every week.

2 In a passive structure we use *sb was made to do sth* (infinitive with *to*).
He was made to pay back the stolen money.

3 We can use *I'd prefer* + object + infinitive to talk about preferences.
I'd prefer the government to spend less money on arms.

3 Complete the sentences with the correct form of the verbs below.

arrest decide keep not tell resign sign

A local MP has been made [1] _____ after a radio interview during which he made racist and sexist remarks. Angry listeners got over two thousand people [2] _____ a petition demanding his resignation and threatened to have the police [3] _____ him. The strength of opinion made the disgraced politician [4] _____ that he could no longer keep his job. One protestor commented that while she would prefer politicians [5] _____ lies, in this case she would have preferred him [6] _____ his opinions to himself!

LEARN THIS! Verb + object + present or past participle

1 We can use these verbs + object + present participle with an active meaning: *find, get, have, keep, leave*
I can't get the TV working!
The doctors will soon have you walking again.

2 We can use these verbs + object + past participle with a passive meaning: *get, have, leave, prefer, want*
Some people want him arrested for his actions.
I'm getting my hair cut tomorrow.

4 Read the Learn this! box. Complete the sentences with the correct form of the verbs in brackets.

1 Soldiers got the students _____ by using tear gas. (leave)
2 Everyone would prefer politicians _____. (not lie)
3 The film made me _____ how serious climate change is. (realise)
4 If you want these laws _____, sign our petition! (change)
5 Recent riots have left dozens of people _____. (injure)
6 The press should be made _____ for their actions. (apologise)

5 Complete the sentences with the correct form of the verbs below.

ban do hide investigate throw wait wonder

1 Police have just found their suspect _____ in a derelict building.
2 He kept the crowd _____ for an hour to hear his speech.
3 The club will have him _____ out for being under age.
4 This debate has left voters _____ who will win the election.
5 I managed to get the homework _____ by working all night.
6 The president has someone _____ the claims at the moment.
7 There are some countries that want the internet _____.

6 **SPEAKING** Work in pairs. Take turns to tell each other about something that:

- you haven't managed to get done this week.
- has had you laughing recently.

8F Reading

Making a difference

I can understand an article about young people who are making a difference.

1 SPEAKING In pairs, think about the image of young people in the media and society in general. Discuss the questions, giving reasons for your opinions.

1 Which of these words are sometimes associated with a media image of young people?

gang misunderstood social conscience thoughtful thoughtless threatening vandalism volunteer

2 How does the media image of young people differ from reality in your opinion?

2 Read the articles. Whose idea was not connected to their school lives?

Reading Strategy

Read all the texts once and then read the questions. Match any questions that are immediately obvious, and identify and note the parts of the text that contain the evidence for your answer. Then carefully read each section of the text again and look for the answers to the remaining questions.

3 Read the Reading Strategy. Then look at the question below. Which text(s) match with it? What is the information in the text(s) that helps you answer it?

Who started their project because they had already identified a need?

MAKING A DIFFERENCE

3.20

A

A-tech compliments

Wilson To was beginning his final year at school when he decided to get a school Facebook page started. Nothing unusual about that, you might think, but Wilson's motivation for setting up the page wasn't generated by a wish to discover the latest school gossip. He believed that Facebook could help him take on a problem that was making life difficult for a few schoolmates: bullying.

Without mentioning his plans to his friends, Wilson launched 'A-tech compliments', a Facebook page which invited students to send in anonymous compliments about each other, their teachers and their school. At first, Wilson wasn't expecting much of a response and although he didn't want to limit anyone's right to freedom of speech, he monitored messages closely in case unpleasant comments or racism appeared. However, Wilson needn't have worried. 'A-tech compliments' was an instant success and quickly had five hundred regular followers, all of them being positive. It seems that the students were just waiting for the opportunity to say nice things about each other and their school!

Although everybody wanted to know who had thought up this great idea, Wilson kept his identity secret until the end of the school year; when the school intercom asked the creator of the Facebook page to reveal themselves. Wilson stepped forward to receive the applause and thanks of the whole school. He was also given one last job to do: train a new administrator so the page could continue after Wilson stepped down. Today, not only does the compliments page continue to be a success, but the idea has also spread to high schools across the country.

B

YOUTH MATTERS!

Morgan Baskin was a very busy eighteen-year-old. She put in ten hours a week doing voluntary work and she was in her final year at school preparing for exams. However, she felt she still had enough free time to squeeze in another activity: politics. But Morgan felt that unless she did more than join a political party and help out, her voice wouldn't be heard. So she decided to be a candidate.

Morgan decided to stand for election to the post of mayor of the city of Toronto, the biggest city in Canada, and used money that she had earned from babysitting to register. Naturally, elections for such an important job receive a lot of media coverage and Morgan soon found herself the centre of attention. Morgan realised that if she had been male and older, she probably wouldn't have interested journalists so much, but she used her new-found fame to get the media to talk about what had made her want to become mayor: politicians didn't care about young people.

4 Match the texts (A–C) with questions 1–6 below. Each of the texts can match more than one question.

Who ...

1 used their own money to start a new activity? ___
2 took advantage of their situation to attract the media? ___
3 was given an idea by someone else? ___
4 published something? ___
5 worked in the most dangerous conditions? ___
6 worked anonymously? ___

5 Decide if the statements 1–8 are true (T), false (F), or the information is not given (NG).

1 Wilson To was worried that his Facebook page would attract the wrong type of comments. ___
2 Wilson has left the school, but continues with his job as administrator of the school page. ___
3 Wilson didn't let anyone know he was the creator of the page because he was too modest. ___
4 Morgan Baskin studied politics at school. ___
5 Morgan thinks she received a lot of press attention because of the importance of the post she stood for. ___
6 Morgan inspired people to do something that they wouldn't normally have done. ___
7 Rene Silva got the funding for his newspaper from local residents. ___
8 Rene's reporting has had a big impact outside the favela. ___

6 VOCABULARY Match the underlined words with the appropriate form of the highlighted phrasal verbs in the article.

Phrasal verbs

1 Amy spends a lot of time raising funds for the election campaign.
2 I can't do all the work for the school Facebook page, but I can do part of it.
3 Jack always invents great ideas for our politics blog.
4 Mark accepted too much work and responsibility in the organisation and suffered from stress.
5 The governor is very busy this week, but she could find the time to see you on Friday morning.
6 Alice left the job so that Andy could take her place.
7 Sara has been successful in her political career.
8 My grandad established the party in 1958.

7 SPEAKING Work in pairs. Discuss the questions.

Which of the three young people do you think has made the biggest difference? Why?

Morgan explained that while many politicians claimed that young people were the 'leaders of tomorrow', young people couldn't make politicians address any of the problems that they face today. Morgan's criticism of the political situation made an impact as she received emails from young people who said that they were going to vote for the first time because of her.

After an intense period of campaigning, election day finally arrived. When all the votes had been counted, it was announced that Morgan had finished in eighth position out of a list of over sixty candidates. It was a great performance for a teenager who many young Canadians hope will get ahead and continue to put issues that affect young people on the political agenda.

C

VOICE OF THE COMMUNITY

A teacher spotted Rene Silva's talent for writing when he was just eleven and encouraged him to set up a community newspaper. Rene accepted the challenge and took on publishing *Voz da Comunidade* (Voice of the Community) and he soon realised that the monthly newspaper could help his neighbourhood. However, Rene's neighbourhood isn't just any neighbourhood. Rene lives on the edge of Rio de Janeiro in a *favela*, a poor town that used to be controlled by armed drug gangs. Rene's newspaper quickly became a vehicle for protest about the poor conditions in the *favela* and gave a voice to local residents who were campaigning to make the community a safer and better place to live.

But one Saturday morning, *Voz da Comunidade* was transformed from a small local newspaper into Brazil's most popular source of information. The government had decided to force the drug dealers out of the *favela* and had sent soldiers onto the streets. Journalists from the mainstream media waited outside the *favela* for news, but Rene and his team of teenage reporters were in the middle of the action. Using their mobile phones to film and take photos, the *Voz da Comunidade* Twitter account suddenly had thousands more followers than usual and the quality of Rene's reporting soon attracted praise from the mainstream media. More importantly, it started a debate about how the government should help the inhabitants of Brazil's hundreds of *favelas*. Rene and the *Voz da Comunidade* had taken a big step towards bringing positive change to the community.

8G Speaking

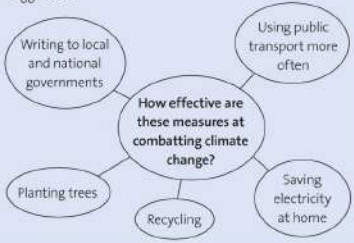
Collaborative task

I can use written prompts to discuss a question with a partner and work towards an agreement.

1 **SPEAKING** **Work in pairs. Discuss these questions. What do organisations such as Greenpeace and WWF (the World Wide Fund for Nature) aim to do? How do they do it?**

2 **Look at the task below. Which of the five ways of combating climate change do you personally employ? Give examples.**

Discuss practical ways in which people can help to combat climate change. How effective are each of the five suggestions?



3 **KEY PHRASES** **Complete the phrases with the words below.**

another agree by chief feel how let's mind not of opinion point right some start sure take would you

Starting a discussion

1 Shall we _____ with ... ?
2 _____ begin with ... , shall we?
3 We could start _____ talking about ...

Expressing an opinion

4 To my _____ ...
5 In my _____ ...
6 I'm _____ the opinion that ...
7 For me, the _____ consideration is ...
8 Personally, I _____ say that ...
9 I _____ quite strongly that ...

Adding an opinion

10 _____ only that, ...
11 Yes, and _____ thing: ...
12 Good _____ . And I also believe that ...

Agreeing and disagreeing

13 Absolutely. I couldn't _____ more.
14 I'm with _____ on that.
15 Yes, I think you're _____ .
16 That's true to _____ extent. However, ...
17 I'm not _____ I agree.
18 I _____ a rather different view on that.
19 That's not quite _____ I see it.

4 **SPEAKING** **Work in pairs. Take turns to do the task. Use the phrases from exercise 3 to help you.**

5 3.21 **Listen to two students doing the task. Answer the questions below. Compare your ideas in exercise 2.**

1 Which measures do the students think will be most effective?
2 What were their reasons?
3 Do you agree with any of their opinions?

6 3.22 **Listen to the students doing the second part of the task. Which two measures do they choose?**

Speaking Strategy

In a discussion, listen carefully and respond to what your partner says. Learn phrases for interacting with your partner so that you take turns and both contribute to the discussion.

7 3.22 **KEY PHRASES** **Read the Speaking Strategy and check the meaning of the phrases below. Then listen again. Tick ✓ the phrases that the students use.**

Involving your partner

Would you agree with that? ☐
... , don't you think? ☐
Can we agree that ... ? ☐
What's your view on that? ☐
What do you think about ... ? ☐

Interrupting

Sorry to interrupt, but ... ☐
Hang on a moment, I think ... ☐
Not only that, ... ☐

Reaching an agreement

So, shall we reach a decision? ☐
We need to come a decision. ☐
We need to decide what / which ... ☐
That's settled, then. ☐

8 **SPEAKING** **Do you agree with the choices the students made? Why? / Why not?**

9 **SPEAKING** **Work in pairs. Turn to page 143 and do the speaking task. Use words and phrases from this lesson.**

8H Writing

A report

I can write a report about a local issue.

1 **SPEAKING** **Work in pairs. Think of two advantages and two disadvantages of banning traffic from town centres.**

Your town council is proposing to create a traffic-free zone in the town centre. The local newspaper wants to hear the views of local people. Write a report for the paper outlining the advantages and disadvantages of the scheme, taking into account the views of local people and visitors. Make a recommendation.

2 **Read the task above and the report. Answer the questions.**

1 Which points in the report did you also mention in exercise 1?
2 Are there any other points in the report that you think are good?

Writing Strategy

When writing a report:

- think carefully about the target reader and write in an appropriate style and tone.
- state the purpose of the report in the first paragraph and any recommendations and suggestions in the final paragraph.
- consider using headings to give the report a clear structure.

3 **Read the Writing Strategy. Did the writer follow all of the advice? Find and underline evidence for your opinions.**

4 **KEY PHRASES** **Look at the phrases below. Which are in the report?**

Introducing the subject
The aim of this report is to ...
This report is intended to ...
The report is based on / draws on ...

Reporting views
It would seem that ...
It was thought that ...
According to ...
It was reported that ...
(People) were of the opinion that ...

Summing up
To conclude, ...
To sum up, ...
On balance ...
In conclusion ...
Taking all the points into consideration, ...

Recommending / Suggesting
It is recommended that ...
I would suggest ...
In my opinion, it would be worth ...

Introduction

The aim of this report is to assess the plan to ban traffic from the town centre. I have interviewed a number of local people and visitors, and my conclusion and recommendation take their views into account.

Advantages

Most visitors were of the opinion that the town centre would be a quieter and more pleasant place to spend time if there were no traffic. An added benefit mentioned was a reduction in air pollution. Finally, it was thought that the roads would be safer for cyclists.

Disadvantages

According to some local shopkeepers, banning cars from the centre would damage trade as shoppers would have to park some distance away and carry heavy shopping to their cars. What is more, visitors would also have to park outside the town and this might discourage them from paying a visit.

Conclusion

Although opinion seems to be divided on the desirability of the scheme, people expressing opposition to the proposal were in a minority. I would suggest that the council press ahead with its plan as it will improve the quality of life of both residents and visitors.

5 **Rewrite the sentences with the correct word to link them.**

1 Few people use buses nowadays. That doesn't mean that services should be discontinued. (**Therefore** / **Nevertheless**)
2 The roads around the school are quite dangerous. Students probably wouldn't cycle to school. (**However** / **Therefore**)
3 Bus tickets are not very expensive. Buying a season ticket is even more economical. (**Although** / **Moreover**)
4 It's difficult to cross the road by the school. There's a plan to put in a pedestrian crossing. (**However** / **What's more**)
5 Too many parents drive their children to school. They all arrive at about the same time. (**Although** / **What's more**)

6 **Read the task below. Write your report.**

Your school has asked you for a report on transport to and from the school. Give an outline of the ways in which students get to and from school, and make recommendations for how things could be improved.

CHECK YOUR WORK

Have you ...

- divided the report into paragraphs?
- used headings to make the report clearer?
- used appropriate linking words?
- checked the spelling and grammar?

9 Consumerism

Unit map

Vocabulary
Shopping: verbs
Online shopping
Advertising

Word Skills
Money idioms

Grammar
Emphasis
Participle clauses

Listening Moneyless living

Reading Playing with our emotions

Speaking Photo comparison

Writing A letter to a newspaper

Culture 9 Shopping with a difference

Vocabulary Builder page 121

Grammar Builder and Reference page 141

Extra Speaking Task page 143

9A Vocabulary

Shopping

I can talk about the consumer society.

1 SPEAKING Work in pairs. Answer the questions.

1 Which do you prefer: going to the shops or shopping online? Why?
2 Who do you prefer shopping with: your family, your friends, or by yourself? Why?
3 Do you regard shopping as a pleasure or a chore?

2 VOCABULARY Read the shopping guide and replace the words in blue (1–15) with the correct form of the verbs below.

1 *ripped off*

Shopping: verbs afford budget get into debt haggle knock down overcharge overspend pick up ~~rip off~~ shop around snap up splash out

Savvy shopping

Four ways to go on a shopping spree without being [1]charged too much for low-quality products or ending up penniless!

1 Make a plan

Write a list before you go and don't buy anything that isn't on it. That way, you will avoid coming home with a lot of things you don't need. [2]Make a spending plan for how much you can [3]let yourself spend and don't [4]spend more money than you planned. Pay in cash and leave your plastic at home so you don't [5]end up owing money.

2 Compare

Check online comparison sites to find the lowest available price. [6]Compare the prices of goods in different shops in order to find the best price. Don't be tempted to [7]buy a product quickly because it seems cheap, as you might find it cheaper somewhere else. If you're feeling lazy, scan the product bar code with a comparison app to see if you can get a better deal. Finally, when you pay for something, always check your change to make sure you haven't been [8]charged too much.

3 Try something different

Go to shops that you wouldn't normally visit or go to markets. You might [9]buy some real bargains and even manage to [10]reduce the price if you try to [11]negotiate with the stallholder.

4 Choose the right friend

Shop with a friend who will be honest with you about what you want to buy. Avoid going with friends who will encourage you to [12]spend a lot of money on things you don't need.

Vocabulary Builder Phrasal verbs with *up* and *down*: page 121

3 **SPEAKING** In pairs, discuss the advice in the shopping guide. Do you agree with it? Can you think of another piece of advice to add?

4 **VOCABULARY** Complete the guide to online shopping with the nouns below.

Online shopping basket checkout delivery items notifications reviews track wish list

When shopping online, add [1]_____ that interest you to your [2]_____. This will give you time to read opinions about the products in online [3]_____ to see if they're really worth buying. When you add the item to the [4]_____, remember that the price shown rarely includes the [5]_____ cost so it might not be such a bargain. Transport costs will not be added until you get to the [6]_____. When you have bought the product, the seller might send you regular [7]_____ that inform you about delivery to your house, or you can go to the website and [8]_____ the progress of your order.

5 **SPEAKING** In pairs, discuss how often you use the internet for shopping. Do you use comparison sites to compare prices? What type of things do you buy?

6 4.02 Listen to four people talking about bargains they have bought. Match the opinions (A–E) with speakers 1–4. There is one extra opinion.

A I've always wanted one, but this is something that I couldn't afford in a normal shop. ___
B People have become more familiar with this brand since I bought it. ___
C This product is still in good condition, but I won't be able to use it any more. ___
D This was very cheap when I bought it, but the price has risen. ___
E It was quite expensive, but I've had it for a long time and it has been a good purchase. ___

RECYCLE! **Present perfect simple and present perfect continuous**

We use the present perfect simple and the present perfect continuous to say how long a current situation or action has been in progress.

I've lived here since 2014.
I've been watching this programme for two hours.

We do not use state verbs (*have, want, like, believe*, etc.) in the present perfect continuous form.

7 4.02 Read the Recycle! box. Then listen again and answer the questions.

1 Why does the first speaker think his purchase was worth paying more for?
2 How do we know the second speaker really loves her leather jacket?
3 Why is the third speaker surprised that his mobile phone battery is still 75% charged?
4 Why does the fourth speaker think her trainers were a bargain?

8 **SPEAKING** Work in pairs. Ask and answer the questions about bargains. Then, think of two more questions to ask your partner.

- What was the last bargain that you picked up?
- How much did it cost?
- How long have you had it?
- Why do you consider it a bargain?
- Would you recommend the product to other people? Why?

9B Grammar

Emphasis

I can use sentence structure to create emphasis.

1 Is there a problem with litter where you live? Read the opinions below. Who do you think should be responsible for reducing litter?

A load of rubbish?

One thing I can't stand is all the litter outside fast food restaurants. What they should do is employ extra staff to help clean up the streets. **Rob K**

The people that I blame are the teenagers – it's them who cause all the problems. The town where I live is full of youngsters, hanging around in gangs and leaving rubbish everywhere – it's a disgrace. **Daniel**

There's so much plastic packaging nowadays. All the government needs to do is force companies to use biodegradeable or recyclable materials in their products and the problem will be solved. **Bex**

2 Read the Learn this! box. Then find examples of each rule in exercise 1.

LEARN THIS! Emphasis (1)

1 We can emphasise key information in a sentence by:

a adding a clause with *It is / was*, etc. ... *that* ... at the start of the sentence.

Joe bought a tablet last weekend.
It was Joe who bought a tablet last weekend.
It was a tablet that Joe bought last weekend.
It was last weekend that Joe bought a tablet.
We often use this structure to make a contrast:
It was a tablet that Joe bought, not a smartphone.

b adding a clause with *What*.

Kate lost her debit card.
What Kate lost was her debit card.
What Kate did was lose her debit card.
What happened was that Kate lost her debit card.

2 We can use *All (that)* in the same way as *What*. It means 'the only thing.'

I just need some money.
All (that) I need is some money.
They only needed to ask.
All (that) they needed to do was ask.

Grammar Builder 9.1 page 141

3 Rewrite the sentences (1–7) to make a contrast. Begin with *It* and emphasise the underlined words.

1 Mia isn't coming shopping with us. Lara is.
It's Lara who's coming with us, not Mia.
2 I haven't got a credit card. I've got a debit card.
3 The first supermarket opened in 1916. It wasn't 1920.
4 Her mum doesn't work in a store. Her aunt does.
5 Many people don't want quality. They want low prices.
6 The sales start on Friday. They don't start today.
7 I blame teenagers for the litter. I don't blame the restaurants.

LEARN THIS! Emphasis (2)

We can start a sentence with a phrase that describes the person, thing, or place that we want to emphasise.

The person (that) you need to speak to is Tom.
One thing (that) I really hate is consumerism.
A place (that) I'd really like to visit is Norway.

4 Read the Learn this! box. Then find two examples in exercise 1. How would the sentences read without the emphatic structure?

5 Rewrite the sentences (1–6). Begin with the words in brackets and emphasise the underlined words.

1 Store loyalty cards have really caught on. (One idea ...)
2 It's the directors of companies who should change. (The people ...)
3 Many European firms are investing in Asia. (One place ...)
4 Greed drives most consumerism. (The thing ...)
5 Plastic packaging creates most waste. (The thing ...)
6 Self-service stores first opened in the USA. (The country ...)

6 Complete the text with the words below. Use each word once.

all it's one that thing what where

The [1]_____ that annoys me most is the litter. Clearly [2]_____ that some people care about is convenience, not the environment. So [3]_____ the government needs to do is prosecute those involved in anti-social behaviour. But [4]_____ the businesses themselves that also need to take more responsibility – for example, the place [5]_____ I usually shop has installed CCTV to deter people from dropping rubbish outside. And [6]_____ thing they've tried successfully in some places is putting up lifesize cardboard police officers. It seems all [7]_____ some people need is a gentle reminder to act responsibly.

7 SPEAKING In pairs, think of different ways to complete each sentence. Then compare your ideas with other pairs.

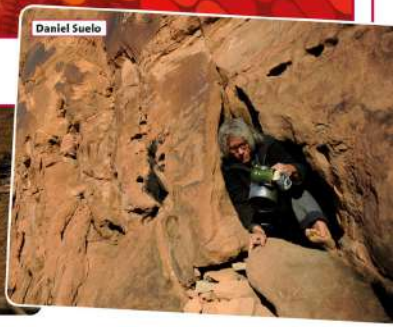
1 The places in my town that have the most litter are ...
2 All we need to do to reduce litter is ...

9C Listening

Moneyless living

I can distinguish between fact and opinion.

Mark Boyle



Daniel Suelo

1 **SPEAKING** **Work in pairs. Describe the photos. Then answer the questions.**

1 Could you live without money?
2 What do you think the biggest challenge would be?

2 **SPEAKING** **In pairs, read the text and give your opinions on the people's lifestyles.**

These people have lived without money. Could you?

Daniel Suelo has lived in a cave in the Utah desert, USA, since 2000. He forages for food in the wild, as well as going into town and hunting for leftover food and unwanted items. He is now in his late sixties and wants people to see that you needn't be a slave to money.

Heidemarie Schwermer is in her seventies and has lived without money in Germany for over twenty years. She housesits for people and formed Germany's first exchange circle, 'Give and Take Central', where people exchange goods and services. She gives her pension money away and has written a book about her experiences. There is now a film about Heidemarie called *Living without money*.

Mark Boyle, an Irish business graduate, lived without money for over two years during his thirties in a caravan on a farm. He grew his own food and made his own toothpaste. He has formed the 'Freeconomy Community', where skills are shared online, and is currently building his first house out of straw bales.

Listening Strategy

To answer some comprehension questions, you need to be able to distinguish between fact and opinion. Listen carefully for words or phrases that may indicate whether the speaker is expressing a fact or an opinion.

3 **KEY PHRASES** **Read the Listening Strategy and the key phrases. Which do you use most often?**

Introducing an opinion

in my view, ... personally, ... as I see it, ... to my mind, ...
my impression is ... I've a feeling that ...
as far as I'm concerned, ... I strongly believe ...

