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Discover English as it is really spoken

Speakout 2nd Edition is a comprehensive six-level general English course for adults that has been developed in association with ***BBC Worldwide*** and ***BBC Learning English***. The course integrates authentic video from popular BBC programmes into every unit and builds the skills and knowledge learners need to express themselves confidently in a real English-speaking environment.

Completely revised and aligned to the ***Global Scale of English***, this edition has striking new visuals, updated reading and listening texts, new video clips and a large bank of additional practice material.

Speakout Extra

Speakout Extra provides downloadable worksheets that meet learners' individual needs by providing them with additional grammar, vocabulary, pronunciation and skills practice. It also includes extra video exploitation activities to help learners get the most out of the BBC clips.

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- Students' Book with DVD-ROM and MyEnglishLab
- Class Audio CDs
- Workbook with Audio (with and without key)
- Teacher's Book with Resource and Assessment Disc
- ActiveTeach

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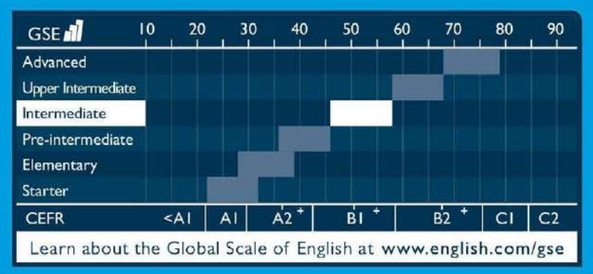

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speakout 2ND EDITION Intermediate Students' Book with DVD-ROM

Clare • Wilson

PEARSON

speakout

2ND EDITION

Antonia Clare • JJ Wilson

Intermediate Students' Book

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GLOBAL SCALE of English

BBC

ALWAYS LEARNING

PEARSON

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BBC

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LEAD IN

GRAMMAR

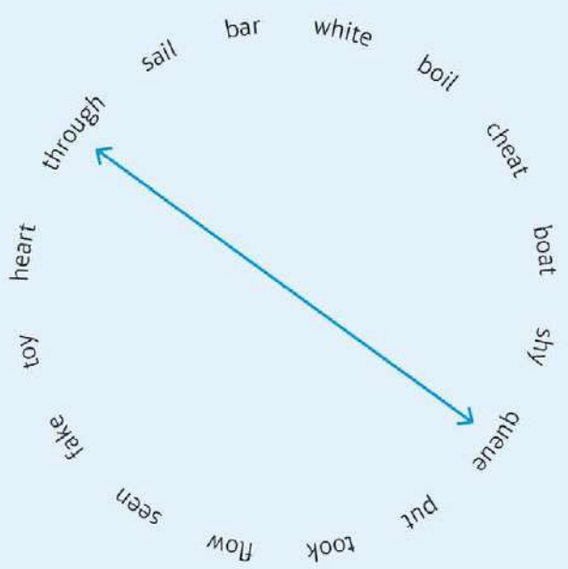
1 Read the text and find examples of …

1 the past simple *he saw*
2 the past continuous
3 the present perfect
4 the past perfect
5 a modal verb
6 a superlative
7 a relative clause
8 a passive

There have been some amazing coincidences throughout history, but this might be the best. In 1900 King Umberto of Italy was dining in a restaurant when he saw that the owner looked exactly like him. The man, who was also called Umberto, was born in Turin on the same day as the king and, like the king, married a woman called Margherita. Amazingly, their weddings had been on the same day. The king invited the restaurant owner to an athletics meeting the next day. As the king sat down, he was told that the other Umberto had died in a mysterious shooting accident. Just as the king heard this news, an anarchist shot him dead.

PRONUNCIATION

2 A Find pairs of words that have the same vowel sound.



B L.1 Listen and check your answers.

C Work in pairs. Think of other words in English that use the same sounds.

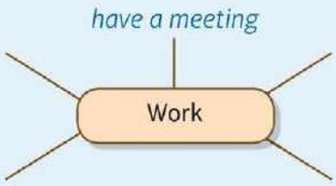
VOCABULARY

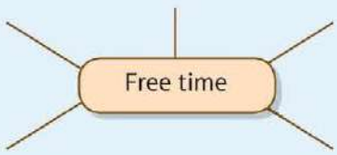
3 A Complete the common phrases below using the correct verb from the box.

~~have~~	take	check	watch	chat	go	meet
play	do (x2)					

1 *have* a meeting
2 _____ your email
3 _____ out with friends
4 _____ some sport
5 _____ a colleague
6 _____ some work
7 _____ on the internet
8 _____ a break
9 _____ a DVD
10 _____ some music

B Add phrases 1–10 above to the word webs below.





C Can you add any more phrases to the word webs? Which of these things do you do on a normal day?

COMMON ERRORS

4 A Correct the mistakes.

1 She likes listening music.
2 I am architect.
3 Are you feeling allright?
4 When I can visit your house?
5 Let's discuss about this tomorrow.
6 He don't come here often.
7 We come from germany.
8 Where you go yesterday?
9 I live in this town all my life.
10 My wife is a really good cooker.

B Which mistakes are connected with …

a) verb–noun agreement *6*
b) spelling
c) verb tense
d) punctuation/capitalisation
e) prepositions
f) articles
g) vocabulary
h) word order
i) missing auxiliary verb
j) extra words

1 identity

ME AND MY LANGUAGES p8

SAME OR DIFFERENT p11

TELL ME ABOUT YOURSELF p14

THE BLIND PAINTER p16

SPEAKING **1.1** Talk about important dates in your life **1.2** Talk about the differences between men and women **1.3** Role-play an interview **1.4** Speak about yourself for 60 seconds

LISTENING **1.2** Listen to a set of instructions and do a test **1.3** Listen to three interviews **1.4** Watch a BBC documentary about a blind artist

READING **1.1** Read about bilingualism **1.3** Read tips on doing successful interviews

WRITING **1.1** Write an email of introduction **1.4** Write a personal description

BBC

INTERVIEWS

What does family mean to you?

1.1 ME AND MY LANGUAGES

G question forms
P intonation: *Wh*- questions
V language

VOCABULARY

LANGUAGE

1 A Read questions 1–10. What do the words in bold mean? Check with other students or your teacher, then think about your answers to the questions.

1 Why are you learning English? For work, exams, travel, etc.?
2 Do you speak any languages apart from your **mother tongue** and English?
3 Who is the best language learner in your family?
4 Did you use any **learning strategies** when studying your second language? Which?
5 When was the first time you used a **foreign** language outside the classroom?
6 Do you have the chance to speak/write to **native speakers** regularly?
7 Is it important for you to learn **slang** or **jargon** in English, or do you only want to learn standard English?
8 Which is more important to you when you learn to speak a language: **fluency** or **accuracy**?
9 Which **skill** is the hardest for you: speaking, listening, reading, or writing? Which is the easiest?
10 Do you know anyone who is **bilingual**? What advantages might they have in life?

B Work in groups. Discuss your answers to questions 1–10.

2 Answer the questions.

1 Which words in bold in questions 1–10 have silent letters?
2 What are the silent letters in these words: *science, talk, listen, know, right, wrong, hours, guess*?
3 Which statement (a or b) do you think is true?
   a Most words in English are spelt differently to how they are pronounced.
   b Under twenty percent of words in English are spelt differently to how they are pronounced.

speakout TIP

Around fourteen percent of English words have irregular spelling; they are spelt differently to how they are pronounced. When you learn new words, try to hear them. Watch out for silent letters!

BILINGUALS: EXOTIC BIRDS OR EVERYDAY PEOPLE?

by Johan Acosta

Grandpa shouts, "Dinner's ready" in Danish. My mother asks me in English to lay the table. As I do so, I catch the theme tune of the Brazilian soap opera on TV in the living room, where my sister is relaxing. She speaks perfect Portuguese. My father asks her to record the programme in his native Spanish, and we take our places at the table. And what's on the menu? Italian meatballs.