Introducing a fact

actually, ... in fact, ... in reality, ... the truth is, ...
it's true that ... it's undeniable that ... undeniably, ...
it's been proved that ...

4 **4.03** **Listen to the information about Daniel and Heidemarie and decide if each sentence is fact (F) or opinion (O). Write F or O. What words were used to introduce the sentences?**

1 Daniel didn't always live outside society. ___
2 The tribes used the cash for things they didn't need. ___
3 Money was impoverishing them. ___
4 Heidemarie's father was a successful businessman. ___
5 Her family became poor for a while. ___
6 Money had begun to define her. ___

5 **4.04** **Listen to three recordings and choose the correct answers (a, b or c).**

1 What is the purpose of the radio programme?
   a To discourage people from some forms of saving money.
   b To discuss how practical the advice for cheaper living is.
   c To invite people to make suggestions on how to live more cheaply.
2 The speakers agree that
   a everyone can live as they want.
   b some large corporations make consumers pay too much.
   c they should try to reuse other people's unwanted goods.
3 Which of the following is stated in the lecture as an opinion, not a fact?
   a Our consumption of consumer goods cannot continue to rise in the future as it has done in the past.
   b Two centuries ago, people didn't spend a lot of time and thought on buying things.
   c For most of history, leisure time was considered more important than wages.

6 **SPEAKING** **Work in pairs. Discuss the questions. Support your opinion with facts. Use some of the phrases in exercise 3.**

1 What is your attitude to money and buying things?
2 Do you think our modern consumer society is sustainable? Why? / Why not?

9D Grammar

Participle clauses

I can use participle clauses.

1 **SPEAKING** **What are some of the advantages and disadvantages of shopping online?**

2 **Read the text. Does it mention any of your ideas in exercise 1?**

The downside of online shopping

Used sensibly, the internet offers an irresistible opportunity for shoppers. Countless consumers sit at home every day, enjoying the convenience and cheapness of online shopping. But for high street stores struggling to compete, it's a bleak outlook. Around twenty shops a day close down in the UK, with travel agents and phone retailers among the worst affected. The environment suffers too. Having made an online order, people are sometimes not at home when the goods are delivered, so they get sent back. When it comes to clothes, people often order three different sizes, knowing that only one will fit. All of this adds extra journeys for the delivery vans, increases the amount of packaging used and so creates more pollution.

3 **Read the Learn this! box. Match the highlighted examples in exercise 2 with rules 1–5. Then rewrite them expanding participle clauses like example 1–5 below.**

LEARN THIS! Participle clauses

A participle clause contains a present participle, a past participle or a perfect participle. It can be used:

1 to replace a relative clause.

a A present participle replaces an active tense.
There were hundreds of people hoping for bargains.

b A past participle replaces a passive tense.
Made in China, my new TV was very cheap.
Note: The subject of the participle must be the subject of the other verb.

2 to indicate two things happening at the same time.
Closing the door, I realised I'd locked myself out. (replaces *While* ...)

3 with a perfect participle to show a sequence of events.
Having shopped all morning, we finally went home. (replaces *After* ...)

4 to give a reason or cause.
Being hard up, I couldn't go abroad. (replaces *Because / Since / As* ...)

5 to express a condition.
Spent wisely, this money will last for years. (replaces *If* ...)

4 **Complete the participle clauses (1–6) with the correct form of the verbs below.**

charge keep not be pay realise spend

1 _____ a deposit, she settled the balance a month later.
2 _____ I had been overcharged, I asked to see the manager.
3 Customers _____ over €50 will be entered into a prize draw.
4 _____ with shoplifting, he's likely to receive a large fine.
5 _____ from the area, we didn't know the best places to visit.
6 _____ in good condition, this product should last for life.

5 **Rewrite the sentences. Start each one with a participle clause.**

1 If you wash it by hand, this T-shirt should keep its colour.
Washed by hand, ...
2 The bookshop opened just six months ago, then closed in November.
3 Because I didn't have any money, I couldn't afford a cab.
4 Berlin's KaDeWe, which was opened in 1905, is the biggest department store in Europe.
5 Online shopping has brought some benefits, but also has disadvantages.
6 We weren't free that evening, so we didn't go to the party.

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LEARN THIS! Conjunctions and prepositions

Participle clauses can contain different conjunctions and prepositions, e.g. *after, although, before, on, once, since, until, when, while.*

On hearing the fire alarm, everyone left the building.
While not wishing to seem rude, I must ask you to leave.
Since ordering the goods online, he's changed his mind.

6 **Read the Learn this! box. Then complete the second sentence so that it has the same meaning as the first. Use participle clauses.**

1 I switched to a newer mobile and now my life is much easier.
Since _____, my life is much easier.
2 After he compared the prices, he bought a bike.
Before _____, he compared the prices.
3 Sal looks for bargains and often shops in charity shops.
When _____, Sal often goes to charity shops.
4 She noticed a problem when she read the guarantee.
On _____, she noticed a problem.
5 He finally found the store after he spent ten minutes looking for it.
After _____, he finally found it.

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7 **Complete the text with the verbs in brackets forming participle clauses.**

Internet shopping's perfect for me. [1] _____ (compare) different prices, I can be sure I've found the best deal. [2] _____ (have) to drive to the shops uses petrol – and of course, [3] _____ (pay) to park in town is really expensive! Instead, [4] _____ (shop) from the comfort of my home, I have a more relaxed and enjoyable experience. There are millions of people [5] _____ (do) the same as me every day. [6] _____ (give) time, I'm sure everybody will be doing all their shopping online.

8 **SPEAKING** **In pairs, discuss which view of internet shopping you agree with most: the one in exercise 2 or exercise 7. Give reasons.**

9E Word Skills

Money idioms

I can use money idioms.

1 4.05 **Listen to four people talking about money. Match the speakers (1–4) with the statements (A–F). There are two extra statements.**

This speaker:

A doesn't have any money. ___
B thinks that things that don't cost very much aren't good value. ___
C is unsympathetic to people who spend more than they have. ___
D thinks that special offers aren't always good value. ___
E wants to buy something but needs to save up for it. ___
F has recently bought something for a really good price. ___

2 4.05 **Listen again. Complete the idioms with the words below. Which of the idioms did each speaker in exercise 1 use?**

broke comfortably dirt hard rip rolling

1 be _____ in it (= be extremely wealthy)
2 be _____ (= have no money at all)
3 be a _____-off (= not be worth the price)
4 be _____ cheap (= cost very little money)
5 be _____ up (= have very little money)
6 be _____ off (= have enough money)

3 Complete the sentences. Use each idiom from exercise 2 once in the correct form.

1 I've been invited to go skiing next month, but I'm completely _____ so I won't be able to go.
2 The flights were _____ so they all sold out in minutes.
3 This week's lottery prize was the biggest ever. Whoever picked the winning numbers will be _____!
4 I'd lend you some cash, but I'm afraid I'm a bit _____ at the moment.
5 What _____ – we expected a lot more for our money!
6 It's a very expensive hotel; you'd have to be quite _____ to stay there.

Dictionary Strategy

In most dictionaries, you can find idioms listed under the most important key word from the idiom. All idioms with the headword are usually listed in a separate section at the end of the entry.

4 DICTIONARY WORK Read the Dictionary Strategy. Then find an idiom related to money in the dictionary entry below.

killing /'kiliŋ/ *noun, adj.*
• *noun* an act of killing sb deliberately SYN **murder**
IDM, **make a killing** (informal) to make a lot of money quickly

5 Underline the words you would look up to find the meanings of these idioms 1–7. Match idioms 1–7 with definitions a–g. Use a dictionary to help you.

1 tighten one's belt
2 live in the lap of luxury
3 make ends meet
4 pay through the nose for something
5 live hand to mouth
6 make a fortune
7 be in the red

___ **a** make a lot of money
___ **b** live in very comfortable conditions
___ **c** pay too much money for something
___ **d** earn just enough money for your needs
___ **e** spend all your money on basic needs
___ **f** spend more money than you have in your bank account
___ **g** spend less money

6 Complete the sentences. Use each idiom from exercise 5 once.

1 It's difficult to _____ with today's high cost of living.
2 Many hotels will _____ this year because of a lack of tourists.
3 Without _____, I won't be able to afford a new phone.
4 Having _____ through her website, she was a millionaire in six months.
5 Because of the recession, thousands are _____.
6 Not all celebrities _____. Some are not so well off.
7 I know I _____ for it, but I just had to buy it!

7 SPEAKING Work in pairs. Using money idioms, tell each other about:

1 something you paid through the nose for.
2 which shops you think are a rip-off.
3 something you bought that was dirt cheap.
4 someone who has made a fortune.

9F Reading

Playing with our emotions

I can understand an article that discusses advertising techniques.

1 SPEAKING Work in pairs. Discuss the questions.

1 What do you think the purpose of advertising is? Can it have more than one purpose?
2 In what ways do you think people are influenced by advertising?

2 Read the article. Do you agree with the conclusion of the article?

> **Reading Strategy**
> Read the missing sentences carefully before you match them with the gaps in the text. Look at the parts of the text before and after each gap, and try to find words that may link them to the sentences, for example synonyms, paraphrases, opposites, or pronouns.

3 Read the Reading Strategy and the article again. Match sentences A–F with gaps 1–4. There are two extra sentences.

A The internet is full of websites where brand fans can go online and talk with other fans about their enthusiasm for the products they buy.
B After more research, the advertisers' answer to that question was a clear 'yes'.
C Adverts aimed at tired working mothers show super-women who are completely in control of their families and professional lives thanks to the products they use.
D However, contrary to what most of us believe, when we go shopping we are controlled by our hearts, not our heads.
E They know that most consumers know exactly what they want before they go shopping.
F Advertisers take unpleasant problems and make them seem far worse, but then offer miracle solutions for them.

4 Read the article again and tick ✓ the advertising techniques which are mentioned. Then number them in the order they are mentioned.

1 Music is used to help us remember products. ☐ ___
2 A slogan is repeated and repeated during an advertisement. ☐ ___
3 Advertisers try to link their products to the success of others. ☐ ___
4 Advertisers appeal to our finances by making special offers of giving away free gifts. ☐ ___
5 Unimportant difficulties are given importance and then solved. ☐ ___
6 We are told that by using certain products we will appear richer and more successful than others. ☐ ___

5 VOCABULARY Complete the sentences (1–8) with the highlighted words from the article in the correct form.

Advertising

1 'Impossible is nothing' was first said by the boxer Muhammad Ali and then used as an advertising _____ by a sports company.
2 Today, _____ want more information about what is in the products that they are buying.
3 I hate the _____ from that advert, but I can't help whistling or humming it all the time!
4 That actor gives more _____ for products in adverts than he makes films!
5 I've stopped watching films on TV because of all the _____ that interrupt them.
6 The supermarket's own _____ are cheaper than the well-known ones.
7 They invited the press to the _____ of the company's new range of computers.
8 They have put the sponsor's name and _____ across the players' shirts.

6 SPEAKING Work in pairs. Discuss the questions.

1 Which advertising methods mentioned in the article do you think are the most effective with teenagers? Why?
2 Would you like to work in the advertising industry? Why? / Why not?
3 Have you ever bought something because you saw it advertised? What do you think made you buy it?

7 PROJECT Work in pairs. Prepare an advert for a real or imaginary product. Decide who the product would be aimed at. Say what advertising techniques and media you would use. Vote for the best advert in the class.

PLAYING WITH OUR EMOTIONS

4.06

Ask an advertiser what their job involves and they'll probably tell you that they prepare the launch of new products and then inform consumers about them. Surprisingly, many consumers are willing to accept this explanation because they think that shopping is a rational activity. [1]_____ As a result, advertisers bombard us with images and messages that try to create an emotional link between us and their brands. To encourage consumers to splash out on their products, advertisers divide society into groups, and commercials with different emotional messages are created and targeted at each group. [2]_____ Caring parents are persuaded to buy medicines and toiletries for their children by people dressed in white coats who use 'facts' to demonstrate that their products have passed a number of 'tests' easily. Are they doctors, dentists, or scientists? Who were the 'tests' done by? We are never told and we never ask, which is exactly what advertisers want, otherwise we would discover that there is little scientific evidence to support their claims.

[3]_____ Commercials for 'cures' for grey hair, wrinkles and skin problems are a perfect example. A serious-looking grey-haired man looking sadly in the bathroom mirror suddenly finds himself on a beach with an attractive woman once he has stocked up on the advertiser's product and dyed his hair. The same positive transformation occurs in young people's social lives when they use the 'right' product. The message is clear: use our goods and you'll enjoy life. Music is also used to connect with our emotions. jingles often accompany TV and radio commercials, but they aren't added just to make them more attractive. What the jingles do is activate our memories. Go into any nursery class and you'll find young children learning the alphabet or multiplication tables in maths by singing or chanting. Teachers have known for years that singing short sentences helps us memorise things and advertisers use simple songs to help us remember the names of products. They don't even mind if the jingle annoys us. Annoying jingles have been shown to stay in our memories for longer than tunes that we actually like.

Advertisers are also willing to invest large sums of money in promoting brands by getting famous people to provide endorsements for their products. The media has converted sport, music and entertainment celebrities into heroes and many of them are admired and respected for the success that they have achieved. Advertisers know that people rarely talk about what their perfumes or trainers are made of, but do discuss Mila Kunis's great new film, Lionel Messi's latest fantastic goal, or Shakira's recent amazing concert. In other words, people talk about emotional experiences and advertisers hope that the people who produce these emotional experiences will increase the popularity of their brands dramatically.

Our emotions are constantly being studied by advertising agencies as they search for new ways to manipulate them. A study of car owners that took place a few years ago discovered that the owners talked about their cars in the same way as members of a cult: a small, sometimes secret group whose beliefs are considered strange and extreme by other people. As a result, advertisers studied cults and found out that their members were looking for something to belong to and a meaningful life. 'Could they turn brands into cults?' the advertisers asked themselves. [4]_____ And people's emotional connection to brands can also be found in the real world. Walk along any city street and you'll find people dressed in clothes covered in manufacturers' slogans like Nike's 'Just do it' and logos such as Adidas's three stripes. Perhaps the answer to the advertisers' question is 'Yes, they can.'

9G Speaking

Photo comparison

I can compare two photos.

1 SPEAKING Work in pairs. Compare the photos and say what you might buy in each place.

Compare the photos and say which place would be better for buying a present for a friend.

2 4.07 Read the task above. Then listen to a student doing the task and her answer to the examiner's follow-up question. Answer the questions.

1 Which place does the student choose to answer the task?
2 What reasons does she give for her choice?
3 What further question is the student asked?
4 What answer does she give?

3 SPEAKING Work in pairs. Answer the questions.

1 Do you agree with the place the student chose to answer the task? Why? / Why not?
2 Which place would you prefer to go shopping? Why?

Speaking Strategy

When performing the task, it is important that you have useful language ready at your disposal, for example:

- Introducing opinions: *In my view, ...*
- Making additional points: *Not only that, but ...*
- Giving examples: *... for instance, ...*
- Introducing contrasting points: *However, ...*
- Gaining time: *That's an interesting question.*

4 Read the Speaking Strategy. How many more formulaic phrases can you think of for each function?

5 4.07 Listen again and answer the questions.

1 How well do the students use the advice in the Strategy?
2 Which formulaic phrases do they use?

6 4.08 Listen to another student doing the task on his own. Answer the questions in exercise 2 about him.

7 KEY PHRASES Complete the phrases with the words below.

another argued arguing definitely main opinions reasons suppose sure thing think top

Justifying your opinion

1 The reason I _____ that is ...
2 The _____ reason is that ...
3 For one _____, ...
4 _____ thing is ...
5 On _____ of that ...
6 I _____ think that ... is better, because ...
7 For those _____, I think that ...

Expressing a tentative opinion

8 I don't have any strong _____ either way ...
9 I'm not _____ about that. Let me think.
10 It could be _____ that ...
11 There might be a case for _____ that ...
12 Thinking about it, I _____ that ...

8 4.08 Listen again. Which key phrases from exercise 7 does the student use?

9 SPEAKING Work in pairs. Turn to page 143 and do the speaking task. Use words and phrases from this lesson.

9H Writing

A letter to a newspaper

I can write a letter about solutions to a problem.

1 SPEAKING Work in pairs. Discuss the questions.

1 Do you shop in shopping centres? Why? / Why not?
2 Are there any problems with petty crime in your area?

A newspaper recently published an article about an increase in crime in the local shopping centre, suggesting that young people hanging out there are mostly to blame. Write a letter to the editor where you express your opinion of the article, and suggest ways in which people / shops could prevent petty crime.

2 Read the task above. How would you answer the question? Make notes on your ideas.

3 Read the letter and answer the questions.

1 How many paragraphs are there in the letter?
2 What is the topic of each paragraph?
3 How do the writer's ideas differ from yours in exercise 2?

Writing Strategy

Use synonyms and paraphrases to avoid repeating the same words too often, for example: *very angry = furious*.

4 Read the Writing Strategy. Match the highlighted words in the text with pairs of words below that have a similar meaning.

1 submit / put forward _____
2 cut / slashed _____
3 made clear / claimed _____
4 growth / rise _____
5 certain / undeniable _____

5 In the letter, find words from exercise 4 that the writer uses in order to avoid repeating each of the highlighted words.

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6 SPEAKING Read and discuss the task below in pairs. Make notes on each element of the task.

A newspaper recently published an article about an increase in petty crime levels in cities, blaming a general obsession with consumerism. Write a letter to the editor where you express your opinion about this, suggesting ways to decrease the levels of petty crime.

Dear Sir/Madam,

I am writing in response to the article about rising crime in our local shopping centre. It stated that there was an increase in theft, shoplifting and vandalism and claimed it was because of teenagers spending a lot of time there.

I'd like to say that I strongly disagree with the assumption that it is teenagers who are at fault here. I feel that it is always young people who are blamed without there being any actual evidence. It is true our local council's spending has been reduced. Therefore there have been cuts in youth activities, and teenagers do meet up more at the shopping centre. However, this does not mean that they are criminals. To my mind, there could be other reasons why petty crime has increased. It is undeniable that the country's economic situation has worsened and this must surely be a factor in the rise in crime.

I would like to suggest some ways of improving the situation. Firstly, the shopping centre should invest in more security cameras, which would help identify the actual criminals. Secondly, why aren't there more security guards in the shopping centre? If there were, it would really deter shoplifters from stealing things. Finally, if the council would prefer young people not to meet in the centre, they should find some money for alternative venues for them. Then teenagers can no longer be held responsible for petty crime.

I believe that the measures I am putting forward would go some way towards reducing crime in our shopping centre.

Yours faithfully,

Sophie Bennett

7 Use your notes in exercise 6 to write your letter to the newspaper.

CHECK YOUR WORK

Have you ...
- covered both elements of the task in your letter?
- started and finished your letter correctly?
- used synonyms to avoid repetition where possible?
- checked the spelling and grammar?

5 Exam Skills Trainer

Reading

Strategy
In a true, false, not given task the information in the text appears in the same order as the statements. Read the text and find the part that matches each statement. If the information you need to answer a question is not in the right place in the text, you know the answer to that statement is 'not given' (NG).

1 Read the Strategy above and the first paragraph of the text in exercise 2. Which of the statements a–c contains information that is not given (NG)? Are the other two statements true or false?

a The day of the experiment was chosen carefully.
b The products on sale were quite pricey.
c A wide range of different coloured T-shirts were available.

2 Read the whole text and the statements below. Are the statements true, false or not given? Write T, F or NG.

Consumers with a conscience

Who wouldn't jump at the chance of purchasing a T-shirt for €2? That is exactly what a recent social experiment set out to discover on the annual Fashion Revolution Day. But there was more to the research than that. Would knowing how the garment was produced make a difference to the buyer's decision?

The venue was Alexanderplatz, a busy square in Berlin frequented daily by thousands of shoppers. The T-shirts were dispensed by a turquoise vending machine strategically placed in the middle of the square. When customers inserted their money, they were first asked to specify the size of the T-shirt – nothing new there. But right after that, a video flashed onto the screen documenting the conditions endured by the workers who made the clothes. It finished by asking if the potential buyer still wanted the T-shirt and offered them two options to choose from: to buy or to donate.

The shoppers were not expecting the images that appeared in the video. It started with the words: 'Meet Manisha, one of millions making our cheap clothing for as little as thirteen cents an hour each day for sixteen hours.' The camera then went on to zoom in on Manisha herself, a woman hunched over a sewing machine, like countless others, sitting in lines in front of her, behind and to either side. Their workplace was a huge, badly-lit room with filthy windows and a cracked ceiling, a textile factory not unlike many others in Asia. The factory resembled those on the upper floors of the Rana Plaza, a building in Bangladesh that collapsed in 2013, killing over a thousand workers who were trapped inside. Small wonder then, the shocked looks on the faces of those who were glued to the screen.

So, what of the experiment? How many T-shirts were sold? Far fewer than you might suppose. The vending machine managed to get nine out of every ten shoppers to donate their money instead of buying the T-shirt, revealing how little people know about who makes their clothes and in what conditions. On a more positive note, the experiment resulted in the potential buyers becoming more responsible shoppers. What is more, the findings show that more efforts like this could help improve textile workers' working conditions all over the world.

1 The aim of the experiment was simply to find out how many people would buy the T-shirts. ___
2 The vending machine in Alexanderplatz was clearly visible to the public. ___
3 Customers were not allowed to purchase a T-shirt after the video had been shown. ___
4 The woman featured on the video said a few words to the camera. ___
5 There was a serious accident at a factory like the one shown in the video. ___
6 Customers who saw the video reacted with indifference. ___
7 The organisers were pleased with the results of the social experiment. ___
8 According to the writer, the experiment was a complete failure. ___

Listening

Strategy
In multiple-choice questions, the options can mention something similar to what you hear in the recording. Sometimes the option suggests something happens all the time whereas the recording states that it only occurs occasionally or often.

3 Read the Strategy above. Then read the short extract and the question below it. Which option is correct? Why is option B wrong?

My friend Suzanne always seems to be wearing something new – anyone would think she went shopping all the time! The truth is that she's extremely resourceful and she makes a lot of her clothes herself. She has been known to borrow things from her sisters too. The only time she buys clothes is when there's a wedding or something.

The speaker's friend ...
A spends a lot of money on clothes.
B always makes her own clothes.
C usually wears her sisters' clothes.
D is good at sewing.

4 4.09 You will hear an interview with Gina Hansom about the future of shopping. Choose the correct option, A, B, C or D.

1 Gina Hansom predicts that the malls of the future will have more
A places to eat out.
B areas open to the sky.
C free-time facilities.
D shopping opportunities.
2 Gina suggests that the main reason that shoppers are turning to malls is because they
A want to avoid unpredictable situations.
B prefer spending time inside than outside.
C can go there with all of the family.
D can do all sorts of different activities there.

3 According to Gina, handcrafted products will
   A probably take over from factory-produced goods.
   B occupy a significant, but small segment of the market.
   C only be available on the internet in the future.
   D not be popular forever.
4 Clothes shopping will be different in the future because shoppers will
   A no longer be able to take items back to the shop.
   B be guided around stores by interactive robots.
   C have a wider variety of garments to choose from.
   D no longer have to check that clothes fit.
5 Gina states that the main benefit of shopping by smartphone is
   A speed.
   B convenience.
   C price.
   D choice.

Use of English

Strategy
A banked cloze task can test your knowledge of phrasal verbs. Always record new phrasal verbs with a definition and example sentence in your vocabulary notebook to help you remember the meaning.

5 Read the Strategy above. Then match the phrasal verbs 1–5 with the definitions a–e.

1 pick up	a make time for someone
2 splash out	b resign from a post
3 squeeze in	c spend a lot of money
4 step down	d invent a plan
5 think up	e buy something cheaply

6 Complete the text with eight of the phrases below.

campaign get ahead hard up help out knock down make ends meet petition rolling in it set up snap up

Supermarkets in most countries tend to [1] _____ the price of food nearing its sell-by date, making it possible for customers to [2] _____ a bargain. Even so, a lot of food is thrown away at the end of the day. Thanks to a [3] _____ against food waste in France, the country has become the first in the world to ban supermarkets from throwing away unsold food. The movement was led by councillor Arash Derambarsh, who succeeded in persuading 200,000 people to sign a [4] _____ to send to parliament. The movement started when Derambarsh decided to [5] _____ in his own district by collecting unwanted food from his local supermarket and distributing it to people who were [6] _____. Most of the people who benefit from the scheme he [7] _____ are old, unemployed or homeless. Now, Derambarsh is hoping to persuade the EU to pass a similar law to help people in other member states who are finding it hard to [8] _____.