We know we aren't a normal family. At any moment, you might hear conversations in four different languages, and almost everyone understands almost everything. But what is normal these days? My mother is half-Danish, half-English, and my father, who is from Bolivia, speaks Spanish and Guaraní. Because of my mother's work (she's now retired), we lived in Brazil, Italy and Germany, so we picked up three more languages. Now as adults, my sister and I both speak six languages.

READING

3 A Read the title of the text. What do you think it will discuss? Read to find out.

B Read the text again and answer the questions.

1 What six languages do you think the writer and his sister speak?
2 How do you think the writer learnt each of his languages?
3 How many of the world's people are thought to be bilingual?
4 What are those who learn their second language as children better at compared to those who learn a second language as adults?
5 What health benefit of being bilingual is mentioned in the text?

Being bilingual, or in our case multilingual, has so many advantages. All the recent research suggests we benefit in many ways: social, cultural, economic, academic, and intellectual. The research has also destroyed some of those persistent myths.

One of the myths is that bilingualism is uncommon, as if we bilinguals are like rare, exotic birds. The truth is that around fifty percent of the world's inhabitants are bilingual. The continents with the most linguistic diversity are Asia and Africa. In Nigeria alone, 500 languages are spoken, in India 400.

Some people believe that you have to learn both languages as a child to be truly bilingual. My sister and I are fortunate in this respect, but we know countless people who have mastered a second language as adults. They may not have such perfect pronunciation as those who acquire their second language as children, but they are still completely fluent and accurate.

Another myth about bilinguals concerns identity. Some people think we have split personalities. As kids, my sister and I were often asked "But where are you really from? Don't you get confused?" Not at all. I am me, the product of many cultures. I can switch languages easily, according to where I am and who I'm with, and this seems completely natural to me.

As for the benefits, bilinguals do better on certain tests, are better protected against mental illnesses such as Alzheimer's, gain insights into other cultures, have access to more of the world's information, and are in some contexts more employable. Being bilingual has made me who I am, and for that I'm grateful.

> One of the myths is that bilingualism is uncommon, as if we bilinguals are like rare, exotic birds.

C Underline words or phrases in the text that match meanings 1–6 below.

1 relating to the language you grew up speaking (paragraph 1)
2 learnt by listening/watching other people (paragraph 2)
3 speaking many languages (paragraph 3)
4 false ideas that people continue to believe and repeat (paragraph 3)
5 learn without needing to try hard, e.g. a language (paragraph 5)
6 understand important truths about a subject (paragraph 7)

D Discuss the questions with other students.

1 Do you agree with the writer's list of the advantages to being bilingual?
2 Do you think there any disadvantages to being bilingual?
3 Do you know any families that are bilingual or multilingual? Are they similar to the family in the text?

GRAMMAR

QUESTION FORMS

4 A Read sentences 1–6 and answer questions a)–e).

1 Do you speak other languages?
2 Did you use any learning strategies?
3 Who did you talk to?
4 What happened?
5 What did you talk about?
6 Who is the best language learner in your family?

a) Underline the main verb in each question. (The first has been done for you.)
b) Circle the auxiliary verbs. Which auxiliary refers to the past? Which refers to the present?
c) Which two questions are yes/no questions?
d) Which two questions end in a preposition: *of, by,* etc.?
e) Which two questions use *wh-* words to refer to the subject (the person who does the action, or the action itself) and don't use an auxiliary verb?

▷ page 128 **LANGUAGEBANK**

B 1.1 **INTONATION: *wh- questions*** Listen to the questions in Exercise 4A. Are the question words (*wh-* words) in 3–6 said in a higher or a lower voice?

C Listen and say the questions at the same time.

5 A Put the words in the correct order to make questions.

1 do / every / you / day / study ?
2 your / any / did / languages / teach / parents / you / other ?
3 is / learner / who / the / best / you / language / know ?
4 was / teacher / your / English / first / who ?
5 do / do / you / remember / what / English / to / words / in ?
6 languages / you / what / do / to / like / listening ?
7 do / what / watch / you / English / in / TV / programmes?
8 foreign / did / speak / first / when / language / a / you ?

B Choose three of the questions to ask other students.