Speaking

Strategy
In a picture comparison and discussion task, you are expected to use a range of cohesive devices to link your ideas together. These are words or phrases which indicate things such as **contrast**, **purpose**, **reason** and **result**.

7 Read the Strategy above. Use one of the categories to label the words and phrases 1–4.

1 _____: as a result, consequently, so, therefore
2 _____: as, because, because of, due to, owing to, since
3 _____: in case, in order to, so as to, so that, to
4 _____: although, but, despite, however, in spite of, though

8 Compare and contrast the photos which show difficult weather conditions. Include the following points:

- where these conditions often occur
- what difficulties the conditions can cause
- how people can deal with these difficulties

9 In pairs, discuss questions 1 and 2 below. Use evidence from the photos in your discussion, if possible.

1 To what extent do you think human activity is responsible for the increase in extreme weather conditions?
2 How do you think these conditions can be prevented?

Writing

Strategy
The layout of a report must be very clear. The report itself should have a title, and each of the sections should have a subtitle.

10 Read the Strategy above. Number the subtitles in the order they should appear in a report.

___ Current situation	___ Introduction
___ Recommendations	___ Factors affecting people

11 Read the task below and write your report.

The head teacher of your school is concerned that none of the students seem to be using the library. You agree to write a report describing the existing situation, including factors which discourage people from using the library and recommending ways of attracting more students.

RADA

1 **SPEAKING** **Look at the photo. What are the people doing? Would you like to be an actor? Why? / Why not?**

2 **Read the text. What three things does it mention that a RADA student learns?**

RADA

4.10

A Becoming a truly great actor requires talent, hard work and hours of study. In Britain, the Royal Academy of Dramatic Art (RADA) [1]_____ trained and produced many of the country's most famous actors since it was established in 1904, but just how does RADA turn passionate young hopefuls into respected professionals?

B One of the methods RADA teaches is the Stanislavski acting technique. The technique was devised [2]_____ the famous Russian actor Konstantin Stanislavski in 1911, after he had been performing in theatres [3]_____ over thirty years. It requires actors to really live the role that they are playing. The actors not [4]_____ have to learn the lines that they have to say, but also recreate everything about the character's life.

C But if modern audiences would be surprised to discover that students learn an acting technique that is over a century old, they might [5]_____ astonished to discover that they also study a form of theatre that has been around for over two millennia: Greek tragedy. The Greeks used to study playwriting and acting and produced some important theoretical works on the subject. Their ideas are still considered very relevant today and anybody [6]_____ wants to obtain a degree from RADA has to study them.

D RADA students also spend many hours training their voices and learning [7]_____ use their bodies to communicate in the same way that a musician learns how to play an instrument. A RADA student's objective is to use their creativity to transform written words into a three-dimensional character. Evidently, becoming an actor is [8]_____ serious business and definitely not for people who are only interested in fame.

3 **USE OF ENGLISH** **Complete the text about RADA. Write one word in each gap.**

4 4.11 **Listen to an interview about how actors prepare for their roles. Match the people (1–3) with the things that they did (A–C).**

1 Konstantin Stanislavski
2 Meryl Streep
3 Leonardo DiCaprio

___ **A** studied psychiatric patients
___ **B** prepared a list of questions
___ **C** prepared for a film about the Second World War

5 4.11 **Listen again. Are the sentences true or false? Write T or F.**

1 Copying certain emotions is not so difficult for actors. ___
2 The Stanislavski system involves actors asking themselves questions about their own acting ability. ___
3 Meryl Streep studied a foreign language. ___
4 Meryl Streep wanted to read poetry in a foreign language. ___
5 Leonardo DiCaprio met people who had had experiences that he wanted to recreate in a film. ___
6 Leonardo DiCaprio visited a psychiatric hospital on an island to prepare for a film. ___

6 **SPEAKING** **Work in pairs. Discuss the questions (1–2). Use the ideas below to help you.**

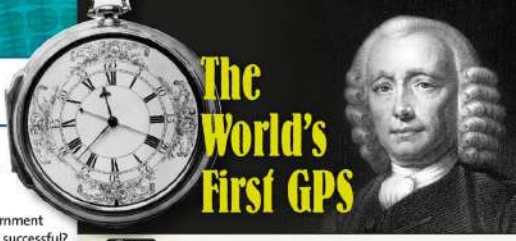
build confidence cause embarrassment
develop communication skills feel uncomfortable
understand human behaviour

1 Do you think drama should be a school subject for all students, or just a hobby for those who are really interested?
2 What skills do you think you can learn from studying drama and how useful are they in real life?

7 **INTERNET RESEARCH** **Find out how your favourite actor / actress started their career. Did they study drama? Where? What was their big break? Then share your information with the class.**

2 Culture

The Longitude Prize



1 **SPEAKING** **Work in pairs. Think of three important problems that the world faces today. How do you think we can solve them?**

2 **Read the text. What solution did the British government suggest for a problem in the 18th century? Was it successful?**

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

1 What was the situation that the British government decided to deal with?
2 Why did the government think it was necessary to interest the best scientists in Britain?
3 What surprised people about the winner of the Longitude Prize?
4 Why didn't sailors use mechanical clocks to calculate their positions?
5 Why do you think the successful sea clock was called H4?
6 How was the challenge for the new Longitude Prize decided on?

4 **SPEAKING** **Work in pairs. The Longitude Prize is a prize for anyone that can solve one of the problems in the list. Which one would you choose to be the challenge for the new Longitude Prize? Why?**

THE LONGITUDE PRIZE CHALLENGES

Flight – How can we fly without damaging the environment?
Food – How can we make sure everyone has nutritious, sustainable food?
Antibiotics – How can we prevent the rise of resistance to antibiotics?
Paralysis – How can we restore movement to disabled people?
Water – How can we provide access to safe and clean water for everyone?
Dementia – How can we help people who are losing their memories and other mental abilities?

5 **4.13** **Listen to a podcast. Which problem from exercise 4 was chosen as the challenge for the Longitude Prize?**

6 **4.13** **Listen again. Choose the correct answers (a–c).**

1 On the podcast, they begin by talking about what happened
a on a TV programme. b on a podcast.
c in a government debate.
2 The prize is being offered to
a any scientist. b government scientists.
c famous scientists.
3 Dr Kenny uses the example of the warplane to demonstrate that the prize money
a is a lot. b is reasonable.
c isn't so much.
4 World health organisations are worried that antibiotics
a endanger people's lives. b are less successful.
c have become unnecessary.
5 If nobody wins the challenge, in the future, doctors may not be able to
a carry out some types of surgery.
b treat patients for certain illnesses.
c work in hospitals.

7 **SPEAKING** **Work in pairs. What important problem in the world would you add to the list in exercise 4?**

8 **INTERNET RESEARCH** **Find out if someone has won the Longitude Prize 2014. If they have, who are they? If they haven't, what is the current situation? Share your information with the class.**

4.12

On a stormy night in 1707, four ships struck rocks off the south coast of England and sank. One thousand, four hundred sailors were drowned. The ships had crashed because they had no way of knowing how far they had travelled in a particular direction; they could not calculate their longitude, which required accurate time measurement. It was the most serious in a series of accidents at sea, and a stunned British government decided to act. In such difficult circumstances, they believed that the best response to the disaster was a competition: the Longitude Prize.

The Longitude Prize was no ordinary competition. To win it, someone had to find a way of calculating how far a ship had travelled east or west from its point of departure. Geniuses such as Sir Isaac Newton had failed to find a solution, so to ensure the interest of Britain's greatest scientific minds, the government offered a prize of £20,000 – the equivalent of £2.6 million in today's money. But to everyone's surprise, it wasn't a famous academic who solved the problem, but an unknown carpenter.

When John Harrison wasn't working with wood, he was making clocks. An accurate clock would allow sailors to calculate their position, but at the time it was thought impossible to create a mechanical clock that could work on a ship. The movement of the sea and the changes in temperature destroyed the delicate parts. However, after three frustrated attempts, Harrison's fourth sea clock, H4, finally triumphed. Its mechanics were so good that the H4 worked better than most clocks on land.

The Longitude Prize and Harrison's success generated a lot of interest in the 18th century, but it was soon forgotten. However, in 2013, the British government created a new Longitude Prize, offering £10 million to the person who could solve a great challenge to humanity. An enthralled public then took part in a TV programme where viewers chose one challenge from a list of six for scientists to focus on. The question now is, will someone be able to solve it just as well as Harrison solved the challenge presented to him?

Erasmus

1 **SPEAKING** **Work in pairs. Where would you like to study abroad for a year? Why would you choose that country? What would you study?**

2 **Read the text. How have the experiences of a 15th century student influenced university students in the 21st century?**

4.14

The Erasmus programme

New friends, new experiences and the chance to learn a new language – that's what one young Dutch student from Rotterdam was hoping to find when he set off around Europe to study. He was keen to learn as much as he could. He started at the Collège de Montaigu at the University of Paris before moving on to the University of Cambridge, where his work was so impressive that his professors even suggested that he should stay and teach. The Dutch student, however, was determined to continue with his journey and left for the University of Turin in Italy. Obviously, he was a student from a wealthy family, you might think. Well, no, the student in question was a poor orphan called Erasmus, travelling between the years of 1495 and 1506.

Students in the 21st century aren't in a position to spend ten years of their lives touring European centres of learning. Nonetheless, if someone really wants to fulfil their dream of studying abroad, there has never been more opportunity. One of the reasons for this is the European Union's education programme named after the Dutch student mentioned above. Erasmus is an ambitious educational programme which aims to promote cooperation between European students and European institutions of higher education. Since its launch in 1987, over 5 million European students have taken advantage of it.

Students on the Erasmus programme can spend from three months to an academic year at a university in another European country. They do not have to pay any extra fees to the host university, and they can apply for a grant to help them with the cost of accommodation.

The 250,000 Erasmus students that take part in the programme every year have a great time and return home not only with new skills, but also more mature, independent and confident. So if you're dreaming of going to university in the future, why don't you include a year on the Erasmus programme in your plans?

3 **Read the text again. Answer the questions in your own words.**

1 What three aims did the young student from Rotterdam have?
2 What happened to him in Cambridge?
3 What is the difference between students today and Erasmus?
4 How does the Erasmus programme work?
5 How does the Erasmus programme help students financially?
6 What benefits do students get from taking part in the Erasmus programme?

4 4.15 **Listen to a radio report about sport scholarships in the USA. Which two sports do they talk about?**

5 4.15 **Listen again. Decide who the sentences refer to, Sean or Matt. Write S or M, or S/M for both.**

1 He has already received financial help. ___
2 His parents will pay $40,000 a year for him to go to university. ___
3 He doesn't think he knew enough about sport scholarships. ___
4 He won't get any more money if he plays badly. ___
5 His parents would like financial help to pay for university. ___
6 He wins an important match. ___

6 **SPEAKING** **Work in pairs. Imagine you are going to study abroad. Look at the list of things to do before leaving and decide which three are the most important. Compare your choice with your partner's. Do you agree? What ideas of your own can you add to the list?**

Before you go ...

Learn a few essential phrases in the language of the country you are going to visit.

Search the internet for the best places for entertainment in your new home town.

Pack some drinks or food that you like in case you can't find them in your new country.

Find out where the embassy of your country is and how to contact them in case of an emergency.

Check they use the same electrical plugs in the country that you are going to.

Aborigines and Maoris

1 **SPEAKING** Look at the two photos. What do you know about the Aborigine and Maori cultures?

2 Read the text. What two customs do the texts mention?

3 **USE OF ENGLISH** Complete the text. Write one word in each gap.

4.16

Anybody who is hoping to have new experiences when they visit Australia or New Zealand should meet the original inhabitants of [1]_____ two countries, the Aborigines and the Maoris. However, [2]_____ both cultures have experienced similar problems caused by the arrival of Europeans to their lands, the Aborigines and the Maoris are very different.

The Aborigines

The Aborigines have one of the oldest surviving cultures in the world. It is more [3]_____ 60,000 years old, and during this period of time, they have formed hundreds of tribes that have developed different customs and around seven hundred different languages. In 1971, a flag [4]_____ designed to represent all the Aborigine tribes and help unite them.

The Aborigines hold a lot of ceremonies to celebrate different events, but one of the most important to nearly [5]_____ of the tribes is the 'walkabout'. It might seem like an adventure to people from other cultures, but the walkabout involves boys aged thirteen sleeping rough for as long as six months in the Australian desert. They spend the whole time alone and [6]_____ to hunt for food to survive. Once the walkabout period has finished, they are welcomed back by their village, which celebrates the arrival of a new man in the community.

The Maoris

The Maoris arrived in New Zealand from East Polynesia in the second half of the 12th century. The Maoris all speak the [7]_____ language and share the same customs, and this has helped them to have a strong presence in modern New Zealand. Maori is one of the country's two official languages. Maoris believe that all natural things and living things are connected, and modern Maoris are very concerned [8]_____ the protection of the environment.

One important aspect of Maori culture is *Ta moko* – tattooing. Both men and women can have tattoos [9]_____ their bodies or their faces. The tattoos represent the family or tribe that they belong [10]_____. The designs are very intricate and are now inspiring a lot of the designs of tattoo artists around the world.

4 Read the text again. Write A for *Aborigines* or M for *Maoris*.

Which people ...

1 involve both females and males in a ritual? ___
2 are interested in ecology? ___
3 tried to symbolically unite their different groups? ___
4 might have problems understanding each other? ___
5 visually display their association with certain people? ___
6 expect teenagers to be able to look after themselves? ___

5 Answer the questions in your own words.

1 Why do you think the creation of a flag was useful for the Aborigines?
2 Why is 'walkabout' so important?
3 Why are Maoris so interested in looking after the environment?
4 How would you be able to know what tribe a Maori adult belongs to?

6 4.17 Listen to a radio interview. What is Nikau's attitude to his own culture? Is he proud, indifferent, concerned, or ignorant? How do you know?

7 4.17 Listen again and answer the questions.

1 What does *kia ora* mean?
2 What does *whenua* refer to?
3 What type of holiday do a lot of tourists go on in New Zealand?
4 Which sport are Maoris good at?
5 What is a *haka*?

8 **SPEAKING** In pairs, discuss what you think about the customs of 'walkabout' and 'Ta moko'.

9 **INTERNET RESEARCH** Work in pairs. Find out five more facts about the Aborigines or five more facts about the Maoris. Explain the facts to your partner.

Race relations

1 SPEAKING Work in pairs. Discuss the questions.

1 What different ways of protesting can you think of?
2 What recent protests have taken place in your country, or in other countries?

2 Read the text and say which things the Freedom Riders did.

1 The Freedom Riders broke the law.
2 They won the support of civil rights leaders.
3 They attracted a lot of media attention.

4.18

Freedom Riders

After the Second World War, African Americans who had served their country were not willing to return to a segregated society, where they would not be allowed to make use of the same public services, educational facilities and transport as white Americans. America was aware that change was necessary, but for many citizens, both black and white, it wasn't changing fast enough, especially in the south.

In 1960, the Supreme Court had ruled that African Americans had the right to use the same facilities as white people when travelling across the country. However, black people still faced hostility and racism in the south. At coach and rail stations in states such as Alabama, Mississippi and Louisiana, black travellers found signs in waiting rooms and restaurants that said 'Whites only'. These signs openly broke the laws of the country, but President Kennedy's government was more worried about the nuclear threat from the USSR than domestic issues.

As a result, a civil rights organisation called the Congress of Racial Equality (CORE) decided that if they couldn't count on the government to enforce the law, they would force the country to sit up and notice the unconstitutional behaviour of the southern states. Thirteen people, black and white, were chosen to travel on two coaches from Washington, D.C. to New Orleans in Louisiana in the Deep South. The objective was to see what would happen when the African Americans attempted to exercise their rights in the southern states.

However, not everybody in the civil rights movement thought the trip was a good idea. Neither Martin Luther King nor other prominent leaders thought that the Freedom Riders, as they became known, would arrive safely at their destination, and told them to call it off. Despite these warnings, on 4 May 1961, the thirteen volunteers boarded two coaches with three journalists and set off on a trip that would become front page news around the world.

3 Read the text again and answer the questions.

1 What did African Americans not want to experience again after the war?
2 What did some citizens think of the changes taking place in American society?
3 Why was there a problem with the Supreme Court's decision about transportation?
4 Why didn't the Kennedy government show much interest?
5 What was CORE's objective?
6 Why were some prominent civil rights leaders against the trip?

4 4.19 **Listen and match the events (1–5) with the towns on the map (A–E).**

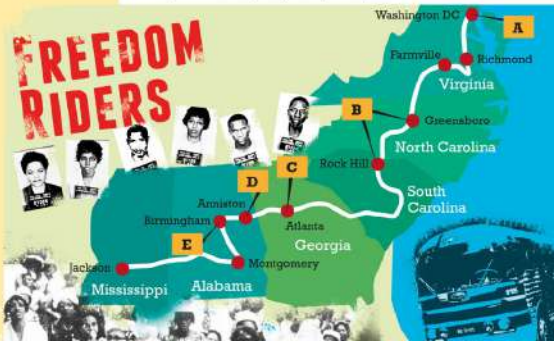
1 The local police allowed a crowd to violently attack the Freedom Riders at the coach station. ___
2 The Freedom Riders received several days of training in how to deal non-violently with aggression. ___
3 One of the coaches was attacked and firebombed by around two hundred white men. ___
4 The Freedom Riders felt people were trying to avoid problems. ___
5 Martin Luther King met them. ___

5 4.19 **Listen again. Are the sentences true or false? Write T or F.**

1 The Freedom Riders thought they were well prepared. ___
2 The Freedom Riders were attacked in Rock Hill. ___
3 Martin Luther King warned them about the next stop on their journey. ___
4 A policeman acted to stop the crowd in Anniston. ___
5 A local police chief promised to protect the Freedom Riders. ___
6 The racist signs were removed. ___

6 SPEAKING In pairs, discuss the questions about protest.

1 Do you think peaceful protests have any effect on governments? Why? / Why not?
2 Would you have joined the Freedom Riders or an organisation like it if you had suffered injustice? Why? / Why not?
3 Are there any circumstances when you think violent protest is justified? Can you give any examples?



6 Culture

Healthy cities

1 **SPEAKING** **In pairs, say what health problems living in a city might cause.**

2 **USE OF ENGLISH** **Complete the article about London. Write one word in each gap.**

3 **Match questions 1–6 with paragraphs A–C.**

Which paragraph talks about ...

1 future plans? ___
2 something coming back to life? ___
3 people dying? ___
4 an attempt to stop something from happening again? ___
5 charging people so that everyone's lives would be improved? ___
6 something that has received awards? ___

4 **4.21** **Listen to a radio programme about London's sewers and answer the questions.**

1 What dangers did the reporter expect to meet in the sewers?
2 What causes the biggest problems for the maintenance teams?

5 **4.21** **Listen again and answer the questions.**

1 How many kilometres of sewers are there?
2 What caused the pollution in the River Thames?
3 What made the politicians feel nauseous?
4 What does 90% of the liquid in the sewers consist of?
5 What are less common in the sewers than many people expect?
6 Where does a lot of the fat come from?

6 **SPEAKING** **In pairs, discuss which three projects you would choose to make your home town cleaner, healthier and more attractive. Give reasons for your choices.**

- Create more parks, green spaces, etc. in the city.
- Build more leisure facilities such as sports centres, swimming pools, theatres, etc.
- Provide more youth activities such as after-school clubs.
- Promote transport initiatives such as bicycle lanes, bicycles for rent, etc.
- Restore old buildings, etc. in the city.
- Build more health centres and hospitals.

MAKING LONDON HEALTHIER

4.20

As the capital of the nation where the Industrial Revolution began, London has suffered badly from the effects of pollution. Recent efforts to make the city cleaner, however, are turning it into one of the world's least polluted major cities.

A A RIVER FILLED WITH LIFE

For years, the River Thames was a health hazard because of pollution, and in 1957 it [1]_____ declared biologically dead. Half a century later, the Thames has won international prizes for rivers that have [2]_____ restored. There are now hundreds of different types of animal and bird feeding on its banks, over 125 different species of fish swimming beneath its surface, and even seals and dolphins have swum up the river from the coast to visit the centre of the city.

B THE GREAT SMOG

Since the beginning of the Industrial Revolution, Londoners had become used [3]_____ suffering from coughs and chest infections caused by smog, which is a combination of smoke and fog. However, when the smog of December 1952 caused four thousand deaths in one week, the government finally realised that something had to [4]_____ done. A series of 'clean-air' laws were passed to avoid a repeat of the tragedy, and [5]_____ then the quality of London's air has improved greatly, although there is still plenty of work to do.

C PAYING TO DRIVE

At the beginning of the new millennium, because of the number of vehicles, traffic in London was moving at the same speed that it [6]_____ moved at a hundred years before, when people travelled in horse-drawn carriages: just 16 km/h. To improve journey times and the quality of London's air, a daily charge of £5 was introduced in 2003 for all vehicles being driven in the city. Not [7]_____ did the number of cars on the roads immediately drop by 15%, but also the number of people cycling increased by 49%, so people benefitted [8]_____ cleaner air and more exercise. In the last decade, the number of vehicles in central London has fallen by a further 30% and plans to reduce the number of parking spaces for cars will probably cause it to drop again.

7 Culture

Cowboys

1 **SPEAKING** In pairs, choose the words that you think best describe a cowboy.

aggressive cooperative dangerous honest independent mean short strong tall weak

2 Read the article. Do the words that you chose in exercise 1 match what real cowboys were like?

THE NOT-SO-WILD WEST

4.22

The tall stranger stands in the sunlight and looks down the road to where his rival stands, nervously touching his gun with his right hand. Meanwhile, groups of frightened townspeople watch from the safety of shop doorways. Suddenly, the rival pulls out his pistol, but before he can pull the trigger, the stranger shoots him. The man falls to the ground and dies: just another victim of a Wild West shoot-out.

A familiar scene, but only to fans of westerns, because if you had lived in the Wild West, you would probably never have seen a gunfight. According to official statistics, there were only three organised gunfights during the whole of the 19th century – less than in some films! And although cowboys did occasionally get involved in gunfights between gangs, shootings were a rare occurrence. In fact, between the years of 1870 and 1885, only 45 people were killed by gunshot in all the major cowboy towns of the West.

But the violent history of cowboys is not the only invention that Hollywood has passed off as true. The whole cowboy image is a fake. The tall, strong, white cowboy who rides off into the sunset to face danger on his own has only ever existed on cinema screens. Forty per cent of cowboys were African Americans, Native Americans or Mexicans, and they were usually short, thin men. Their horses had to support their weight for up to fifteen hours a day, so being tall and very muscular would have made this extremely difficult. And cowboys always worked together in teams, as controlling a large group of cattle was an impossible job for just one man.

Why, then, did Hollywood manipulate the truth and create a character that had little to do with reality? Some people say that the cinema industry wanted to take advantage of Americans' fascination with the West, but that the lives of real cowboys were just not interesting enough and had to be reinvented. Others, however, see a political motivation to create a role model that would serve the social and economic interests of the country.

3 Read the text again. Answer the questions in your own words.

1 What does the last sentence of the first paragraph suggest about the Wild West?
2 Why would someone living in the Wild West probably not have seen a gunfight?
3 What does the fact that only 45 people were shot in fifteen years suggest about the Wild West?
4 What does the writer suggest that Hollywood did?
5 Why were cowboys usually physically small?
6 Why do some people believe Hollywood reinvented the lives of cowboys?

4 4.23 Listen to a podcast about the actor Clint Eastwood's career. What jobs did he do in the film *Unforgiven*?

5 4.23 Listen again. Are the sentences true or false? Write T or F.