SPEAKING

6 A Write four dates, four names and four places that are important to you.

Dates: *7 May 2008 – My son was born.*
Names:
Places:

B Work in groups. Take turns to explain what you wrote. As you listen, think of questions to ask afterwards.

WRITING

EMAILS OF INTRODUCTION; LEARN TO WRITE FORMAL AND INFORMAL EMAILS

7 A When would you write a letter or email to introduce yourself?

B Read the emails. Why are the people writing? Which sentences tell us?

To ramirezh@languagestar.nett Subject Spanish conversation class

Hi Hernan,

My name's Julia Brown. I heard from my friend Nichola Lazarus that you're running a Spanish conversation class. She said you'd be happy to accept a few more people. My mother tongue is English but I picked up some Spanish years ago when I was travelling in Latin America. I really want to develop my fluency and accuracy, so I'd love to join the class. Hope to hear from you soon.

All the best,

Julia

To GND staff Subject Greetings

Dear Colleagues,

As you probably know, next month I will start work as the new director of the Language Teaching Education Programme. For those of you who don't know me, I would like to take this opportunity to introduce myself. Since 2010, I have worked at the School of Education at Borodive University. I have been involved in a number of language teacher education projects across Europe and I worked extensively on the Star Placement Initiative that placed six thousand native speakers in language classrooms in eight countries. I am married with two children and my family is bilingual in English and Turkish.

I look forward to working with you.

Yours sincerely,

Talya Osman

8 Read the five steps for good email writing. Do you think the emails in Exercise 7B follow steps 1–3?

1 Aim for your audience: think about who you are writing to. Is the email formal or informal?
2 Be brief: try not to use too many words. Emails shouldn't go on for pages.
3 Communicate clearly: use simple, clear language and simple sentence structure.
4 Do two drafts: write a first version and then rewrite.
5 Edit everything: check grammar, vocabulary, spelling and punctuation before sending.

9 A Look at the emails in Exercise 7B again. Which one is formal and which is informal? How do you know?

B Answer questions 1–4 with formal (F) or informal (I).

1 Which email uses full forms of verbs (*I will, I would*) instead of contractions (*you're, I'd*)?
2 Which email leaves out words (e.g. *Hope to …* instead of *I hope to …*)?
3 Which email sounds more like spoken English?
4 Which email uses longer, more complex sentences?

C Complete the notes with phrases from the email.

Greeting
(formal): [1]_____.
(informal): Hi/Hello.

Introduction
(formal): I would like to take this [2]_____.
(informal): My name's …

Final message
(formal): I look forward to …
(informal): [3]_____.

Goodbye
(formal): [4]_____.
(informal): All the best.

10 Choose a situation below and write an email. Think about who you are writing to, the reason for writing and the style: formal or informal.

Situation 1
You are going to join an English conversation class. Write an email introducing yourself to the teacher and the class. Mention your experience of learning and speaking English and say why you want to join the class.

Situation 2
Next week you start a new job in a multinational company. Your colleagues speak over twenty languages, and all of them read English. Write to introduce yourself. Mention your previous work experience and the languages you know, and add something personal.

SAME OR DIFFERENT?

G review of verb tenses
P word stress
V relationships; collocations

1.2

VOCABULARY

RELATIONSHIPS

1 A Work in pairs. Think of all the people you have talked to in the last 24 hours. What relationship do they have to you?

B Look at the words in the box and answer the questions.

~~boss and employee~~ classmates partner team-mates member godfather and godmother mentor and pupil fiancée and fiancé

1 Which pair works together? *boss and employee*
2 Which pair promises to help guide a child through life?
3 Which pair is going to get married?
4 Which pair involves one person learning from the other?
5 Which word describes people who play in the same sports team?
6 Which word describes people who go to the same class?
7 Which word describes a person who is part of a club?
8 Which word is a general word for 'someone who you do something with'?

C 1.2 Listen to six sentences. Tick the words in the box in Exercise 1B which you hear.

D WORD STRESS Six of the words have two syllables. Find the words and underline the stressed syllable. Say the words aloud, putting the stress on the correct syllable.