1 Clint Eastwood played a cowboy on TV before he played one in films. ___
2 Sergio Leone's films were very similar to Hollywood westerns. ___
3 Eastwood doesn't think Sergio Leone's films were of a very high quality. ___
4 Eastwood's character was seen as anti-American. ___
5 *Unforgiven* includes few scenes of violence. ___
6 *Unforgiven* shows a more realistic image of the lives of cowboys. ___

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

1 Why do you think the image of the cowboy has been so successful in popular culture?
2 Who or what do you think has replaced the cowboy as an icon in modern popular culture?

BBC Radio 1

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

1 How do you listen to music?
2 How often do you listen to music on the radio?

2 **Read the text. In which decade did Radio 1 change the most? How did it change?**

3 **Read the text again. Are the sentences true or false? Write T or F. Correct the false sentences.**

1 People in different countries listened to British music. ___
2 Some people refused to listen to Radio 1 because it played chart music. ___
3 Radio 1 was aimed at a younger age group after the changes. ___
4 Some people said Radio 1 didn't represent all members of the community. ___
5 Modern technology has had little effect on Radio 1. ___

4 4.25 **Listen and choose the best summary (A–C).**

A The girl thinks the best moment was seeing the award for the best pop song. The boy enjoyed a few things about the event, but says it's not a good idea to combine awards for celebrities and inspirational young people because people only want to hear about the celebrities.

B The girl thinks the best moment was the award for the boy who stood up against bullying. The boy enjoyed a few things about the event, but says they shouldn't mix awards for celebrities with awards for inspirational young people because the celebrities are so unimportant.

C The girl thinks the best moment was the award for the boy who stood up against bullying. The boy enjoyed a few things about the event and says it's a good idea to combine awards for celebrities and inspirational young people because everybody benefits.

5 4.25 **Listen again. Choose the correct answers (a–c).**

1 The teen awards are for
   a a number of different categories.
   b pop musicians.
   c Britain's teenagers.
2 The girl thinks
   a she would have been as brave as Jack G.
   b she would like to meet Jack G at the sanctuary.
   c Jack G's actions were impressive.
3 The boy enjoyed
   a the feeling that was created at the event.
   b hearing what the winners had to say.
   c seeing celebrities.
4 The boy thinks the most important thing was
   a the celebrities.
   b what the inspirational teenagers did.
   c the pop music.
5 Thanks to the celebrities appearing at the awards, more people learn about
   a society.
   b the celebrities' image.
   c the teen heroes.

6 **SPEAKING** **What award ceremonies take place in your country? What do they give people awards for?**

7 **INTERNET RESEARCH** **Find out about a popular radio station in your country. When was it launched? What is the target audience? What type of music does it play?**

4.24

1960s

BBC Radio 1 was set up in 1967 to replace the pirate radio stations that the government had just made illegal. British pop and rock music was popular all over the world, but Britons couldn't listen to it on the radio because there were only three national radio stations, which broadcast a mixture of classical music and talk shows.

1970s

At first, some music fans boycotted the station because it wasn't cool enough, but it soon attracted the world's biggest radio audiences, up to 20 million for some shows, with a mix of chart pop music during the day and promising bands at night. The station also created the Radio 1 Roadshow, where DJs would broadcast the show live from a seaside resort.

1990s

The 1990s saw radical changes, with the director of the BBC claiming that the radio station wasn't different enough. The target audience was changed from 13–40 to 13–25, and The Beatles were banned because the DJs weren't allowed to play any songs that were more than five years old.

2000s

After accusations of racism and failing to ensure gender equality, Radio 1 started to employ more female DJs and DJs from ethnic minorities. The station also launched the BBC Radio 1's Teen Awards, an annual event that gives prizes to celebrities and inspirational young people.

2010s

Radio 1 set up a 'youth council' of young people aged from 16 to 24 to hear their opinions on what they wanted to listen to. Audience numbers fell at the beginning of the decade as young people switched to streaming music services on their smartphones.

9 Culture

Shopping with a difference

1 **SPEAKING** **Work in pairs. Discuss the questions about the photos. Give reasons for your answers.**

1 In which place are you more likely to find a bargain?
2 Which place do you think you can buy things from online?
3 In which place do you think you can haggle?

2 **USE OF ENGLISH** **Complete the text about auction houses. Write one word in each gap.**

4.26

Works of art

'Going once ... going twice ... gone for $179 million!' [1]_____ were the words heard at Christie's auction house in May 2015 as a painting by Pablo Picasso became the world's most expensive painting ever sold at a public sale. Just another example of how Christie's, and its great rival Sotheby's, have become the world's experts in selling art to the extremely well- [2]_____.

[3]_____ was the French Revolution at the end of the 18th century that turned London into the centre of the international art trade, as Parisian collectors moved their works of art to the safer environment of [4]_____ British capital. Having just set up their own auction houses a [5]_____ years before, it was an incredible opportunity for James Christie and John Sotheby. The number of pieces of art in the city increased dramatically and [6]_____ Christie's and Sotheby's quickly established reputations [7]_____ important auctioneers, and soon dominated the London market.

Since then, the two companies have gone on to open offices in other countries and today they are the two biggest auction houses in the world. This [8]_____ created an intense rivalry as they try to achieve the status of being the world's number one. However, Christie's and Sotheby's haven't always fought each other. At the beginning of this century, it was discovered that the two companies were making a killing together by illegally controlling the prices of works of art and they [9]_____ fined £13 million.

Despite the damage that the court case did to their reputations, both houses have recovered and are now diversifying in what they sell and how they sell it. Apart from art, they now sell jewellery, watches, wine, classic cars and property, and all of it is auctioned through their websites. Both sites offer articles and videos on [10]_____ to buy and sell online at a live auction. Obviously, these are not sites for bargain hunters, but both auction houses have realised that 80% of the world's art is sold for $5,000 or less. That means that the comfortably-off can now take part in an activity that was once considered only suitable for millionaires.

3 **Read the text again and explain the importance of the dates and numbers below.**

£13 million 18th century 80% $179 million

4 4.27 **Listen to a podcast. Answer the questions. Write CBS (car boot sale) or DSM (Dover Street Market).**

Where can you ...
1 find something that most people don't use any more? _____
2 buy things that are different from the things available in most shops? _____
3 see work created by people who don't normally work in shops? _____
4 buy things that other people have used? _____
5 meet people who are looking for things to add to their own collections? _____
6 shop in an environment that is made to look like something else? _____

5 4.27 **Listen again and choose the correct answers.**

1 Alice is standing in a place where she can
  a see people parking their cars.
  b study what is going on.
  c buy a car.
2 The man is at the car boot sale because he
  a is a collector.
  b wants to buy a record player.
  c has no use for his vinyl records any more.
3 The girl has gone to the car boot sale because
  a she hopes to do as well as a friend did.
  b she bought a good desktop from the sale.
  c her friend bought a mobile phone there.
4 The Dover Street Market
  a takes place in a theatre.
  b is indoors.
  c always looks the same.
5 Both young people interviewed at Dover Street Market think
  a there are lots of bargains available.
  b it's expensive.
  c the designs on sale are nothing special.

6 **SPEAKING** **In pairs, recommend a place in your town where people can find bargains. Say where it is, when it is open and what type of things can be bought there.**

V Vocabulary Builder

Introduction

IA Word families

1 Word families are groups of words formed from a base word. Complete the chart.

Noun	Adjective	Verb	Adverb
wonder	wonderful	wonder	wonderfully
ease	easy	_____	_____
hope	_____	_____	_____
_____	lazy	_____	_____
beauty	_____	_____	_____
_____	_____	create	_____
_____	_____	please	_____
_____	sad	_____	_____
surprise	_____	_____	_____
annoy	_____	_____	_____

2 Use the chart in exercise 1 to complete the sentences with the correct form of the word.

1 Because of your laz_____, we'll never get finished in time.
2 I must say, I find your attitude a little sur_____.
3 He really does play the piano beaut_____.
4 She's far too clever. She does everything annoy_____ well.
5 We have to solve this problem fast. We need to think creat_____.
6 He never even gave me a birthday card and that sad_____ me.
7 Take two of these tablets. It'll help to eas_____ the pain.
8 They spent a very pleas_____ hour in the park walking and talking.
9 I've eaten John's cake, but hop_____ he won't notice!

IC Adjective + preposition

3 Complete the sentences with the prepositions below.

about at by from of on to with

1 My little brother is obsessed _____ football. He talks about nothing else.
2 Her unruly behaviour at school is characteristic _____ a troubled home life.
3 Your teacher is very concerned _____ your lack of progress in maths.
4 I know my car is getting old now, but I'm very attached _____ it.
5 Sarah is very emotionally detached _____ her family.
6 My grandma is very dependent _____ my parents.
7 You're very skilful _____ putting your bike back together again.
8 He was completely shocked _____ his parents' divorce.

Unit 1

1C Adjectives with positive and negative meanings

1 The pairs of adjectives below have similar meanings, but one has a positive and the other a negative association. Copy the table and write the adjectives in the correct column.

arrogant / self-assured calculating / shrewd
courageous / foolhardy pushy / enthusiastic
reserved / antisocial stingy / thrifty

Positive	Negative

2 Complete the sentences with one adjective from each pair in exercise 1.

1 Don't expect a birthday present from her – she's well-off, but so _____ with her money.
2 The new sales assistant is wonderful. She's so genuinely _____ about the products that everybody buys them.
3 I know you think you're being brave, but actually I think climbing that wall is just _____.
4 Leo's a very _____ judge of character. He knew immediately that the journalist wasn't being honest.
5 Come over and chat to the rest of the group. Don't be so _____!

1G Gradable and extreme adjectives

LEARN THIS! Rules for gradable / extreme adjectives

Gradable adjectives:

- describe qualities that can be measured in degrees, such as size, beauty, age, etc.
- can be used in comparative or superlative forms.
- are used with grading adverbs: *a bit / little, slightly, fairly, rather, very, extremely, immensely.*

Extreme adjectives:

- talk about an absolute state.
- can't be used with comparative or superlative forms.
- are used with intensifying adverbs: *absolutely, completely, utterly, totally.*

NOTE: *Pretty* and *really* can be used with both types.

3 Complete the sentences with the adjectives below.

clean cold scary small starving terrible

1 My room is always very _____. I tidy it every day.
2 I want to go home. This party is really _____!
3 I need some lunch now because I'm absolutely _____!
4 The food was good, but the portions were rather _____.
5 I don't want a lift with Anna – her driving's pretty _____.
6 It was slightly too _____ to be sitting outside in March.

V Vocabulary Builder

Unit 2

2F Crime

1 Check the meaning of the words below. Complete the newspaper article with one word in each gap.

arrested authorities convicted court drug dealer judge operation prosecutor raided sentence summing up suspicion

Carl Jones, a well-known [1]_____, has finally been [2]_____ for leading a family-run drugs [3]_____. Carl and four relatives were brought before a high-court [4]_____ to hear their [5]_____ for their part in a drug supply ring.

[6]_____ Ian Wright QC told the [7]_____ that Carl and his wife's lavish lifestyle had made them conspicuous to the [8]_____, as they still claimed state benefits. The drugs network was taken apart after police [9]_____ their houses and the couple were immediately [10]_____.

In [11]_____, the judge told the couple that driving top-of-the-range sports cars around the housing estate where they lived was bound to cause [12]_____.

2G Household chores

2 Match the groups of verbs in A with the nouns in B.

A	B
1 wash rinse dry put away	a the floor
2 set clear wipe	b the dishes
3 buy cook put away	c the clothes
4 sweep vacuum mop scrub	d the table
5 wash dry iron fold put away	e the food

3 Complete the sentences with the phrases from exercise 2.

1 I'm back from the supermarket! Max, can you take the shopping bags and _____, please?
2 Sorry! I've spilled a carton of milk in the kitchen. I'll _____ if you tell me where the cleaning things are.
3 Can you take everything out of the dryer, please? I've got to _____ now. I can't wear crumpled shirts to work!
4 I'll wash the dishes if you can _____ them and _____ them _____ in the cupboard?
5 Dinner's nearly ready. Can someone take the knives, forks and plates and _____, please?
6 I've just washed and dried the laundry and folded everything. Can you all _____, please?
7 Can you _____, please? It's a bit of a mess after dinner.

Unit 3

3C Formal versus informal language

LEARN THIS! Use of formal language

Phrasal verbs tend to be used in more informal situations. We tend to avoid them in written English, though they are not incorrect:

go away → depart *look at → review* *come up → arise*

1 Match the phrasal verbs with their formal equivalents.

1 let someone know	a represent
2 look forward to	b submit
3 put off	c inform
4 hand in	d anticipate
5 stand for	e omit
6 leave out	f postpone

2 Complete the sentences with the correct form of the words and phrases below. Say which sentence is formal or informal.

apologise inform let you know postpone put off sorry

1 _____ about breaking your vase!
2 We are writing to _____ for the late delivery of your order.
3 We regret to _____ you that the item you requested is no longer in stock.
4 Just thought I'd better _____ that we can't make your party.
5 We regret to announce that the meeting has been _____.
6 We'll have to _____ that dinner till next week.

3E American English

3 Match the American words in A with the British words in B.

1 Clothes
A bathing suit pants sneakers sweater undershirt vest
B jumper swimming costume trainers trousers vest waistcoat

2 School
A eraser hot lunch math recess teachers' lounge
B break time maths rubber school dinner staff room

3 Food
A cupcake dessert eggplant jelly takeout
B aubergine fairy cake jam pudding takeaway

V Vocabulary Builder

Unit 4

4A Holiday idioms

1 Check the meanings of the idioms below. Then complete the sentences in the correct form.

everything but the kitchen sink have a whale of a time
home from home in the middle of nowhere
just what the doctor ordered make a nice change
recharge one's batteries a short break

1 'Did you have a good holiday with your friends?' 'It was brilliant, thanks. We _____.'
2 Wow! That's a lot of luggage! It looks like you've packed _____!
3 I feel great. Our holiday was fantastic – good food, good weather. It was _____.
4 We stayed in a great apartment that was really comfortable and had everything we needed. It was a real _____.
5 I've booked a relaxing holiday in a spa hotel so that I can _____ before work starts again.
6 They're renting a cottage _____. The nearest village is 30 km away!
7 I'm not around at the end of the week. We're taking _____ and going to Paris for a few days.
8 We usually go to France on holiday, but this year we're going to Cyprus – it'll _____.

4H Word building patterns

LEARN THIS! Word building patterns

We use suffixes to form new words.

+(t)ive / ative makes an adjective from a verb, e.g. *act → active*

+(t)ion makes a noun from a verb, e.g. *pollute → pollution*

+er / or makes a noun from a verb for a person who does an activity, e.g. *write → writer*

2 Read the Learn this! box. Complete the letter with the correct form of the words below. There are two extra words.

appreciate communicate express imagine impress
organise produce promote suggest

Dear Sir or Madam,
I am writing to [1] _____ my dissatisfaction with my recent stay in your hotel.
When I arrived, my first [2] _____ of your establishment was not a good one. The queues in reception highlighted the general lack of [3] _____ in your establishment.
The events [4] _____ was late for most of the excursions and the sightseeing programme wasn't particularly [5] _____ – we didn't even leave the town!
I complained to the receptionist, but couldn't understand his explanations as he seemed to lack basic [6] _____ skills.
My [7] _____ would be that in future, you, the manager, are available to deal with problems as they arise.
Yours faithfully,

Unit 5

5E Relationship phrasal verbs

1 Copy the table and write the phrasal verbs in the correct columns.

ask someone out break off something chat someone up
fall for someone get over someone / something
go off someone go out with someone pack something in
run after someone split up (with someone)

Starting a relationship	Finishing a relationship

2 Complete the dialogue with the correct form of the phrasal verbs from exercise 1.

A Have you heard? Maddy and James have [1] _____!
B I don't believe it! But they're engaged!
A Well, they were, but she's [2] _____ the engagement.
B But why?
A I have no idea. She must have [3] _____ him all of a sudden. Why else would she [4] _____ it _____?
B But that's terrible. She can't do that! He's madly in love with her, poor guy. Remember how quickly he [5] _____ her when he first met her? He'll never [6] _____ it.

5G Adjective suffixes

3 Read the Learn this! box. Add an example of your own for each type of adjective formation.

LEARN THIS! Adjective formation

We can add suffixes to nouns and verbs to make adjectives. These are the most common. (Note there can be spelling changes.)

+ *-ful*: beauty → beautiful, _____ → _____
+ *-ive*: support → supportive, _____ → _____
+ *-al*: exception → exceptional, _____ → _____
+ *-able*: comfort → comfortable, _____ → _____
+ *-ous*: fame → famous, _____ → _____
+ *-y*: wit → witty, _____ → _____
+ *-less*: effort → effortless , _____ → _____

4 Complete the sentences with adjectives formed from the nouns in brackets.

1 I didn't mean to break it. It was entirely _____. (accident)
2 I don't know if I'll pass that exam, but I'm _____. (hope)
3 I hope the show goes well. It could be _____ (disaster).
4 I hope your meal is better than mine! Mine's really _____ (taste).
5 What's the weather like? Is it _____ (wind) or just _____ (breeze)?
6 Ask Jack. He'll do it. He's always _____ (rely) and _____ (depend).

V Vocabulary Builder

Unit 6

6A Food preparation

1 Complete the recipe with the verbs below. Use a dictionary to help you.

add beat crush melt pour stir whisk

No-bake cheesecake

[1]_____ some butter in a pan over a medium heat. Finely [2]_____ some biscuits and [3]_____ to the butter in the pan. Then put the mixture into a cake tin.

[4]_____ some cream cheese and icing sugar together until they are soft. [5]_____ the cream until it is stiff and add to the cream cheese. [6]_____ in some chopped chocolate pieces.

Then [7]_____ the mixture over the biscuit base and put in the fridge to cool.

6C Fitness idioms

2 Match the idioms below with the definitions (1–8). Use a dictionary to help you.

be fighting fit be in good / bad shape be on the mend
get back into shape go down with something
have a new lease of life look the picture of health
look / be under the weather

1 to be in poor / excellent physical condition _____
2 to feel not quite well or in low spirits _____
3 to get some exercise and become fit again _____
4 to become ill _____
5 to appear extremely well and healthy _____
6 to be recovering after an illness _____
7 to have an opportunity to live with greater enjoyment and satisfaction _____
8 to be very healthy and physically fit _____

3 Complete the sentences with idioms from exercise 2 in the correct form.

1 Hello, Mrs White. I must say, you _____! Have you been on holiday?
2 What's wrong with Tim? He's been looking a bit fed up and _____ lately.
3 I've just weighed myself and I was horrified. I'm in pretty _____, it seems.
4 Let's join the gym again. I need to _____ for the summer.
5 I've had terrible flu, but I think I _____ now, thank goodness.
6 She's shivering and she's got a temperature. She must be _____ with something.
7 My grandad had _____ after his hip operation. He was so happy he could move about again.
8 I can't wait for the 10 km race. I'm _____ and ready to go.

Unit 7

7E Nouns formed from phrasal verbs

LEARN THIS! Nouns from phrasal verbs

Compound nouns can often be formed from phrasal verbs. They are not always formed the same way:

Jen and Sam are going to break up.
Have you heard about Jen and Sam's break-up?
We passed by the park on the way home.
The town built a bypass to avoid traffic in the centre.

You often find these types of nouns in news headlines.

1 Read the Learn this! box. Make compound nouns from the phrasal verbs below. Use a dictionary to help you.

crack down cut back rip off sell out stop off
write off

1 The show was a complete _____. The tickets were gone within minutes.
2 The police are having a _____ on speeding. There are lots of police cars on the streets in the evening.
3 This flight has two _____, one in Berlin and one in Bangkok.
4 You paid £300 for those boots? What a _____!
5 I crashed my car and it turned out to be a complete _____.
6 The health service is suffering from budget _____ because of the economic climate.

7F Media headlines

LEARN THIS! Understanding headlines

1 Headlines are often incomplete sentences:
- a noun phrase with no verb or articles: *Overwhelming response from public voters*
- a string of nouns: *Pension pay committee*
- verbs in simple tenses and no auxiliary verbs: *Missing brother reappears*
- infinitive refers to future: *Mayor to open mall*

2 Some words are particularly used in 'newspaper language' that are not used in everyday speech, e.g.
*Minister **vows** to improve services* = promises
*Doctors **in bid** to ban smoking* = attempt

2 Read the Learn this! box. Match the underlined words in the headlines with their definitions.

be in charge of criticise cut promise request resign

1 **Bank of England slams new rules on bankers' pay**
2 Council to axe rural bus services
3 PRIME MINISTER TO HEAD CLIMATE SUMMIT
4 **Desperate plea for blood donors**
5 FOOTBALL STAR TO QUIT AT END OF SEASON
6 PRESIDENT PLEDGES MONEY FOR HOSPITALS

V Vocabulary Builder

Unit 8

8A British politics

1 Complete the text with the correct form of the words below. Use a dictionary to help you.

candidate coalition constituency general election hung parliament majority member of parliament prime minister proportional representation vote (n)

BRITISH ELECTORAL SYSTEM

How often do elections take place?

[1] _____ in Britain take place at least every five years.

How is voting in Britain organised?

The country is divided up into [2] _____. In each of these areas, various people offer themselves as [3] _____ to represent a particular political party while others stand independently. Each candidate hopes to become the [4] _____ for that constituency.

How are the votes for each party counted?

The British system is not [5] _____, where the total number for each party is taken into account. Instead, it's called 'first past the post', where the winner in each constituency is elected and all the other [6] _____ count for nothing. If a party wins a [7] _____ of seats in parliament, they form a government and their leader becomes [8] _____.

What happens if no party gets a clear majority?

If no party has a majority, then it is a [9] _____, and two parties may agree to form a [10] _____. But this is uncommon in a 'first past the post' system.

8C Prefixes

2 Complete the sentences with the correct prefixes.

anti- ex- inter- mis- over- pre- re- under- up-

1 At the airport, we were _____graded to first class because it was our honeymoon.
2 Your homework is unreadable. You'll need to _____write it.
3 There were _____government demonstrations outside the House of Commons yesterday by people protesting about tax rises.
4 Twenty countries attended the _____national conference on global warming in Geneva.
5 Look at the bill. We didn't have that much. We've been _____charged.
6 I won't speak French because I'm scared that I'll _____pronounce all the words.
7 At the museum, we saw dinosaur bones from _____historic times.
8 The _____ president of the company appeared at the ceremony.
9 Don't _____ estimate me. I'm capable of a lot more than you think.

Unit 9

9A Phrasal verbs with *up* and *down*

1 Match the verbs with the definitions.

back someone up bring something up calm down cut down (on) something put someone down put something down to put up with someone set something up speak up turn down

1 tolerate
2 initiate, start
3 talk louder
4 reduce
5 support someone
6 relax
7 attribute
8 mention
9 refuse something
10 criticise

2 Complete the sentences with the correct form of the phrasal verbs from exercise 1.

1 I can't believe that you didn't _____ me _____ in my argument with Jamie. I thought you were on my side.
2 Remember to _____ the salary issue _____ in the meeting.
3 You'll need a loan from the bank if you want to _____ your own business _____.
4 I can't hear what you're saying. Can you _____ a bit?
5 I don't know how you _____ him. He's so annoying!
6 Stop eating so many biscuits! I think you should _____ on the amount of sugar you eat.
7 Don't get overexcited. You have to _____ or you won't perform your best.
8 I _____ his success _____ a lot of hard work, and being in the right place at the right time.
9 Stop _____ me _____ in front of my friends! It's really mean of you.
10 Why did he _____ the job _____? It was a really good offer.

9H Synonyms

3 Match the words and phrases (1–8) with their synonyms below.

allow believe criticise get better have to be rude sort out try

1 have faith in
2 permit
3 attempt to
4 find fault
5 offend
6 be obliged to
7 solve
8 recover

4 Rewrite the sentences more formally. Use the words in brackets and words and phrases from exercise 3.

1 I don't believe the government can solve the issue. (ability to)
2 They don't allow people to smoke in here. (smoking / not)
3 I don't want to criticise your business. (wish / with / establishment)
4 Hopefully you'll get better soon. (hope / in the near future)
5 You have to answer that question. (respond to)
6 He was rude to me on purpose. (deliberately)

G Grammar Builder and Reference

Introduction

I.1 Present simple and present continuous

Present simple

We use the present simple

- for habits and routines.
  I always go to bed at 10 o'clock.
- for permanent situations and facts.
  He lives in Leicester.
- for timetabled and scheduled events.
  The concert starts at 8 p.m. on Saturday.
- in future time clauses after *when, as soon as, after,* etc. or *(the) next time.*
  We'll have some coffee as soon as Victor arrives.

Present continuous

We use the present continuous

- for something happening now or about now.
  He's studying English at university.
- with *always* to describe annoying behaviour.
  My mum's always telling me to clean my room.
- for things we have already agreed to do, usually with somebody else (arrangements).
  I'm playing football on Saturday afternoon.

1 Choose the correct verbs to complete the sentences.

1 'Have you got any plans for this evening?' 'I ___ with Vicky.'
  a 'm going out **b** go out
2 My flight ___ at five, so we need to be at the airport a good two hours before that.
  a 's leaving **b** leaves
3 Jack ___ basketball every week.
  a isn't playing **b** doesn't play
4 It seems that the Earth's climate ___ hotter.
  a is getting **b** gets
5 You ___ where you've put your keys!
  a always forget **b** are always forgetting
6 Our English teacher ___ from Manchester.
  a is coming **b** comes
7 I'll see you after the lesson ___.
  a finishes **b** is finishing

I.2 *going to* and *will*

going to

We use *going to*

- for things we have already decided to do (intentions).
  I'm going to visit my grandparents at the weekend.
- to make predictions based on present evidence.
  Look at those clouds. It's going to rain.

will

We use *will*

- for things we decide to do as we are speaking (instant decisions, offers, promises).
  That's the phone ringing. I'll answer it.
  'This bag is very heavy.' 'I'll carry it.'
  I'll ring you as soon as I get to London.
- to make factual statements about the future, and to make predictions.
  The sun will rise at 6:47 tomorrow morning.
  Do you think you'll finish your homework before midnight?

1 Complete the sentences. Use *will* or *going to* and the verb in brackets.

1 Bye! I _____ (see) you tomorrow.
2 'Have you got any plans for this evening?' 'I _____ (meet) Vicky.'
3 Look! That car's going too fast. It _____ (crash).
4 I'm going to town later so I _____ (give) you a lift.
5 The forecast said that tomorrow's weather _____ (be) cold and wet.
6 _____ (you / see) James this evening?
7 Careful – your phone's _____ (fall) out of your bag!
8 You should come to the concert – you _____ (have) a great evening.
9 Can I borrow your pen? I _____ (not forget) to give it back.
10 Thanks for your help. I _____ (do) the same for you one day!

I.3 Past tenses

Past simple and past continuous

- We use the past simple
  a for an action or event at a definite point in the past.
  We played volleyball last Saturday.
  He joined the team at the age of sixteen.
  b for actions or events that happened one after another.
  I passed the ball to him and he scored.
  She got up, had a shower, got dressed and left the house.
  c with certain verbs that are not used in continuous tenses: for example, *believe, hate, know, like, love, need, prefer, want.*
  I believed his story. (NOT ~~I was believing his story.~~)
- We use the past continuous for a description of a scene in the past.
  It was raining. Some children were playing rugby.
- We often use the past continuous and the past simple in the same sentence. The past continuous describes a background action or event; the past simple describes a shorter action or event that interrupted it.
  I was having breakfast when the phone rang.
  My friends were watching TV when I arrived.
- We can use the past simple or the past continuous with *when, as* and *while.*
  What were you thinking as you walked down the street?
  What were you thinking as you were walking down the street?
- We often use *as* with the past simple for two short actions that happened at the same time.
  As I left the room I tripped over the cat.

G Grammar Builder and Reference

Past perfect

We use the past perfect simple for an action that happened before a specific time in the past.

After I had washed up, I watched TV.

1 Complete the sentences. Use the past simple or past continuous of the verbs in brackets. Sometimes both tenses are possible.

1 The sun _____ (shine) and the birds _____ (sing) when I _____ (leave) the house.
2 The moment I _____ (see) him, I _____ (realise) I'd met him before.
3 What _____ you _____ (do) when Joe _____ (call) you?
4 While we _____ (wait) for you, it _____ (start) to rain.
5 She _____ (walk) into the room, _____ (sit down) and _____ (start) to read the paper.
6 At the time of the earthquake, I _____ (live) in Tokyo. I _____ (move) back to the UK shortly afterwards.
7 Harry _____ (play) a lot of football while he _____ (live) in Oxford.
8 As I _____ (leave) the house the sun _____ (come out).

2 Complete the sentences. Use the correct past perfect simple form of the verbs in brackets.

1 He was in debt because he _____ (not be) careful with his money.
2 She was never short of money because she _____ (always keep) some back for a rainy day.
3 I didn't know where she was because she _____ (not tell) me where she was going.
4 They _____ (be) comfortably off before the stock market crash.
5 _____ you ever _____ (visit) Germany before you started to learn German?
6 She was late for work because she _____ (get up) late.
7 If I _____ (know) you were a vegetarian, I wouldn't have cooked meat!

1.4 Present perfect simple and present perfect continuous

Present perfect simple

We use the present perfect

- for recent events, particularly when giving news.
  Have you heard? The president has (just) resigned.
- for an action that happened at some unspecified time in the past. (If we specify the time, we use the past simple.)
  Have you (ever) seen a koala?
  I've been to New York.
- with state verbs, to say how long a situation has existed. (We use *for, since* or *how long*.)
  I've known Eva for years.
  She's lived here since 2001.
- for recent events that have a result in the present.
  I've (already) bought the tickets. We can go inside.
  I can't go out; I haven't done my homework (yet).

Present perfect continuous

We use the present perfect continuous

- for actions that have been happening recently and repeatedly.
  We've been playing a new computer game recently.
  I've been working hard this term.
- to say how long an action has been in progress. (We use *for, since* or *how long*.)
  Jake has been watching TV for three hours.
- to explain a current situation in terms of recent events.
  I'm tired because I've (just) been playing tennis.

Present perfect simple and present perfect continuous

- We use the present perfect simple to emphasise that an action is complete. Compare:
  I've been reading 'The Hobbit'. (I'm half way through.)
  I've read 'The Hobbit'. (It was great!)
- If we specify an exact number of occasions, we cannot use the continuous form.
  We've been arguing a lot.
  We've argued twice this week.
  (NOT ~~We've been arguing twice this week.~~)
- We can use the simple or continuous form with *just* and *already*. However, we do not use the continuous form with *yet*.
  I've just spoken to Jack. / I've just been speaking to Jack.
  I've already worn it. / I've already been wearing it.
  Has he packed yet? (NOT ~~Has he been packing yet?~~)

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1 Complete the sentences with the present perfect simple or present perfect continuous form of the verbs in brackets.

1 I _____ (search) for hours but I _____ (not find) my phone yet.
2 I _____ (visit) the USA a few times but I _____ (never see) a baseball game.
3 _____ (you / see) my watch? I _____ (look) for it since this morning.
4 I _____ (just / talk) to Abby on the phone. Do you want a quick word with her?
5 I've _____ (eat) all morning. I'm so full!
6 '_____ (you / see) Martha?' 'Yes. She _____ (work) in the library. You can go along and see her.'
7 I'm tired because I _____ (play) three tennis matches today.
8 We _____ (watch) *Twilight*. Do you want to see the end with us?
9 Fantastic! England _____ (win) the world championship!
10 _____ you ever _____ (take) part in a sports competition?

1.5 State verbs and dynamic verbs

Dynamic verbs describe actions and can be used in simple or continuous tenses. Compare:

Dad makes dinner every Friday. (= regularly)
Dad can't come to the phone; he's making dinner. (= now)
Jake has watched TV every night this week. (= recently and repeatedly)
This evening, he's been watching TV for three hours. (= action in progress for a specific period of time)

State verbs describe states, not actions. They are often connected with abstract ideas:

- **emotion:** *care, envy, fear, hate, like, love, mind, prefer, want*, etc.
- **possession:** *belong, own, possess*, etc.
- **thought:** *agree, believe, disagree, doubt, know, mean, recognise, understand*, etc.
- **others:** *contain, cost, depend, fit, matter, need, seem, weigh*, etc.

State verbs cannot be used in continuous tenses.

I hate cheese. I hate this song. (NOT ~~I'm hating ...~~)
I've known Eva for years.
(NOT ~~I've been knowing ...~~)
I've never understood baseball.
(NOT ~~I've never been understanding ...~~)

Some verbs can be state or dynamic depending on the meaning. Only the dynamic sense can be used in continuous tenses.

	Dynamic verb	State verb
think	I'm thinking about work.	I think she's at work.
feel	I'm not feeling confident.	He feels I'm selfish.
have	He's having a shower / a piano lesson / lunch.	She has three cats.
look	What are you looking at?	He looks very calm.
see	I'm seeing Dan later.	I see what you mean.
smell	Why are you smelling that sandwich?	Does the sandwich smell all right?
taste	She's tasting the soup.	The soup tastes great!
appear	He's been appearing on stage in London.	She appears to be quite assertive.

1 Complete the sentences with the correct form of the verbs in brackets.

1 'Stop it! You _____ (behave) selfishly.'
'Why? I _____ (not understand) what you _____ (mean).'
2 'Why _____ (you / laugh) at my T-shirt?'
'Because it _____ (not fit) you!'
3 'This bag that I _____ (carry) weighs a tonne!'
'I _____ (know). It _____ (contain) all my books.'
4 '_____ (you / like) this play?'
'Not really, but it _____ (not matter). I _____ (not mind) staying until the end.'
5 'We _____ (need) to go home. It's midnight!'
'I _____ (not care). I _____ (enjoy) myself!'

2 Complete the sentences with the correct form of the verbs below. Use each verb twice, once in a simple and once in a continuous form.

have look see think

1 I noticed that a man _____ at our car.
2 My great-grandfather _____ a clothes shop in London in the 1950s.
3 I _____ the doctor tomorrow about my cough.
4 I missed my stop because I _____ about dinner.
5 When we arrived, the teachers _____ a meeting.
6 It's raining, but I _____ it will stop soon.
7 I _____ that you've been eating my crisps!
8 That game _____ fun. Can I have a go?

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Unit 1

1.1 Past perfect simple and past perfect continuous

Past perfect simple

We use the past perfect simple

- for a completed action that happened before a specific time in the past.
  After I had showered, I had my breakfast.
- with state verbs (*know, be, like*, etc.) and *for* or *since* to say how long an action had been in progress.
  We'd only been at the beach for a few minutes when it started raining.

Past perfect continuous

We use the past perfect continuous

- for longer actions or situations before a specific time in the past.
  They had been living in the same apartment for twelve years.
- to show the cause of something in the past.
  He was exhausted. He had been running.
- with action verbs and *for* or *since* to say how long an action had been in progress.
  They'd been playing football for half an hour before anyone scored a goal.

1 Choose the correct tense.

1 I **had tried** / **had been trying** to get tickets for the show for weeks when they sold out.
2 She **had finished** / **had been finishing** her homework by dinner time.
3 I **had been knowing** / **had known** the truth for days.
4 He was tired because **he'd been playing** / **he'd played** basketball all afternoon.
5 Pam **had liked** / **had been liking** horses since she was a child.
6 They **were watching** / **had watched** TV when the telephone rang.

2 Complete the sentences with the verbs below. Use the past perfect simple or the past perfect continuous.

not eat have learn put up sleep think wait

1 He _____ for eight hours and still wasn't awake when I called.
2 She was hungry because she _____ since breakfast.
3 I _____ for half an hour outside the cinema before my friends arrived.
4 They _____ Spanish for five years before they visited Mexico.
5 I _____ Lee was at home but he was already in town.
6 By the age of 30, she _____ five different jobs.
7 We all went to sleep after we _____ the tent.

1.2 *used to* and *would*

- We use *used to* or *would* to describe habits and situations in the past that are now finished.
  When he was young, he used to live in France.
  When I lived in the city, I'd go jogging in the park every morning.
  I didn't use to enjoy tennis, but I do now.
  Did there use to be a bookshop in the centre of town?
- We do not use *used to* or *would* when we say how long a situation or habit in the past continued; we use the past simple.
  He cycled to school for three years.
- We can't use *would* with state verbs. We use *used to*.
  My mum used to be a nurse.
  (NOT ~~My mum would be a nurse.~~)
- We do not usually use *would* with questions and negatives; we use *used to*.
- The structures *never used to* and *would never* are common negative forms.
  I never used to like curry.
  She would never come swimming with us.

1 Complete the sentences with *used to* or *would*. Sometimes more than one answer is possible.

1 They _____ (live) in London but they moved to Paris.
2 He was a bad student and _____ (forget) to do his homework.
3 I never _____ (enjoy) baseball but now I'm a huge fan.
4 He _____ (want) to be a vet but he's changed his mind.
5 They _____ (go) on holiday twice a year but they can't afford to nowadays.
6 Our old flat was near a park and we _____ (play) there at weekends.
7 My older brother _____ (have) a moustache but he shaved it off.
8 Can you believe that years ago, people _____ (not / own) smartphones!

1.3 Position and order of adjectives

- We can use most adjectives before a noun or after a linking verb (*be, become, feel, get, look, seem, smell, sound, taste*, etc.).
  He's an excellent cook! His cooking is delicious.
- When we use more than one adjective to describe a noun, we use this order:

opinion	size	age	colour	origin	noun
an interesting	small	old	silver	Roman	coin

- There are some adjectives (e.g. *alone, afraid, alive, annoyed, asleep, glad*) that we do not usually put before a noun. We can use them after a linking verb or use another adjective with a similar meaning.
  He lived a lonely life without many friends.
  ~~He lived an alone life without many friends.~~ ✗

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1 Write the adjectives in the correct order.

1 This café serves some (Spanish, tasty) _____ _____ dishes.
2 He used to own a (big, scary, black) _____ _____ _____ dog.
3 Have you seen that (new, Mexican, funny) _____ _____ _____ film yet?
4 We watched as a (silver, huge) _____ _____ moon rose in the sky.
5 The woman was holding a (tiny, young) _____ _____ baby.
6 Who owns that (red, French, new) _____ _____ _____ car over there?

2 Choose the correct adjective to complete the sentences.

1 My grandmother lives on her own but she's not **a lonely / an alone** person.
2 Have you heard the expression 'let **asleep / sleeping** dogs lie'?
3 The main character in this book is an **annoyed / angry** man at the beginning.
4 Sadly, her only **living / alive** relatives live in Australia.
5 They were **glad / happy** parents when their son got home safely.
6 Someone ought to help that **frightened / afraid** child.

Unit 2

2.1 Comparative structures

- Comparative and superlative adjectives are formed with *-er* and *-est* or *more / most* and *less / least*, unless they are irregular.

(regular)	difficult	more difficult	most difficult
	hot	hotter	hottest
(irregular)	good	better	best
	far	further	furthest

- Comparative and superlative adverbs are usually formed with *more* and *most*, unless they are irregular.

(regular)	slowly	more slowly	most slowly
(irregular)	badly	worse	worst
	well	better	best

- A few comparative and superlative adverbs are formed with *-er* and *-est*, like adjectives: *early, fast, hard, late, near, soon.*
  I arrived a lot later than I realised.
  Who gets up the earliest in your family?
- Some determiners also have comparative and superlative forms.
  few fewer fewest
  little less least
  much / many more most

2.2 Qualifying comparatives

- We can use (*so*) *much* or *far* to make the meaning of a comparative form more extreme.
  It's far hotter than I expected.
  He eats so much more healthily than he used to.
- We use *even* to express surprise.
  I'm tall, but you're even taller!
- We can use *a little, slightly, a bit, a lot*, or *no* to modify a comparison.
  It's a bit colder than I expected.
  They played no worse than last time.
- We can modify a comparison with *as ... as* by using *just, almost, nearly, nowhere near*, or *nothing like.*
  He's just as competitive as his sister.
  Silver is nowhere near as expensive as gold.
- We can talk about a gradual change by repeating a comparative form.
  It's getting harder and harder to save money.
- We can use this comparative structure to show that two things change because they are connected.
  The more I exercise, the fitter I get.
- Comparisons often have a clause after *than*.
  Flying to Australia is quicker than it used to be.

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1 Choose the correct answer to complete the sentences.

1 The **older / oldest** he gets, the richer he becomes.
2 I'm more energetic **than / as** I used to be.
3 We're going to be late – could you walk a bit **more fast / faster**?
4 The film was **less / least** interesting than I thought it would be.
5 The **more / less** we talk, the longer the homework will take.
6 His bag is heavy but hers is even **heavier / heaviest**!
7 My new tablet isn't as big **than / as** yours.

2 Choose the correct word or phrase to complete the sentences. Use each word or phrase once.

almost a lot more even not quite
nowhere near slightly

1 Riding a horse is _____ difficult than riding a bicycle.
2 Italy is _____ as big as China.
3 I'm _____ younger than my twin sister – by a few minutes!
4 Let's buy this magazine – it's _____ as expensive as that one so we'll save a little money.
5 I'm quite short but my mum's _____ shorter!
6 It's _____ as hot as it was yesterday – it's just a few degrees cooler.

2.3 Infinitive and *-ing* forms

When we put two verbs together, the second verb is usually in the infinitive or *-ing* form. Sometimes it is an infinitive with *to* or a past participle. Which pattern we use depends on the first verb.

verb + infinitive with *to*

agree, arrange, ask, beg, dare, decide, expect, fail, happen, hope, manage, mean, offer, prepare, pretend, promise, refuse, seem, want, wish, would like, would prefer and *help* (can also be infinitive without *to*)

verb + *-ing* form

admit, advise, avoid, can't bear, can't help, can't stand, carry on, consider, delay, dislike, deny, enjoy, envisage, fancy, feel like, finish, give up, have difficulty, like, imagine, intend, it's no good, it's not worth, justify, keep (on), *mind, miss, postpone, practise, propose, put off, recollect, recommend, risk, spend* (time), *stop, suggest*

- Some verbs can be followed by an *-ing* form or an infinitive with little or no change in meaning: *begin, continue, hate, intend, like, love, prefer, start.*
- A few verbs (*forget, go on, regret, remember, stop, try*) change their meaning depending on whether they are followed by an infinitive or an *-ing* form.
  I won't forget meeting you. / I forgot to buy any lunch.
  She went on walking. / She went on to become a doctor.
  We regret to inform you that you didn't pass the exam. / I regret asking for her advice.
  I remember returning the book. / Please remember to return the book.
  She stopped walking. / She stopped to buy a drink.
  He tried phoning his friend, but he didn't answer. / He tried to phone his friend, but there was no signal.
- The verbs *see, hear, watch* and *feel* can be followed by object + infinitive without *to* to talk about a completed action, or object + *-ing* form to talk about an action in progress.
  I saw her open the door and go inside.
  I saw her talking to her neighbour.

verb + object + *to* infinitive

allow, ask, command, dare, enable, encourage, expect, forbid, force, get, inspire, invite, order, permit, persuade, remind, request, teach, tell, trust, urge, warn, want, wish, would like, would prefer

verb + object + infinitive without *to*

have, make, let, help (can also be infinitive with *to*)

verb + object + past participle

get, have, need, want

- We can use *-ing* forms as the subject or object of a verb.
- We can use an infinitive without *to* after *would rather, would sooner, had better* (*not*) and *why* (*not*).

1 Complete the sentences with the correct form of the verbs in brackets.

1 We saw him _____ (open) the box and _____ (take) out a camera.
2 My school doesn't allow _____ (eat) in the classrooms.
3 I'm sure Greg didn't mean _____ (upset) anyone.
4 I heard him slowly _____ (walk) down the stairs towards the front door.
5 I can't remember _____ (lock) my bike but I'm sure I did!
6 Could you please stop _____ (shout)? – I'm trying _____ (read) my book.
7 _____ (smoke) isn't as common as it was in the past.
8 We could feel the fire _____ (get) hotter and hotter as the flames got bigger.

2 Choose the best verb form to complete the sentences.

1 We're going into town – why not __ with us?
  a coming **b** to come **c** come
2 Catching the plane means __ home early tomorrow.
  a to leave **b** leave **c** leaving
3 He'd sooner __ football than watch it on TV.
  a play **b** playing **c** to play
4 She tried __ the vase but the shelf was too high.
  a reaching **b** to reach **c** reach
5 __ a gym is more expensive than running in the park.
  a Join **b** Joining **c** To join
6 You'd better __ your teacher to explain this again.
  a to ask **b** ask **c** asking
7 Would you rather __ the bathroom or do the washing-up?
  a clean **b** cleaning **c** to clean

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2.4 Preposition + noun phrases

A prepositional phrase is made up of a preposition and a noun phrase.

at	(not) at all at last at the moment
for	for a while for good for now for one thing
in	in control in doubt in effect in vain
on	on condition that on second thoughts on the whole
under	under arrest under control under the impression

1 Complete the phrases with the correct preposition.

1 I was going to have a shower, but _____ second thoughts, I'll wait until later.
2 He hasn't bought any new clothes _____ a while.
3 Jenny's been training for months and _____ last she's ready to run a marathon.
4 Were you _____ the impression that the test is next week?
5 I'm not sure about walking into town. _____ one thing, it's pretty cold outside.
6 Despite some delays, _____ the whole we had a good journey.
7 He tried _____ vain to open the window but it was completely stuck.
8 It seems his decision to go to university is now _____ doubt.

2.5 Question tags

- We use question tags to turn a statement into a question. We usually add negative question tags to affirmative statements and affirmative question tags to negative statements.
  It's hot today, isn't it?
  You don't need a lift to school, do you?
- With affirmative sentences which have a negative meaning because they include a word like *never*, *nobody* or *nothing*, we add an affirmative question tag.
  I've had nothing for breakfast, have I?
  She never says 'thank you', does she?
- If the sentence includes a modal verb (*can*, *might*, *should*, *will*, etc.), we use it in the question tag.
  She can't sing, can she?
  It won't hurt, will it?
- If the sentence includes an auxiliary verb (*is / are*, *have*, *had*, etc.) we use it in the question tag.
  They're leaving, aren't they?
  You haven't told her, have you?
- If the sentence includes a simple, finite verb form, we use *do* (or *did*) in the question tag.
  This phone belongs to you, doesn't it?
  You went home last night, didn't you?
- Note these special cases:
  Be careful, won't you?
  Don't laugh, will you?
  Let's be friends, shall we?
  There aren't any questions, are there?
  Everyone's ready, aren't they?
  Nobody wants to give up, do they?
  Everything works, doesn't it?
  Nothing matters now, does it?
- We use a rising intonation on the question tag when we need or expect an answer.
  It isn't my turn, is it? (I think it might be.)
- We use a falling intonation on the question tag when we do not need or expect an answer.
  Of course I'll help you. You're my best friend, aren't you? (We both know that.)

1 Complete the sentences with suitable question tags.

1 Nothing's ever as simple as it seems, _____?
2 It's rained a lot recently, _____?
3 Don't spend too much money, _____?
4 Nobody knows what you're thinking, _____?
5 You haven't been listening to me, _____?
6 Everything changed after he retired, _____?
7 Let's start at the beginning, _____?
8 Leave your bags by the door, _____?
9 Your parents used to live there, _____?
10 You're going to invite me, _____?

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Unit 3

3.1 Advice, obligation and necessity

should* and *ought to

We use *should* and *ought to* to give advice.

He should ask his friends to help him.

must* and *have to

We use *must* and *have to* to express obligation or to give strong advice.

We have to finish the homework by tomorrow.

You must be at the station at 8.30.

mustn't

We use *mustn't* to say that something is not allowed or to give strong negative advice.

We mustn't take food into the library.

You mustn't miss that film; it's brilliant!

don't have to, don't need to, needn't

We use *don't have to, don't need to* and *needn't* to express lack of obligation or necessity.

You don't need to pick me up. I'll get the bus.

be supposed to

We use *be supposed to* to talk about rules and about things that people believe or expect to happen or be true.

You're not supposed to wear your shoes in the house.

It's supposed to snow tonight.

3.2 Possibility, probability and certainty

may, might* and *could

We use *may, might* or *could* for speculating about possible future events.

Look at the sky – it might rain later.

should

We use *should* to say that something is likely to happen, in our opinion.

Our team should win their next match.

must

We use *must* for talking about things which we can deduce are definitely true.

She must be at home. She left school hours ago.

can't

We use *can't* for talking about things which we can deduce are impossible.

He can't be tired. He had eight hours' sleep.

be able to

We use *be able to* to talk about possibility in the future.

I'm sure you'll be able to change that shirt if it doesn't fit.

can* and *could

We use *can* and *could* to talk about general truths and strong possibilities.

Travelling around Europe can be quite expensive.

The café could be closed by now.

We can use a number of other structures to express possibility, probability and certainty.

The score is 4–0 with two minutes to go. They're bound to win. (*bound to* = certain to)

Chances are that we won't complete the project on time. (*chances are (that)* = possible that)

Is it likely to rain tomorrow? (*likely to* = it's probable that it will)

1 Complete the sentences with the verbs below. Use each verb once.

must mustn't needn't should shouldn't are supposed to

1 You _____ bring suncream to the beach – you can borrow mine.
2 We _____ forget to invite your brother to the party. He'll be upset if we do.
3 Laila _____ be wearing a coat. It's freezing outside!
4 All the students at my school _____ wear a uniform – it's one of the rules.
5 I think we _____ take our shoes off before we go into the temple; no one else is wearing theirs.
6 You _____ really eat fruit and vegetables unless you've washed them first.

2 Choose the best verb form to complete the sentences.

1 That boy ___ be Luke – he's got blonde hair and Luke's is dark.
a must **b** can't **c** might
2 The weather ___ be hot on our holiday; I can't wait.
a should **b** 's able to be **c** can
3 I ___ help you after I've finished eating lunch.
a couldn't **b** should **c** 'll be able to
4 Be careful – some Indian dishes ___ be very hot!
a shouldn't **b** can **c** can't
5 You ___ be delighted to have won first prize!
a must **b** might **c** could
6 I'd better answer my phone – it ___ be my dad calling.
a can't **b** could **c** should
7 I'm not sure, but it ___ be busy in town because the sales are on.
a might **b** can **c** must

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3.3 Modals in the past

may, might* and *could have

- We use *may, might* or *could have* for speculating about the past.
  Maria isn't here; she could have gone to the shops.
- We can also use the negative forms *may not* and *might not* (*have*). However, we cannot use the negative form *couldn't have* in this sense.
  I've sent her a postcard, but it may not / might not arrive.
  (NOT ~~I've sent her a postcard, but it could not arrive.~~)

should have* and *ought to have

We can use *should / shouldn't have* or *ought (not) to have* to talk about what the right or wrong way to behave in the past was.
He shouldn't have spoken to us like that.

might have* and *could have

We sometimes use *might have* or *could have* to tell somebody what they should have done. It is usually an exclamation. However, we cannot use *may have* or negative forms in this sense.
Honestly! You might / could have warned me that we had to bring a present!
(NOT ~~You may have ...~~)

must have* and *can't / couldn't have

We use *must have* and *can't / couldn't have* to make logical deductions about the past.
We must have taken a wrong turn; now we're completely lost.
You can't / couldn't have read the map properly.

should have* and *was supposed to

We use *should have* and *was supposed to* to talk about things we expect to have happened.
He should have been here by now.
It was supposed to be hot yesterday.

needn't have* and *didn't need to

- We use *needn't have* to say an action that took place was unnecessary.
  You needn't have phoned. I was on my way over.
- We use *didn't need to* to say an action was unnecessary, whether it took place or not.
  Joe didn't need to buy any coffee. There was plenty in the cupboard. (But Joe did buy coffee.)

1 Choose the correct ending, a or b.

1 Pete isn't here. He
  a can't have got my email.
  b might have got my email.
2 My parents aren't very happy. I
  a was supposed to have lied to them.
  b shouldn't have lied to them.
3 Is your cousin driving into town? She
  a must have offered us a lift!
  b could have offered us a lift!
4 The concert hasn't started yet. We
  a needn't have rushed to get here.
  b might not have rushed to get here.
5 We haven't seen Zoe recently. She
  a must have gone on holiday.
  b ought to have gone on holiday.
6 I already had some stamps so I
  a may not have bought any.
  b didn't need to buy any.
7 If you sent her a text earlier, she
  a should have read it by now.
  b didn't need to read it by now.
8 Why's the café closed? It
  a was supposed to have opened by now.
  b needn't have opened by now.

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Unit 4

4.1 Future continuous, future perfect simple and future perfect continuous

Future continuous

We use the future continuous

- to talk about an action that will be in progress at a specific point in the future.
  At three o'clock tomorrow afternoon, I'll be travelling to London.
- to make polite enquiries. Using the future continuous instead of the future simple to ask about somebody's plans makes questions sound more polite and less direct.
  Can you tell me when he'll be arriving?

Future perfect simple

We use the future perfect simple to talk about an action or event completed by a specific point in the future.
By the time we get there, the guests will have already arrived.

Future perfect continuous

We normally use the future perfect continuous to say how long an action or event will have been in progress at a specific point in the future.
By the end of this month, I'll have been living in this house for ten years.

We can use the future perfect continuous and the future perfect simple to make predictions about the present.
By midnight, they'll have been travelling for six hours. By midday tomorrow, their plan will have landed.

1 Complete the sentences with the verbs in the future continuous, future perfect simple, or future perfect continuous.

catch learn leave live save travel wait

1 By this time next month, I _____ English for five years.
2 At midday tomorrow, we _____ the coach to Brussels.
3 Perhaps in ten years' time, people _____ to Mars.
4 He _____ enough money by Christmas to buy lots of presents.
5 When I'm eighteen, I _____ in this town for most of my life and I'm not likely to leave soon.
6 I think everyone _____ by the time we get to the club.
7 Next week all the students _____ to get their exam results.

2 Write sentences about what the students will be doing or will have done. Use the prompts and the future continuous, future perfect simple, or future perfect continuous.

SUNDAY 7TH
- 8–9 a.m.: breakfast
- 10 a.m.: bus to beach
- 3 p.m.: back to campsite – free evening

MONDAY 8TH
- 9.30–midday: walking tour of Rome
- 2 p.m.: train to Venice
- 6.30 p.m.: arrive hostel

8.30 a.m. / Sunday / eat
At 8.30 a.m. on Sunday they'll be eating breakfast.
1 9 a.m. / Sunday / finish
2 10 a.m. / Sunday / wait
3 11.30 a.m. / Monday / walk / two hours
4 1 p.m. / Monday / leave / Rome
5 2 p.m. / Monday / travel / train / Venice
6 6.30 p.m. / Monday / arrive / hostel

4.2 Future time clauses

- We use present tenses instead of *will* or *going to* in future time clauses after time conjunctions such as *after, as soon as, by the time, immediately, in case, once, on condition that, the minute, the moment, until* and *when*.
  I'll phone you as soon as we reach the hotel.
  I'll take an umbrella in case it rains.
  He'll let me know the minute he hears any news.
- We usually use the present perfect (not the future perfect) for actions that are complete in the future after future time clauses.
  We'll ring you as soon as we've got to the festival.
- We use the present continuous (not the future continuous) for actions in progress in the future after future time clauses.
  I'll ring you back when I'm sitting on the train.

1 Choose the correct tense to complete the sentences.

1 I'll email you as soon as **I'll have got** / **I've got** home.
2 He wants to go for a swim immediately **he'll get** / **he gets** to the beach.
3 We'll think of you when **we're skiing** / **we'll be skiing** in Switzerland next week!
4 You can't have an ice cream until **you're finishing** / **you finish** your lunch!
5 They should study this lesson in case **it'll be** / **it's** in the test.
6 After **we'll have tidied** / **we've tidied** our room, let's go to the park.
7 Don't forget to phone your cousin when **you have** / **you're going to have** time.

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

1 I'll call you later when I _____ (walk) to the bus stop.
2 By the time you _____ (get) her postcard she'll probably be back home!
3 We should save some food in case we _____ (feel) hungry later.
4 As soon as he _____ (find) his jacket, he'll meet us outside.
5 You are welcome to take photos while you _____ (visit) the museum.
6 Olga can go out tonight on condition that she _____ (take) the dog for a walk first.
7 Once the sun _____ (go) down, it will feel very cold.

4.3 First conditional sentences

We use the first conditional to talk about the future, with any present tense in the *if* clause and any future form or imperative in the other clause.

If the tickets are cheap, I'll buy one for you.
If you start your homework now, you'll have finished by dinner time.
If you're not going to the park, I'm not going either.
If we haven't phoned you in an hour, leave without us.

1 Choose the correct verb forms.

1 If it's stopped raining by 6 o'clock, I ___ for a run.
  a go **b** am going **c** have gone
2 If the film's any good, I ___ you know.
  a will let **b** am letting **c** let
3 If they set out early this morning, they ___ the coast by lunchtime.
  a reach **b** will have reached **c** are reaching
4 If you can't get sausages, ___ some burgers instead.
  a you'll buy **b** you're buying **c** buy
5 If he can't find his wallet, he ___ phone the police.
  a has to **b** will have to **c** is having to
6 If we haven't got enough money, we ___ some.
  a are borrowing **b** have borrowed **c** will borrow
7 If you're seeing Will later, please ___ hello from me.
  a say **b** you'll say **c** you'll have said

4.4 Adverbs and adverbial phrases

- Some adverbs have the same form as the adjective: *early, weekly, monthly, yearly*, etc.
  We do a weekly shop in town.
  Is this magazine published weekly?
- Other adjectives ending in *-ly* do not have an adverbial form: *friendly, lively, cowardly, motherly, lovely*, etc. Instead we put the adjective in an adverbial phrase:
  He smiled in a friendly way and waved at us.
- Some adverbs have two forms: one with *-ly* and one without: *close / closely, deep / deeply, late / lately, pretty / prettily*, etc. The meanings are sometimes very similar and sometimes unrelated.
  Does your uncle live close to you?
  English and German are closely related languages.
  We're going to be late.
  I haven't seen my best friend lately.

1 Choose the correct adverb or adverbial phrase to complete the sentences.

1 It was ___ hot for the whole of our holiday.
  a pretty **b** prettily
2 I find kittens so cute, especially when they play together ___.
  a lively **b** in a lively way
3 This film gives a ___ moving account of a brilliant musician's life.
  a deep **b** deeply
4 My team eventually won after a ___ fought match.
  a closely **b** close
5 A policeman asked them to leave, but did it ___.
  a in a friendly way **b** friendly
6 No one's won the lottery ___, so the prize money is huge.
  a lately **b** late
7 She reached ___ into her bag and took out a pen.
  a deep **b** deeply

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4.5 The subjunctive

- We use the subjunctive in formal written language for urgent requests and demands. No '*s*' is added in 3rd person singular.
  It's important that the students be on time. It's even more important that everyone listen carefully.
- The verb *be* remains unchanged in the present tense and becomes *were* in past tenses.
- Certain verbs (e.g. *ask, advise, suggest, insist, demand, recommend*, and *request*) are followed by *that* + subjunctive to indicate that something must be done.
  She suggested that we arrive at the restaurant by 8 p.m.
  They demanded that the money be refunded immediately.

1 Complete the second sentence so that it means the same as the first. Use the subjunctive.

1 She has asked them to refund her money.
  She has requested _____ her money.
2 My guitar teacher says I should practise every day.
  My guitar teacher recommends _____ every day.
3 Leo said we should all go for a picnic.
  Leo suggested _____ for a picnic.
4 The protestors want the government to change the law.
  The protestors are demanding _____ the law.
5 Our teacher told us to read the questions carefully.
  Our teacher advised _____ the questions carefully.
6 Norma said we must be at her house by 7 o'clock.
  Norma insisted _____ at her house by 7 o'clock.

Unit 5

5.1 Negative adverbials

We can make a sentence more emphatic by putting a negative adverb (or adverbial phrase) at the front. These include: *never, nowhere, not since, not only ... also, no sooner ... than, hardly, rarely / seldom, under no circumstances, (in) no way, at no time, only (if / when / once), not until*. After the adverb or phrase, the word order is inverted. They are usually followed by an auxiliary verb.
Not since last year have there been such bad storms.
Rarely has there been such an exciting concert.

1 Complete the second sentence in each pair so that it means the same as the first.

1 I've never eaten such a delicious meal before!
  Never _____ such a delicious meal!
2 We weren't asked for our opinion at any time.
  At _____ asked for our opinion.
3 She won't speak to you until you apologise.
  Not until _____ speak to you.
4 You won't see more beautiful scenery anywhere.
  Nowhere _____ beautiful scenery.
5 Tickets cannot be refunded under any circumstances.
  Under _____ tickets be refunded.
6 They'd hardly left the house when it began snowing.
  Hardly _____ when it began snowing.
7 Ben had no sooner heard the news than he told everyone.
  No sooner _____ than he told everyone.

5.2 Negative questions, infinitives and *-ing* forms

- We can use negative questions to ask for confirmation of something that we think is true or is not true.
  Aren't you in the same class as my brother?
- We can use negative questions to express our opinions more politely.
  Hasn't she got a loud voice!
- To make infinitives and *-ing* forms negative, we add *not* or *never* before *to* in front of them.
  She promised not to stay up too late.

1 Write the words in the correct order.

1 him / not / see / was / I / yesterday / to / sorry
  _____
2 holiday / to / on / you / aren't / meant / be / ?
  _____
3 bed / gone / earlier / he / shouldn't / have / to / ?
  _____
4 do / not / she / it / promised / to / again
  _____
5 not / I / the / is / prefer / what / knowing / score
  _____
6 taste / this / unpleasant / doesn't / coffee / ?
  _____
7 matter / rather / discuss / they / would / not / the
  _____

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5.3 Articles

a / an

We use the indefinite article *a / an*

- when we say what something is or what it is like.
  What's this? It's a 3D printer.
  Our aunt works in a shoe shop.
- when we say what somebody's job is.
  My cousin is a mechanic.
- when we mention something for the first time.
  I've got a new smartphone.
- when we mean any example of something and we do not need to be more definite.
  Is there a post office near here?
- to mean *per* or *for each*.
  My father earns €400 a week.
  The train was travelling at 100 kilometres an hour.

the

We use the definite article *the*

- when it is clear what we are talking about. This can be
  a because we've already mentioned it.
  I've bought a jumper and a scarf. The scarf is red and the jumper's blue.
  b because there is only one of something.
  Can you see the moon above the roofs?
  c because it is clear from the situation.
  Let's go to the park. (= the park that's near here)
- with most nationality words.
  The French have a reputation for being good cooks.
- with the names of rivers, mountain ranges, deserts and seas.
  the Nile the Himalayas the Sahara Desert the Baltic
- with a few countries and most groups of islands.
  the United Kingdom the United States
  the Netherlands the Czech Republic
  the Channel Islands
- in various set phrases, for example:
  go to the theatre / cinema listen to the radio / the news play the violin / the piano
- with an adjective to refer to everybody who has that characteristic. *the poor the rich*

No article

We do not use an article

- when we are making generalisations.
  Dogs need a lot of exercise.
- with most countries, continents, towns and cities, lakes and mountains.
  They come from Madrid in Spain.
  Their house is on the shores of Lake Geneva.
  Our friends have just been to Mount Everest.
- with some nouns following a preposition.
  to / at work / school at home at night by bus
  in bed / hospital / prison
- with meals.
  have breakfast / lunch / dinner
- with superlatives.
  the tallest man the funniest film the longest day

1 Complete the sentences with *a / an, the* or no article (–).

1 My aunt works as _____ musician in _____ Canada. She plays _____ guitar.
2 Is there _____ bus from here to _____ centre of town?
3 Apparently _____ most important meal is _____ breakfast.
4 'Would you rather have _____ cat or _____ dog?' 'I prefer _____ dogs.'
5 Only _____ rich can afford to spend so much on _____ new car.
6 My best friend lives in _____ New York in _____ United States.
7 I have _____ niece and two nephews. _____ niece is _____ youngest.
8 'Is there _____ chemist nearby?' '_____ nearest one is opposite _____ police station.'

5.4 Quantifiers

- We normally use *some* in affirmative sentences and offers, and *any* in negative sentences and questions.
  We've got some milk and sugar.
  We haven't got any milk or sugar.
  Have we got any milk or sugar?
  Would you like some milk and sugar in your tea?
- We use *any* with uncountable and plural nouns in affirmative sentences where the meaning is negative.
  He went out without any gloves on.
  There is never any snow in the Caribbean.
- We can use *any* in affirmative sentences to mean *it doesn't matter which*.
  Any songs by Taylor Swift are great!
- We use *no* (meaning *not any*) when we want to be emphatic.
  There's no need to be rude.
  No clubs in town will be open yet.
- We use (*a*) *few* with plural nouns and (*a*) *little* with uncountable nouns.
  He's only got a little free time this weekend.
  A few students have already finished the test.
- We use *few / little* instead of *a few / a little* to emphasise the smallness of the number or quantity.
  He has little money and few friends.
- We normally use *whole* with singular countable nouns.
  We've eaten a whole box of chocolates.
- We normally use *all* with uncountable nouns and plural nouns.
  He listened to all (of) the songs on the album.
  Have we finished all (of) the pasta?
- We use *both, either* and *neither* to talk about two things.
  Both restaurants are quite new.
  Neither book is very interesting.
  We can get off the train at either stop.
- Most quantifiers can be followed by *of* and a determiner (*the, these, my*, etc.): *most of the ... , a few of his ... , several of those ... , all of us, each of them, many of*, etc. After *both* and *all*, we often leave out *of* before *the*.
  All (of) the children are in the playground.

- However, *no* and *every* cannot be followed by *of*. Instead, we say *none of* and *every one / each of*. *None of* takes a singular verb in formal contexts.
  Every one of us scored 100% in the test.
  None of the boys in the band are over 20.
  None of the boys in the band is over 20. (formal)

1 Choose the correct quantifier to complete the sentences.

1 There were **few / a few** cakes left in the shop, but not many.
2 Do you recognise **either / neither** of those two actors?
3 It's so late now, there's **little / a little** point going out.
4 **No / None** of my family can speak French.
5 I can't stand cricket – there are **a few / few** sports I find more boring.
6 Look at your hands – they're **either / both** covered in mud!
7 Would you like **little / a little** sugar in your coffee?
8 **Every / Every one** of these peaches is rotten.

2 Complete the sentences with *of* or leave them blank where possible.

1 None _____ my friends can play the violin.
2 A few _____ those plants need watering.
3 I've seen all _____ her films at least twice!
4 We're going to do a lot _____ sport in the holidays.
5 Do both _____ your parents work in a bank?
6 Several _____ people I know believe in ghosts.
7 The teacher gave each _____ the students top marks.
8 I tried on three sweatshirts but none _____ them fitted.

5.5 *do* and *did* for emphasis

- We can use *do* and *did* to make statements stronger and to show a contrast. We stress *do* and *did* when they are used in this way.
  You do like arguing, don't you?
  We did enjoy the ballet.
- We can use *do* in imperatives to make them more emphatic.
  Do be careful with that vase!
- We can use *do* and *did* to show a contrast.
  He's sometimes a bit rude but I do like him.

1 Use *do* or *did* to rewrite the sentences to make them more emphatic or to show a contrast.

1 You didn't get much sleep last night. Go to bed early tonight.
2 It's a very important meeting. Be on time!
3 I don't like him much, but I like his brother.
4 We enjoyed the play.
5 I like your new top!
6 Be quiet, will you!
7 I didn't cook the meal but I did the washing up.

Unit 6

6.1 The passive

- We form the passive with the verb *be* and the past participle of the main verb. The object of an active verb can become the subject of a passive verb.
  They haven't found a cure for colds yet.
  A cure for colds hasn't been found yet.
- We use the passive when we do not know or do not want to say who or what is responsible for the action.
  This photograph was taken in India.
- If we mention the agent, we use *by*.
  Enormous public baths were built by the Romans.
- With verbs that often have two objects (*ask, award, give, offer, owe, pay, send, show, teach, tell*, etc.), either object can become the subject of a passive sentence.
  They gave me my money back.
  a I was given my money back.
  b My money was given back to me.
  It is much more common for the indirect object (usually a person) to be the subject of the passive sentence (example a above).
- We use the past continuous and present continuous forms of the passive, but not other continuous forms as they sound unnatural.
  A celebration is being planned.
  ~~A celebration has been being planned.~~ ✗
  They have been planning a celebration.

1 Complete the sentences with the verb in brackets in the correct passive form.

1 The band's new song _____ (not / release) until next month.
2 A cure for cancer _____ (not / discover) yet.
3 Those trees _____ (plant) by my grandfather last year.
4 Hans _____ (show) around the college this morning.
5 When the onions are cooked, they _____ (add) to the sauce.
6 Technology _____ (improve) all the time.
7 The Colosseum _____ (build) by the Romans over ten years.
8 We _____ (tell) their decision in a few days' time.

2 Rewrite the sentences in the passive. Remember that the indirect object usually becomes the subject.

1 My brother lent me the money for the ticket.
2 They'll allow us ten minutes to answer the questions.
3 A nurse has given the patient some medicine.
4 Your uncle is taking your parents to the airport now.
5 They didn't give us any information about the strike.
6 A local man showed them the way to the river.
7 No one will forgive him if he keeps on lying.

6.2 The passive: advanced structures

Verbs like *believe, consider, expect, know, report, say* and *think* are often used in passive constructions, especially in formal language.

- We can use an impersonal construction with *it* + passive: *it* + passive (present or past) + *that* ...
  It was believed by many people until the 19th century that tomatoes were poisonous.
  It is now known that they are not.
- Alternatively we use a passive construction with an infinitive: subject + passive (present or past) + *to do / to have done*.
  Tomatoes were believed to be poisonous.
- We can use an impersonal construction with *there* + passive (present or past) + *to do / to have done*.
  There are estimated to be 100,000 people at this weekend's festival.
  If the sentence refers to a present belief about a past event, we use the present simple passive followed by a perfect infinitive (*to have done*).
  The thief is believed to have escaped to Scotland.
- We can use passive structures with present and past forms of modal verbs.
  Phones should be switched off during the play.
- Verbs that are followed by an infinitive or gerund can also be followed by a passive infinitive or gerund.
  Everyone likes to be praised.
  I love being given surprise presents!

1 Complete the second sentence in each pair so that it means the same as the first.

1 They think that the thief escaped in a stolen car.
The thief _____.
2 It is known that too much fried food is bad for you.
Too much fried food _____.
3 The painting was thought to be an original Picasso.
It _____.
4 It's reported that the earthquake caused extensive damage.
The earthquake _____.
5 They say that heavy rain has caused the floods.
Heavy rain _____.
6 They didn't believe that his injuries were serious.
His injuries _____.
7 Some fruits are said by scientists to be 'superfoods'.
It _____.

2 Complete the sentences with the verbs below in the correct form.

award burn interview keep sell teach turn off

1 Use plenty of suncream to avoid _____ by the sun.
2 Everyone expects her _____ an Oscar for her latest performance.
3 No one wants _____ waiting in a queue.
4 I can't _____ the right battery – this one doesn't fit my tablet.
5 All mobile phones must _____ during the film.
6 Do you remember _____ how to ride a bike as a child?
7 They don't think the singer will agree _____.

Unit 7

7.1 Changes in reported speech

Tense changes

- When we report somebody's words rather than quoting them directly, we usually change the tense of any verbs.
  'I'm tired,' she said. She said that she was tired.
  The normal pattern of tense changes in reported speech is:

Direct speech	→	Reported speech
present simple	→	past simple
present continuous	→	past continuous
past simple	→	past perfect simple
present perfect simple	→	past perfect simple
present perfect continuous	→	past perfect continuous
past continuous	→	past perfect continuous
will	→	*would*
may / might	→	*might*
must	→	*must / had to*
can	→	*could*

- We do not normally change the tense when
  a the reporting verb is present, future or present perfect.
  'I prefer playing basketball.'
  She says she prefers playing basketball.
  She'll say she prefers playing basketball.
  She's said she prefers playing basketball.
  b we are reporting a past perfect verb, *would, could, should* or *had better*.
  'We should leave.'
  She said that we should leave.
- Many modal verbs are usually unchanged after past reporting verbs.
  'I might be late.'
  He said that he might be late.
- We often omit the word *that* from the beginning of the reported speech clause.
  They said it was too expensive.
- There are often changes in words which refer to the people, time or place. These are dictated more by logic than by rules.
  'I'll be here tomorrow,' she said.
  She says she'll be here tomorrow.
  (reported on the same day, in the same place)
  She says she'll be there tomorrow.
  (reported on the same day, in a different place)
  She said she'd be there the next day.
  (reported later, in a different place)

- However, these time expressions frequently change in the following way:

Direct speech	→	Reported speech
today	→	*that day*
tonight	→	*that night*
tomorrow	→	*the next / following day*
next week	→	*the next / following week*
ago	→	*before*
last week / month	→	*the previous week / month* *the week / month before*

1 Rewrite the sentences, changing the reported speech into direct speech.

1 Katy said that she'd been studying since lunchtime.
2 Gina told me her aunt had been feeling unwell since last week.
3 Carla told me that she'd like to go to Africa one day.
4 Leo said that he had learned to ski the previous winter.
5 Alfie tells me that he doesn't want to go to the match because he's going to visit his cousins.
6 Tom says he'll bring his sister to the party.
7 Karl says he isn't going swimming with us tomorrow.

7.2 Reported questions

- When we report questions, we use affirmative word order and verb forms after the question word.
  'How old are you?' he asked me.
  He asked me how old I was.
- To report a *yes / no* question (one that has no question word) we use *whether* or *if*.
  'Is it snowing?' she asked.
  She asked if it was snowing.
  'Do you live in Bristol?' she asked me.
  She asked me whether I lived in Bristol.
- We do not include question tags in reported questions.
  'You're Mia's friend, aren't you?' he asked.
  He asked me if I was Mia's friend.
- When we report short answers, we use the auxiliary or modal verb from the short answer.
  Do you know the time?' 'I don't.'
  He asked me if I knew the time and I said I didn't.

1 Complete the second sentence so that it has a similar meaning to the first sentence. Use the words given.

1 'Have you spoken to Fatima recently?' (if)
Ben asked me _____.
2 'You're going to the café later, aren't you?' (was)
Olga asked me _____.
3 'Can you speak Greek?' 'I can.' (whether)
Dan asked _____.
4 'Is this bag yours?' (if)
Victor asked me _____.
5 'When does the festival start?' (me)
Steve asked _____.
6 'You've been watching me, haven't you?' (had)
Martha asked me _____.
7 'Will you call me later?' 'I will.' (her)
Sara asked me _____.

7.3 Reporting verbs

We can report statements using *say* or *tell* or other reporting verbs.

say* and *tell

- The object of the verb *say* is always what was said. It is often a clause.
  'It's late,' said Tom.
  She said she was thirsty.
- If we want to mention the person who is addressed, we must use the preposition *to*.
  'I'm going now,' she said to her friend.
- The object of the verb *tell* is usually the person who is addressed. We do not use the preposition *to*.
  Have you told your mum?
  He told me he was tired.
- We also use *tell* in set phrases like *tell a lie, tell the truth, tell a story*, etc.

Other reporting verbs

We can use other verbs instead of *say* and *tell* when we report statements, e.g. *add, admit, agree, announce, answer, argue, boast, claim, complain, confess, confirm, deny, explain, insist, observe, predict, promise, reply, reveal, swear, warn*.

'This bread is stale.'
He complained that his bread was stale.
'It'll definitely be crowded in town.'
He predicted that it would be crowded in town.

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1 Rewrite the sentences in reported speech using the correct verb in brackets.

1 Jim said, 'I can't afford to go out because I've spent all my money.' (deny / explain)

_____

2 Will said to Julia, 'I won't forget your birthday again.' (promise / admit)

_____

3 Pablo said, 'I really did lock the door behind me.' (warn / insist)

_____

4 Laura said, 'I've just won first prize in a competition!' (deny / announce)

_____

5 Oscar said to the assistant, 'All of these shirts are too big for me.' (complain / announce)

_____

6 Jenny said to me, 'There's going to be a test tomorrow.' (warn / argue)

_____

7 Jim said, 'I didn't tell anyone what I saw.' (deny / complain)

_____

7.4 Other reporting structures

We can use other structures when we report offers, promises, requests, commands, suggestions, etc.

- verb + infinitive with *to*
  agree, offer, promise, refuse, threaten
  She offered to help with the cooking.
  To make the infinitive negative, we add *not* before *to*.
  I agreed not to tell anyone.
- verb + object + infinitive with *to*
  advise, ask, beg, command, dare, encourage, forbid, instruct, invite, order, persuade, remind, request, tell, urge, warn
  I reminded them to invite Liam.
- verb + *-ing* form
  admit, deny, mention, propose, recommend, report, suggest
  She denied taking the money.
  These verbs can also be used with a *that* clause.
  He mentioned that he'd seen you earlier.
- verb + preposition + *-ing* form
  admit to, apologise for, boast about, confess to, insist on
  They insisted on seeing the manager.
- verb + object + preposition + *-ing* form
  accuse sb of, congratulate sb on, warn sb against
  He warned me against trusting Julie.
- verb + *that* + *should* clause / verb + *that* + subjunctive clause
  advise, demand, insist, propose, recommend, request, suggest
  He recommended that we book the tickets soon.
- In formal English, we also occasionally use the subjunctive with these verbs.
  He insisted that we leave at once.
  The head teacher proposed that all students be sent home early because of the storm.

1 Correct the mistakes in the reported sentences.

1 Pat refused listening to my explanation. _____
2 They advised me go to hospital immediately. _____
3 We congratulated him that he passed his driving test.

_____

4 She suggested us having a picnic in the park. _____
5 I confessed losing my sister's new scarf. _____
6 He invited us go to his party that Friday. _____
7 I begged him not telling anyone my secret. _____
8 Oli insisted to paid me half the taxi fare. _____
9 He encouraged us that we should keep trying.

_____

10 Fiona threatened calling the police. _____

2 Complete the sentences with a preposition if necessary and the correct form of the verbs below.

drop leave lose make play spend study visit

1 My neighbour accused me _____ litter in his garden.
2 He apologised _____ so much noise.
3 Our teacher reminded us _____ the next chapter for homework.
4 Ian blamed his brother _____ his favourite T-shirt.
5 The manager ordered everyone _____ the building.
6 The fans demanded that the band _____ one more song.
7 I admitted _____ all my money on a leather jacket.
8 They recommended that we _____ the new art gallery.

7.5 Nouns and dependent prepositions

Some nouns are followed by certain prepositions, called dependent prepositions, e.g. *addition to, demand for, increase in, obsession with*.

The choice of preposition depends on the noun and its specific use and meaning.

When a verb follows a preposition, we use the *-ing* form.
She had no interest in listening to what I was saying.

1 Complete the sentences with *in, for, on, to* or *with*.

1 Scientists are still searching for a solution _____ the problem of global warming.
2 I don't know what the matter _____ my watch is, but it's stopped working.
3 What's the difference _____ price between these two pairs of boots?
4 Do you have a preference _____ tea or coffee?
5 I didn't use to like spicy food but I've got a taste _____ it since visiting India.
6 A recent earthquake has had a terrible effect _____ some countries.
7 There's been a rise _____ prices since the new government came to power.
8 No one could explain the reason _____ the broken window.

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7.6 Nominal clauses with *what*

We can use nominal clauses with what to make the important part of a sentence more emphatic. We add a linking verb (most often an appropriate form of the verb *be*) after the clause to link it to the rest of the sentence.

I enjoyed the set designs and the costumes the best. → What I enjoyed the best were the set designs and the costumes.
Politicians who lie make me really angry. → What makes me really angry are politicians who lie.

We can use nominal clauses with *what* to introduce a new topic; to give a reason, instruction or explanation; or to correct what someone else has said.

What I'm going to talk about today is climate change.
What I'd like you to focus on is learning the use of nominal clauses.
I didn't need a dictionary. What I would have needed was a new grammar book.

When the object of the nominal clause is another clause, we sometimes have to include *the fact that*.

What really broke my heart was the fact that she no longer trusted me.

1 Put the words in order to make sentences with nominal clauses with *what*.

1 attendance / compulsory / fact / is / is / need / remember / that / the / to / you
What _____
_____.

2 do / fill / first / form / in / is / must / this / to / you
What _____
_____.

3 are / colleges / in / love / most / Oxford / the / visitors
What _____
_____.

4 astonishing / always / enormous / found / have / how / I / the / universe / is / is
What _____
_____.

5 addictive / are / how / is / networks / nobody / realises / social
What _____
_____.

6 caused / conflict / know / never / probably / the / we / will
What _____
_____.

Unit 8

8.1 Second and third conditional

Second conditional

- We use the second conditional to talk about an imaginary situation or event and its result. It can refer to the present or the future.
  If I were richer, I would buy a new bike. (present)
  If I went on holiday to Jamaica, I'd come back with a suntan. (future)
- We use the past tense to describe the situation or event. We use *would* (*not*), *might* (*not*) + infinitive without *to* to describe the result. We can use *could* instead of *would be able to*.
  If I had more time, I would stop to talk to you.
  (situation) (result)
- In the *if* clause, we can use *were* instead of *was* as the past tense of *be*, singular. It is considered to be a little formal. The meaning does not change.
  If I was fitter, I'd run in a marathon.
  If I were fitter, I'd run in a marathon.
- The *if* clause can come before or after the main clause. If it comes after, we do not use a comma.
  If you weren't my friend, I wouldn't forgive you.
  I wouldn't forgive you if you weren't my friend.

Third conditional

- We use the third conditional to talk about imaginary situations in the past and to say how a situation could have been different.
  If you hadn't broken the window, Dad wouldn't have been angry. (But you did break the window and Dad was angry.)
- The *if* clause can come before or after the main clause. We use the past perfect in the *if* clause and *would / wouldn't have* in the main clause.
  She would have been amazed if you had asked her out.

1 Write second conditional sentences.

I can't play football today because I'm busy.
If I weren't busy, I could play football today.

1 She's from Brazil, so she speaks Portuguese.
_____

2 Max doesn't drive because he's too young.
_____

3 It's winter, so the weather is cold.
_____

4 I don't remember his address, so I can't visit him.
_____

5 They're making toast because they're hungry.
_____

6 She can't swim, so she won't come to the beach.
_____

7 I don't trust him, so I won't be his friend.
_____

2 Complete these third conditional sentences with the past perfect and *would(n't) have* form of the verbs in brackets.

1 If you _____ (not warn) us, there _____ (be) an accident.
2 I _____ (eat) the cake if it _____ (not have) so much chocolate on it.
3 It _____ (be) a shame if we _____ (lose) that last match.
4 If the fire _____ (put out), it _____ (destroy) the houses.
5 She _____ (buy) a new tablet if they _____ (not be) so expensive.
6 He _____ (not stay) up all night _____ if (have) school the next day.
7 I _____ (not give) you that book if I _____ (know) you already had it.
8 If you _____ (apologise) at once, I _____ (forgive) you.

8.2 Alternatives to *if*

- We can use *unless, even if, provided that, providing* and *on condition that* instead of *if* in conditional sentences.
  I couldn't have done the homework unless you'd helped me.
  I wouldn't have told you the answer even if I'd known.
  I'll lend you my phone, provided that / providing / on condition that you give it back immediately.

even though* and *even if

- *Even though* expresses a fact, something real. It means 'despite the fact that'.
  He decided to play football even though he was tired.
- *Even if* refers to an imaginary situation. It means 'despite the possibility that ...'
  Even if that TV was half price, I wouldn't buy it.
- We can use *supposing* (*that*) to mean *what if*.
  Supposing we asked your mother, might she give us a lift?

1 Choose the correct option to complete the sentences.

1 We would have been late, **supposing / even if** we'd hurried.
2 **Even if / Supposing** I lent you some cash, would that help?
3 I wouldn't have remembered **unless / supposing** you'd reminded me.
4 **Unless / Supposing** we'd heard the news, we wouldn't have known what had happened.
5 **Even if / Unless** I were free tomorrow, I still couldn't go bowling.
6 **Supposing / Unless** you won the lottery, would you give some money away?

8.3 Mixed conditionals

- Mixed conditionals are a mixture of second and third conditionals and refer to hypothetical situations. Remember that second conditionals refer to the present or future, and third conditionals refer to the past. Mixed conditionals occur when the time reference in the *if* clause is different from the main clause.
  If we had got up earlier, you wouldn't have missed the bus.
  past (3rd conditional) present (2nd conditional)
  If I hadn't spent all my money, I'd come with you for pizza.
  past (3rd conditional) future (2nd conditional)
  If I could drive, I would have taken you to the station.
  present (2nd conditional) past (3rd conditional)
- The choice of verb forms in mixed conditionals depends on the time reference.
  - If we are referring to the past in the *if* clause, we use the past perfect (simple or continuous) as we would in a third conditional; if we are referring to the present in the *if* clause, we use the past simple as we would in the second conditional.
  - Similarly, if we are referring to the past in the main clause, we use *would have*, as in a third conditional; if we are referring to the present or future in the main clause, we use *would*, as in a second conditional.

Past regrets

- To talk about past situations that we would like to have happened differently, we use the following structures with the past perfect:
  I (really) wish ... If only ...
  I'd much rather ... I'd prefer it ...

1 Match the two halves of the sentences. Complete the second half with the correct form of the verb in brackets.

1 If I knew her phone number,
2 If you hadn't read the instructions,
3 He might have seen the sign
4 I'd never have believed you
5 If there was an ice rink in town,
6 She couldn't have become a vet

a we _____ (go) there this evening.
b if he _____ (have) better eyesight.
c if you _____ (not be) my best friend.
d I _____ (call) her now.
e if she _____ (not love) animals.
f you _____ (not know) how to use the equipment.

2 Rewrite each pair of sentences as a mixed conditional sentence.

We missed the bus. That's why we're late.
If we hadn't missed the bus, we wouldn't be late.

1 He doesn't like football. That's why he didn't watch the game.

2 It snowed heavily last night. That's why the roads are closed.

3 She forgot to feed the dog. That's why she has to go home.

4 He's not good at maths. That's why he didn't pass last week's test.

5 They cooked lunch. That's why the kitchen is untidy.

6 You were late for class again. That's why your teacher is annoyed.

7 She's at the theatre. That's why she didn't answer her phone.

3 Use the words in brackets to write a sentence expressing a past regret about the statements.

I regret the fact that ...
I didn't study for the test. (wish)
I really wish I'd studied for the test.

1 you told my brother about the surprise party. (rather)

2 you didn't wear jeans. (prefer)

3 I didn't ask for his phone number. (if only)

4 my football team didn't win the match. (wish)

5 we stayed in a shabby B&B. (rather)

6 you didn't lend me money for the tickets. (if only)

7 I promised to babysit my little sister. (wish)

Unit 9

9.1 Emphasis

- We can make a sentence more emphatic by adding an extra clause to highlight key information.

Normal	Emphatic
You wanted to go to the beach.	It was you (that / who) wanted to go to the beach.
I'd like to meet Lady Gaga.	The person I'd like to meet is Lady Gaga.
He really wants to visit China.	A place (that) he really wants to visit is China.
I'll never understand baseball.	One thing I'll never understand is baseball.
She just walked the second half of the race.	All she did was (to) walk the second half of the race.
The fire alarm went off.	What happened was (that) the fire alarm went off.

- We often use *it is / was* ... to make a contrast.
  Sal finished the biscuits. I didn't.
  It was Sal who finished the biscuits, not me.
- After *All (I) did was* ... or *What (I) did was* ... , we use an infinitive with or without *to*.
  What I did was (to) call the police.
  However, after *All that happened was* ... or *What happened was* ... , we need a subject and a verb. We can put *that* before the subject.
  All that happened was (that) they decided not to go to the café.
- Nominal clauses starting with *that* can function as the subject of a sentence.
  It upsets me that we're no longer friends.
  A *that*-clause can begin a sentence, but we usually rephrase it with *The fact that* ... .
  ~~That we're no longer friends upsets me.~~ ✗
  The fact that we're no longer friends upsets me.

1 Rewrite the sentences with an extra clause at the start for emphasis. Begin with the words in brackets.

English is my favourite subject. (It's English ...)
It's English that's my favourite subject.

1 The girls' team won the quiz. (It was ...)

2 My parents stopped me from going out. (What happened ...)

3 Frank cycled to the river. (What Frank ...)

4 She gave them her opinion, that's all. (All she ...)

5 The Egyptians built the Pyramids. (It was ...)

6 We just need five more minutes. (All we ...)

2 Rewrite the sentences, emphasising the underlined words. Begin with the phrases below.

One idea One person One thing The country
The film The food

1 I can't stand having a cold.

_____

2 Neil will definitely know the answer.

_____

3 I'm really interested in going to Thailand.

_____

4 I really enjoyed *The Hunger Games*.

_____

5 She prefers italian to Chinese.

_____

6 He suggested having a barbecue at his house.

_____

9.2 Participle clauses

Participle clauses contain present, past or perfect participles. They can be used

- to replace a relative clause, when a present participle replaces an active tense. The subject of the participle must be the same as the subject of the other verb.
  There were lots of fans waiting for the band to appear.
- to indicate that two things are happening simultaneously.
  Looking through the window, I saw her talking to the teacher.
- to show one thing happening after another.
  Locking my bike to a fence, I walked up the steep hill.
- to express a reason or a cause.
  Not being able to reach the shelf, I stood on a chair.
- to express a condition.
  Watered regularly, this plant will flower for weeks.

9.3 Conjunctions and prepositions

Participle clauses can contain different conjunctions and prepositions, e.g. *after, although, before, on, once, since, until, when, while.*

On hearing the news, I immediately told my friends.
Before having dinner, let's go for a walk.

1 Complete the participle clauses with these phrases.

After packing Being thirsty Cooked slowly Having read
On hearing Opening Since ordering Until knowing

1 _____ the book, I decided not to see the film.
2 _____ the news, she immediately called me.
3 _____ his suitcase, he called a cab.
4 _____, the meat will be very tender.
5 _____, I ordered a milkshake.
6 _____ a new laptop, he's found a cheaper one online.
7 _____ the door, we heard a strange sound.
8 _____ all the facts, they're not prepared to make a decision.

2 Complete the second sentence so that it means the same as the first. Begin with the words in brackets.

1 He took up running and is much fitter. (Since ...)

_____

2 She laughed when she realised what had happened. (On ...)

_____

3 Rob was the last to leave so he shut the door. (Being ...)

_____

4 I like reggae but I prefer rock music. (Although ...)

_____

5 If they give him a chance, he should succeed. (Given ...)

_____

6 We watched the DVD, and then returned it to the shop. (Having ...)

_____

S Extra Speaking Tasks

Unit 4

1 SPEAKING Work in pairs. Ask two questions each. Make a note of your partner's replies and report back to the class.

Student A

1 When did you last go on holiday? Where did you go? Did you enjoy it?
2 Do you think that all young people should have a gap year and go travelling? Why? / Why not?

Student B

1 Do you intend to take a gap year? Why? / Why not?
2 Do you think it's a good idea for young people to travel on their own? Why? / Why not?

2 SPEAKING Do the task below. Take turns to be the traveller. Make sure you give more than one reason for your choice as well as for why you reject the other options.

You and your family are planning to travel round the world. Say which of the adverts is most appealing to you and why. Say why you are rejecting the other options.

Unit 5

SPEAKING Work in pairs. Student A: Do the task in exercise 7 on page 60. Student B: Look at the photos and do the task below.

Compare the photos. Then give your own opinion about the importance of sharing hobbies with your friends. Which are the best hobbies to do with friends?

Unit 8

1 SPEAKING Work in pairs. Do the task below. Use phrases from exercises 3 and 7 on page 94 to help you.

I'd like you to imagine that you are discussing practical ways in which people can help to combat climate change. How effective are each of the five suggestions?

2 SPEAKING Discuss this question in pairs.

Which are the two easiest ways for young people to combat climate change?

Unit 9

1 SPEAKING Work in pairs. Student A: Answer question 1. Speak for about one minute. Student B. Answer question 2. Speak for about 30 seconds.

1 Compare the photos and say which shop provides the better service.
2 Which shop would you prefer to shop in? Why?

2 SPEAKING Work in pairs. Student B: Answer question 1. Speak for about one minute. Student A: Answer question 2. Speak for about 30 seconds.

1 Compare the photos and say why people choose to shop in these different ways.
2 Where do you usually do your shopping? Why?

1 Theatre by the Lake

Before you watch

1 SPEAKING **Work in pairs. Answer the questions.**

1 Is there a theatre in your town or city? If so, how often do you go?
2 Is the theatre popular among young people in your country? Why? / Why not?
3 What's the best experience you've ever had at the theatre?

Comprehension check

2 ▶ **Watch the DVD clip. Choose the correct answers.**

1 What is RADA?
a a theatre **b** a drama school **c** an area of London
2 Where is Theatre by the Lake?
a in London **b** in the West End **c** in north-west England
3 Whose job is it to find the furniture they use on the stage?
a Hayley's **b** Charlotte's **c** Andrew's

3 ▶ **Watch again. Number the things (A–H) in the order that you see them.**

A ___ an actor, practising with backstage staff
B ___ a popular West End Show being performed on stage
C ___ a busy London street
D ___ a smartly-dressed male ticket seller
E ___ a prestigious drama school
F ___ a recreation of a traditional Shakespearean theatre
G ___ beautiful green hills
H ___ an audience waiting for a play to start

4 ▶ **Watch again. Complete the sentences with the words below. There are two extra words.**

Andrew Lindsay Artistic Director Charlotte Globe Hayley Judi Dench RADA West End

1 The _____ is home to a number of famous theatres in London.
2 The _____ was William Shakespeare's theatre in London.
3 _____ is one of the celebrities who support Theatre by the Lake.
4 Ian Forrest is the _____ at the theatre.
5 _____ is the Technical Manager at the theatre.
6 _____ works in a team with two other people.

Round up

5 SPEAKING **Work in groups. Answer the question.**

Which theatre would you most like to visit, the Globe or the Theatre by the Lake? Why?

PHOTOCOPIABLE © Oxford University Press

Vocabulary

6 RECYCLE **Choose the correct adjectives.**

1 The staff who work for the Theatre by the Lake are really **passionate** / **industrious** about their work.
2 The staff and volunteers at the theatre are **shrewd** / **selfless**. They just want to work hard to make the theatre a success.
3 The writer of the play is really **creative** / **generous**. She has so many good ideas.
4 The team are really **creative** / **industrious**. They built the stage and painted the set in just three hours.
5 The theatre owner is a **shrewd** / **selfless** businessman. He opened the theatre two weeks ago and now everyone wants to come here.
6 The staff at the theatre are so **generous** / **passionate** with their time. They often work late to make sure everything goes well.

7 **Complete the text with the words below.**

directors playhouse playwrights productions props stages

The National Theatre

The Royal National Theatre in London is one of the most famous performing arts venues in the country. It was founded in 1963 at the Old Vic [1] _____, a theatre in south London, but since 1976 has had its own building by the Thames in central London. The building has three [2] _____ and puts on about twenty [3] _____ each year, written by both well-known and new [4] _____. All the [5] _____ used in the plays can be hired from the theatre, including old furniture, stuffed animals and fake food. The National has had six artistic [6] _____, including one of Britain's greatest ever actors, Laurence Olivier.

Extension

8 **Look at the photos. What jobs do you think these people are doing? Which job would you prefer to do? Why?**

9 **Work in pairs. Describe the photos. Use the key phrases for introducing an argument.**

Speculating
I can't be sure, but ...
It looks to me like he/she is ...
He/She is most likely a ...
I'd say that ...

PHOTOCOPIABLE © Oxford University Press

2 Alexander Fleming

Before you watch

1 SPEAKING **Work in pairs. Answer the questions.**

1 What famous scientists do you know?
2 Do you know what they are famous for?

Comprehension check

2 ▶ **Watch the DVD clip. Choose the correct answers.**

1 Where was Alexander Fleming from?
  a Scotland **b** England **c** Australia
2 Who discovered penicillin?
  a Howard Florey **b** Alexander Fleming **c** Ernst Boris Chain
3 What are doctors very worried about today?
  a new bacteria **b** bacteria that isn't killed by antibiotics **c** a lack of antibiotics

3 ▶ **Watch again. Number the things (A–H) in the order that you see them.**

A ___ women in a medicine factory
B ___ a surgeon in an operating theatre
C ___ a scientist in a modern laboratory
D ___ a scientist in an old-fashioned laboratory
E ___ the exterior of a hospital
F ___ an old microscope
G ___ Alexander Fleming
H ___ a doctor talking to a patient

4 ▶ **Watch again. Match the two halves of the sentences.**

1 Alexander Fleming worked at	**a** resistant to antibiotics.
2 Fleming discovered	**b** St Mary's Hospital in London.
3 Fleming couldn't produce	**c** many lives.
4 Howard Florey worked at	**d** enough penicillin to treat infections.
5 Ernst Boris Chain left	**e** Germany to come to England.
6 Florey and Chain invented	**f** a way to produce lots of penicillin.
7 Their discovery saved	**g** Oxford University.
8 Nowadays, some bacteria have become	**h** a mould called *Penicillium* that could kill bacteria.

Round up

5 SPEAKING **Work in groups. Answer the question.**

What do you think is the most important scientific discovery? Why?

PHOTOCOPIABLE © Oxford University Press

Vocabulary

6 RECYCLE **Choose the correct adjectives.**

1 Fleming was **stunned** / **frustrated** to discover that the mould was killing the bacteria.
2 Doctors today are **thrilled** / **alarmed** by bacteria that can resist antibiotics.
3 The scientists were **disillusioned** / **thrilled** to win the Nobel Prize.
4 Fleming was **frustrated** / **stunned** that he couldn't produce enough penicillin to help people.
5 The scientists were **disappointed** / **thrilled** when the government stopped giving them money to do their research.
6 They are **disillusioned** / **anxious** with the results of the tests. They were convinced that they were right.

7 **Complete the sentences with the words below. There is one extra word.**

an infection antibiotics bacteria discovered research surgery treatment

1 Lots of rest and water is usually the best _____ for flu.
2 I got _____ in my leg when a dog bit me on holiday last year.
3 Sir Richard Doll was the doctor who _____ that smoking causes cancer.
4 It usually takes scientists years of _____ to find a cure for a disease.
5 It's important to wash your hands before you eat to remove any nasty _____.
6 In the future, we're going to need many more _____ to kill dangerous bacteria.

Extension

8 **Work in groups. Make a presentation that talks about the positive and negative effects of using antibiotics. Think about the following:**

- how antibiotics can help people who have an infection
- why doctors use them after an operation
- what's wrong with using them all the time
- what might happen in the future

9 **Give your presentation to the class. Use the key phrases for introducing an argument.**

Introducing an argument
It can be argued that ...
No one can deny that ...
It's also true that ...
However, ...
On the other hand, ...
Having said that, ...

PHOTOCOPIABLE © Oxford University Press

3 Arizona State University

Before you watch

1 SPEAKING **Work in pairs. Answer the questions.**

1 Where is the nearest university to where you live?
2 Would you like to go there when you leave school? Why? / Why not?
3 Would you like to study abroad? Why? / Why not?

Comprehension check

2 ▶ **Watch the DVD clip. Choose the correct answers.**

1 How many foreign students study in the USA?
a less than half a million **b** more than 800,000 **c** over a million
2 How many foreign students study at Arizona State University?
a about 160 **b** about 400 **c** about 4,000
3 Why do US universities spend so much money on college sports?
a to help students get fit **b** to improve their reputation **c** to stop students getting bored

3 ▶ **Watch again. Tick the places that you see.**

a a library	☐	**e** an athletics track	☐	**i** a tennis court	☐
b canteen	☐	**f** a gym	☐	**j** a boxing ring	☐
c laboratory	☐	**g** a football stadium	☐	**k** a climbing wall	☐
d basketball court	☐	**h** a golf course	☐	**l** a swimming pool	☐

4 ▶ **Watch again. Complete the sentences with the correct words. Use one word in each gap.**

1 About 4% of students in the USA are from _____ countries.
2 It is very _____ to study in the USA.
3 Lots of students apply for scholarships to help _____ for their education at university.
4 There are students from more than 160 _____ at Arizona State University.
5 Lots of the students at Arizona State are on _____ scholarships.
6 Sport is big _____ for American universities.
7 There is a large _____ that seats over 71,000.
8 Some of the students at ASU will become _____ sportspeople in the future.

Round up

5 SPEAKING **Work in groups. Answer the question.**

Would you like to go to Arizona State University? Why? / Why not?

PHOTOCOPIABLE © Oxford University Press

Vocabulary

6 RECYCLE **Choose the American word to complete the sentences.**

1 You shouldn't ride your bike on the **sidewalk** / **pavement**.
2 I've spent the whole morning baking **biscuits** / **cookies**.
3 If you're going camping, don't forget to take a **torch** / **flashlight**.
4 It's silly to buy bottled water when you can get it from the **faucet** / **tap**.
5 Could you please hang up your clothes in your **wardrobe** / **closet**?
6 I'm starting university in the **autumn** / **fall**.

7 **Match the two halves of the sentences.**

1 Our team always competes	**a** the opportunity to study in France for a term.
2 A good education can make	**b** the reputation of the scientists.
3 You should try and gain	**c** great success at the last Olympics.
4 Our country enjoyed	**d** a big difference to your life.
5 Our school provided us with	**e** at the highest level.
6 Winning the Nobel Prize boosted	**f** a good degree before you start work.

Extension

8 **Work in groups. Make a presentation about the school system in your country. Include the following:**

- how old children are when they start at primary school, secondary school and when they leave school
- how long the school day lasts
- the subjects everyone has to study and can study
- the different types of schools there are

9 **Give your presentation to the class. Use the key phrases for paraphrasing.**

Paraphrasing
I'm not sure how to say ... in English.
I don't know what it's called in English.
In other words, ...
What I mean is ...

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4 The native cultures of Australia and New Zealand

Before you watch

1 SPEAKING **Work in pairs. Answer the questions.**

1 What do you know about Australia and New Zealand?
2 What famous sights are there in Australia and New Zealand?
3 What languages do they speak there? Do you know why?

Comprehension check

2 ▶ **Watch the DVD clip. Choose the correct answers.**

1 When was Australia discovered?
a 1717 **b** 1770 **c** 1970
2 Who was the first European in New Zealand?
a Abel Tasman **b** Captain Cook **c** Captain Zeeland
3 Who have lived in Australia for thousands of years?
a the Maoris **b** the Europeans **c** the Aborigines

3 ▶ **Watch again. Tick the types of holiday that you see.**

a a city break ☐
b a cruise on a lake ☐
c a cycling holiday ☐
d a beach holiday ☐
e an adventure holiday ☐
f a winter sports holiday ☐
g backpacking ☐
h a camping holiday ☐

4 ▶ **Watch again. Put the events (A–F) in the table next to the date when they happened.**

A Captain James Cook discovered Australia.
B Over 7 million tourists visited Australia.
C Aboriginal Australians settled in Australia.
D Maoris first arrived in New Zealand.
E Europeans began settling in New Zealand.
F New Zealand became a British colony.

60,000 years ago	1
800 years ago	2
1642	Abel Tasman sailed along the coast of New Zealand.
1770	3
19th century	4
1840	5
1901	Australia became part of the British Empire.
2015	6

Round up

5 SPEAKING **Work in groups. Answer the question.**

Would you like to visit Australia or New Zealand one day? Why? / Why not?

PHOTOCOPIABLE © Oxford University Press

Vocabulary

6 RECYCLE **Choose the correct verbs.**

1 Ellie and Sam are going to **pamper** / **broaden** themselves at a luxury hotel in Sydney next week.
2 When I go to New Zealand, I want to **go off** / **enjoy** the beaten track.
3 Did you **try** / **stay in** campsites or youth hostels when you went backpacking in New Zealand?
4 I think it's really important to **enjoy** / **broaden** your horizons and travel when you're young.
5 Don't forget to **try** / **take** the local fish dishes when you go to north Australia.
6 We really **enjoyed** / **got away** the views from our balcony over the Sydney Harbour.

7 **Complete the text with the words below.**

colonies customs explorers indigenous settlers

The origins of the USA

For thousands of years, several different groups of [1]_____ people lived on the continent of North America following their traditional [2]_____. But from the early 16th century, European [3]_____ set sail in ships looking for new places in North America, and in 1565 the Spanish founded a small settlement in what is now Florida. In 1607, English [4]_____ established Jamestown, Virginia, and began growing tobacco. Throughout the 17th century many more English people settled in North America, and soon there were English [5]_____ throughout the country.

Extension

8 **Work in groups. You are planning a backpacking holiday in Australia or New Zealand. Do some research on the following topics for both countries. Make a presentation saying which country you would prefer to travel around and why. Include the following:**

- the sights
- adventure holidays
- the local food
- how to get around

9 **Give your presentation to the class. Use the key phrases for making a selection.**

Making a selection

We think we'll choose ... mainly because ...
We're opting for ... and that's because ...
The best option would be ... because ...
We wouldn't go for ... basically because ...
The reason we're not choosing ... is that ...

PHOTOCOPIABLE © Oxford University Press

5 Two great lives

Before you watch

1 **SPEAKING** **Work in pairs. Look at the photos below and answer the questions.**

1 Who are these two men?
2 Where were they from and what did they do?
3 Do you know any other famous protesters in history?

Comprehension check

2 ▶ **Watch the DVD clip. Choose the correct answers.**

1 Where was Martin Luther King born?
a Washington DC **b** Boston **c** Atlanta
2 What happened at the Washington Monument?
a Martin Luther King died. **b** King made an important speech. **c** King was arrested.
3 How long did Nelson Mandela spend in prison?
a 63 years **b** 43 years **c** 27 years

3 ▶ **Watch again. Match the events (a–f) with the dates (1–6) when they happened.**

1 In 1929	**a** Martin Luther King gave his 'I have a dream' speech.
2 In 1955	**b** Martin Luther King was murdered.
3 In August 1963	**c** Nelson Mandela became president.
4 In 1968	**d** Nelson Mandela went to prison.
5 In 1963	**e** Martin Luther King joined the civil rights movement.
6 In 1994	**f** Martin Luther King was born.

4 ▶ **Watch again. Complete the sentences with the correct words.**

1 Martin Luther King was the _____ of the civil rights movement in the USA.
2 He went to _____ in Boston.
3 250,000 attended a _____ at the Washington Monument.
4 In South Africa at that time, white people had all the _____.
5 Black people couldn't vote in _____.
6 Nelson Mandela believed that _____ was sometimes necessary to change the world.
7 Today, South African society still isn't _____.
8 The _____ in South Africa is now improving.

Round up

5 **SPEAKING** **Work in groups. Answer the question.**

What do you think are the biggest social problems in your country?

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Vocabulary

6 RECYCLE **Choose the correct words or phrases.**

1 I think it's important that you **respect** / **admire** everyone you meet, even if you don't like them.
2 Nelson Mandela **looked down on** / **had a lot in common with** Martin Luther King.
3 But they didn't **see eye to eye** / **admire each other** about everything and disagreed about some things.
4 For hundreds of years, white people **respected** / **looked down on** black people in the USA.
5 Mandela's supporters **talked** / **turned** him into running for president.
6 I **admire** / **have a lot in common with** people who try and make the world a better place.

7 **Complete the text with the words below.**

citizens election inequalities poverty speech

The welfare state in the UK

During the Second World War, there were huge [1]_____ between the rich and the poor and many people in Britain lived in [2]_____. Poor children weren't able to get a proper education, poor families lived in very old houses with few facilities, it was difficult to find a job, and too many people were still dying from diseases.

In a [3]_____ in 1942, the politician William Beveridge asked people what they wanted to see after the war, and said that there were five important things that needed to change. He suggested that the country needed a welfare state that gave its [4]_____ free healthcare, schools, good quality housing, money for the poor and jobs for everyone. In 1945, the Labour Party won the general [5]_____ and began to build this welfare state.

Extension

8 **Work in groups. Go online and find a photo of an important moment in the history of your country. Find out about:**

- the people in the photo and what you think they are doing and feeling
- when it was taken
- what was happening at the time
- why it was important

9 **Present your photo to the class. Use the key phrases for speculating and deducing.**

Speculating and deducing
He/She must be ...
He/She might / could / may be ...
It looks as if ...
Judging by their expressions, I'd say that ...

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6 Healthy cities

Before you watch

1 **SPEAKING** **Work in pairs. Answer the questions.**

1 What are the best and worst things about living in a big city?
2 In the future, would you prefer to live in a big city or a small town? Why?
3 What do you like and dislike about the capital city in your country?

Comprehension check

2 ▶ **Watch the DVD clip. Choose the correct answers.**

1 What is the population of the city of Seoul?
a 10 million **b** 15 million **c** 70 million
2 Where is Songdo?
a under the sea **b** in Seoul **c** near Seoul
3 How many people already live in Songdo?
a 50,000 **b** 65,000 **c** 90,000

3 ▶ **Watch again. Tick the things that you see.**

a skyscrapers ☐
b a city by a river ☐
c an underground station ☐
d a street market ☐
e lots of traffic ☐
f public transport ☐
g a sports stadium ☐
h an old church ☐
i a large bridge ☐
j a dog walker ☐
k a tree-lined road ☐
l a computer room ☐

4 ▶ **Watch again. Complete the sentences with the words below.**

businesses crowded empty energy tallest technology temperature spaces

1 Seoul is more _____ than London and New York.
2 Songdo uses _____ to keep the city clean and healthy.
3 There are lots of open _____ in the new city.
4 Korea's _____ building is in the centre of Songdo.
5 Sensors in the city monitor _____ and traffic in the city.
6 People's rubbish will generate _____ in the future.
7 At the moment, there aren't many _____ in the city.
8 Many of the apartments are _____.

Round up

5 **SPEAKING** **Work in groups. Answer the question.**

Would you like to live in a place like Songdo? Why? / Why not?

PHOTOCOPIABLE © Oxford University Press

Vocabulary

6 RECYCLE **Choose the correct word to complete the compound adjectives in the sentences. There are two extra words.**

crowded blowing based populated respected known needed breaking

1 Samsung is one of the best-_____ technology companies in the world.
2 The city centre gets really over-_____ on a Saturday night.
3 They have made some much-_____ improvements to the city library recently.
4 Seoul has record-_____ internet speeds.
5 Manila in the Philippines is the most densely _____ city in the world.
6 The Songdo project is a mind-_____ development.

7 Complete the text with the words below.

congestion outskirts planners pollution traffic

The cleanest city in the world

In 2015, Calgary, in Canada, was named as the world's cleanest city. But how do they measure what is clean and what isn't? There are five important factors, including the levels of air [1]_____ and the amount of traffic [2]_____ in the city centre.

Calgary has an excellent public transport system that connects the [3]_____ with the city, which means there is less [4]_____ driving through its centre. [5]_____ in the city have also designed a huge network of over 600 km of paths for walking and cycling, helping people to stay fit and healthy.

Extension

8 Work in groups. Make a presentation about what you could do to make your city cleaner, greener and a healthier place to live. Include the following:

- reducing traffic congestion
- reducing air pollution
- encouraging people to use their cars less
- ways to make the city centre cleaner

9 Give your presentation to the class. Use the key phrases to check other groups' ideas.

Asking for clarification
Sorry, do you think you could repeat that?
What do you mean by ... ?
Is that something like ... ?
Is that the same as ... ?

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7 Representing reality

Before you watch

1 SPEAKING **Work in pairs. Answer the questions.**

1 What was the last film that you saw?
2 What was it about?
3 Did you think it was realistic? Why? / Why not?

Comprehension check

2 ▶ **Watch the DVD clip. Choose the correct answers.**

1 According to the clip, who has created the USA's most famous myths?
a politicians **b** the movie industry **c** gangsters
2 Film-makers often use tricks to save:
a time. **b** money. **c** energy.
3 Jean-Luc Godard said that every edit was a:
a lie. **b** story. **c** mistake.

3 ▶ **Watch again. Tick the things that you see.**

a a cartoon ☐
b a poster ☐
c a cinema ☐
d a film ☐
e a special effect ☐
f a light ☐
g actors in a studio ☐
h editing a film on computer ☐

4 ▶ **Watch again. Complete the sentences with the correct words.**

1 Characters like cowboys and gangsters appeal to large _____.
2 Popular stories and characters help spread a certain _____ to audiences.
3 The film-makers are using a _____ in New York to make their film.
4 _____ can change the order of a film to tell a particular story.
5 A film is never a clear reflection of _____.
6 Most audiences want _____ to be honest.

Round up

5 SPEAKING **Work in groups. Answer the question.**

What do you like and dislike about Hollywood movies?

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Vocabulary

6 RECYCLE **Choose the correct words.**

1 It's a film about a sports team that **cheats / deceives** in order to win an Olympic medal.
2 Some Hollywood films **distorted / deceived** people into thinking something that wasn't true.
3 The documentary **distorts / passes off** the truth. It makes you think the police officer shot the criminal.
4 In the film, the politician tells a number of **myths / lies** to the interviewer.
5 James Bond often **passes himself off / owns up** as someone else so he can get into buildings and find out information.
6 A lot of Hollywood films are very good at **cheating / manipulating** people into believing in the American dream.

7 Complete the sentences with the words below.

edit footage production props scriptwriter studio

1 When a film is set in the 19th century, it's important that all of the _____ the characters use are also from that time.
2 They filmed most of the scenes for the James Bond film in a large _____ outside London.
3 The director didn't like the story the _____ had written and wanted to change everything.
4 They shot about ten hours of _____ for the film, but they need to _____ it so it's only ninety minutes long.
5 The film has been in _____ for over three months, but it's going to be amazing when it's finished.

Extension

8 Work in pairs. Make a presentation about a film that you know well. Think about the following:

- the characters
- the plot
- how realistic and truthful you think it is
- whether you'd recommend the film

9 Give your presentation to the class. Use the key phrases for talking about films.

Talking about films

It takes place in ...
The special effects are ...
The plot is a little far-fetched at times, but ...
It's a really fast-moving story.

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8 vInspired

Before you watch

1 SPEAKING **Work in pairs. Answer the questions.**

1 Is volunteering popular among young people in your country?
2 Have you ever done any volunteering? If yes, what did you do?
3 Why do you think people volunteer?

Comprehension check

2 ▶ **Watch the DVD clip. Choose the correct answers.**

1 What is vInspired?
  a an award **b** a charity **c** a magazine
2 Young people in the UK are thought to be:
  a unemployed. **b** lazy. **c** really kind.
3 How can young people find out about vInspired?
  a from school **b** from attending a group **c** from a website

3 ▶ **Watch again. Number the activities (A–H) in the order that you see them.**

A ___ a volunteer helping children
B ___ young people playing in an orchestra
C ___ volunteers on a farm
D ___ teenagers playing computer games
E ___ a volunteer preparing food
F ___ a volunteer working in a shop
G ___ volunteers picking up rubbish on a beach
H ___ teenagers playing pool

4 ▶ **Watch again. Complete the summary with the words below.**

awards campaigns charities lazy recognised unemployment voluntary website

vInspired organises [1]_____ to help young people find [2]_____ work. They also give [3]_____ to young volunteers. These are important because they ensure young people's efforts get [4]_____. Lots of people think young people can't find a job because they are [5]_____, but this isn't true. Youth [6]_____ is very high in the UK which makes it quite hard to be a young person. Young people can find out about vInspired from their [7]_____. It has over 2,500 [8]_____ on it with volunteering projects across the country.

Round up

5 SPEAKING **Work in groups. Answer the question.**

What kind of volunteering would you most like to do? Why?

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Vocabulary

6 RECYCLE **Choose the correct words.**

1. Thousands of people **protested / shouted** about youth unemployment.
2. vInspired doesn't **sign / shout** slogans to get its message across.
3. Instead of **holding / holding up** a rally to change people's opinions of teenagers, vInspired run national awards to celebrate the work young people do.
4. They **march / organise** campaigns to help unemployed young people find volunteer work.
5. With **corruption / unemployment** so high, it's really difficult for young people to find a job at the moment.

7 **Complete the text with the words below.**

carers community scheme society youth group

The Riverside Club

It seems that we live in a [1]_____ that often forgets about its youngest and oldest members. The Riverside Club is a [2]_____ that organises lots of events that try and get young people involved in the local [3]_____. One [4]_____ that it runs trains young people to be [5]_____ for elderly people. The elderly people benefit from the help they receive, while the younger people can learn a lot from spending time with someone with many more years of life experience.

Extension

8 **Work in groups. Make a presentation that gives your opinion on which volunteer project for your class to get involved with is the most important and why:**

- helping at an old people's home
- picking up rubbish from the local park and cleaning the local river
- teaching your language to new immigrants in your city
- cooking meals for homeless people
- helping young children to read at the local primary school
- helping at an animal shelter

9 **Give your presentation to the class. Use the key phrases for expressing a firm opinion.**

Expressing a firm opinion
I'm of the opinion that ...
I feel quite strongly that ...
It's clear to me that ...
I firmly believe that ...

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9 Shopping in London

Before you watch

1 **SPEAKING** **Work in pairs. Answer the questions.**

1 How often do you go shopping?
2 Where do you go shopping when you want to splash out?
3 What was the last thing that you bought?

Comprehension check

2 **Watch the DVD clip. Choose the correct answers.**

1 What can you find in Camden Lock?
  a chain stores **b** vintage items **c** expensive jewellery
2 What kind of things can you buy at the Burlington Arcade?
  a luxury items **b** vintage clothes **c** mass-produced goods
3 What do the owners of the Burlington Arcade want to do?
  a Close it down. **b** Organise art exhibitions there. **c** Turn it into an art gallery.

3 **Watch again. Match the items with the place that you see them on sale.**

CDs and records hats jewellery London souvenirs perfume second-hand jackets shoes vintage dresses

Camden Town	Burlington Arcade

4 **Watch again. Complete the sentences with the correct words. The first letter of each word has been given.**

1 About 80% of tourists who visit London want to go s_____.
2 Camden is an area of London with lots of m_____.
3 Camden Lock specialises in u_____ items.
4 Some stalls also sell works of a_____.
5 The Burlington Arcade was one of the world's first s_____ c_____.
6 At the moment, the owners of the arcade want to m_____ it.
7 You can now find global b_____ like Lulu Guinness and Jimmy Choo there.
8 Camden and the Burlington Arcade sell things that you won't find on the h_____ s_____.

Round up

5 **SPEAKING** **Work in groups. Answer the question.**

Where would you prefer to go shopping, Camden Lock or the Burlington Arcade?

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Vocabulary

6 RECYCLE **Match the two halves of the sentences.**

1 The Burlington Arcade is a good place to **splash out**
2 I always **haggle**
3 He's **rolling in**
4 Where's the best place to **pick up**
5 It's a good idea to **shop around**
6 I **snapped up**

a the last pair of vintage shoes at that market stall.
b a bargain in London?
c over the prices at Camden Markets.
d to find the cheapest price of things.
e on a luxury item.
f it after he won the lottery.

7 **Complete the text with the words below.**

brands chain stores mass-produced retailers stalls

The Oxford Covered Market

The Covered Market in Oxford is one of the oldest indoor markets in England and has been open since 1770. There are over 40 [1]_____ in the market, from small independent shops selling handmade jewellery and famous luxury [2]_____, to traditional market [3]_____ where you can buy fresh fruit and vegetables. Every shop is independent and unique, so you won't find any [4]_____ selling [5]_____ wares. And if you visit in December, you'll get a real taste of Christmas.

Extension

8 **Work in groups. Make a presentation that shows your plans for a new shopping centre for your city. Draw a plan of your shopping centre and decide on the following things:**

- where it will be
- the types of shops it will have
- whether it will sell luxury items, bargains, or a mixture of both
- what other facilities it will have to attract visitors

9 **Give your presentation to the class. Use the key phrases for justifying your opinion.**

Justifying your opinion

The main reason we chose ... is ...
We definitely think that ... is a good choice because ...
For one thing, ...
On top of that, ...

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DVD Worksheets

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