▷ page 148 **VOCABULARYBANK**

speakout TIP

Remember: most two-syllable words in English have the stress on the first syllable. Hold a hand under your chin. Say the word slowly. The jaw (the bottom part of your chin) drops more on the stressed syllable.

2 Work in groups. Discuss the questions.

1 Can you think about one man and one woman who have played important roles in your life? Who were they? Why was the relationship important?
2 Do you think men and women are different in these roles? How?

LISTENING

3 A Read the text. Discuss. Do you think male and female brains are different? How? What are the stereotypes of men and women in your country?

Are men's and women's brains wired differently?

Is it true that men are from Venus and women are from Mars? Some researchers think that male and female brains are wired differently, with male brains wired from back to front, and female brains wired from side to side. This might explain why men are good at performing a single task, like cycling or navigating, whereas women might be better at multi-tasking. Other researchers disagree, however. What do YOU think? Try the bike test to find out if your brain is male or female.

B 1.3 Take a piece of paper. Listen to Part 1 and 2 and follow the bike test instructions.

C 1.4 Listen to the explanation in Part 3. Turn to page 158 and check your picture. How many parts did your bike have? Could it work? Does it have a person on it? Compare your picture with other students'.

D Discuss the questions.

1 Was the explanation correct for you?
2 Do you agree with the presenter's views about men and women?

"Women think people are important. Men, on the other hand, are more interested in getting the machine right."

SPEAKING

4 A Read the information. Which comments do you agree/disagree with? Can you think of any opinions to add?

Are men & women really different?

We asked for comments and this is what you said.

"Absolutely! Men can't watch sport on TV and talk to their girlfriend at the same time."

"WOMEN DON'T KNOW HOW TO READ MAPS."

"Women remember **every outfit they've worn** for the past twenty years. Men **can't remember** what they were wearing yesterday without looking on the floor."

"Men can buy a pair of shoes on the internet in 90 seconds. Women like to take three weeks."

"A baby is crying, a dog is barking, a doorbell is ringing, but the man of the house is sleeping. **Men can sleep through anything**. Women can't."

"Men speak in sentences. Women speak in paragraphs."

B Do the men and women in your life conform to the normal stereotypes? Why?/Why not?

GRAMMAR

REVIEW OF VERB TENSES

5 A Match the underlined verbs below with the tenses a)–d).

1 We asked for comments and this is what you said.
2 Men can't remember what they were wearing yesterday.
3 Women remember every outfit they've worn for the past twenty years.
4 A baby is crying.

a) present simple
b) present continuous
c) past simple
d) past continuous

B Complete the rules with the correct tenses a)–d).

RULES

1 We use _____ for actions, events or situations that are finished.
2 We use _____ for things that are going on at a particular moment in the present.
3 We use _____ for habits, routines and things that are always true.
4 We use _____ when someone was in the middle of an action at a particular moment in the past.

C Read about state verbs. Underline three examples in the text above.

RULES

Some verbs are not usually used in the continuous, e.g. want, like, remember, understand, know. These are called 'state verbs'.

▷ page 128 **LANGUAGEBANK**

6 A Read the text below and put the words in brackets into the correct tense.

My name is Matsuko Tamazuri. I am twenty-three and I [1] _____ (be) a student. I study French and Spanish at university in Osaka, where I [2] _____ (grow up), but at the moment I [3] _____ (learn) English in New York. When I first [4] _____ (get) here, everything [5] _____ (seem) different: the food, the clothes and the weather. Now I [6] _____ (enjoy) it and it feels like home! I have a boyfriend called Josh. I [7] _____ (meet) him three weeks ago when I [8] _____ (look) for an internet café! My hobbies [9] _____ (be) surfing the net and singing. I [10] _____ (sing) every day, usually in the bathroom!

B Work in pairs. Ask questions and write your partner's personal profile. Use the profile above to help.

VOCABULARY PLUS

COLLOCATIONS

7 A Work in pairs and do the quiz.

B Turn to page 158 and read the text to check your answers.

8 A Look at the quiz again. Find and circle five expressions using *take, get, do* and *go*.

B Write the expressions in italics in the correct places in the word webs below.

1 ~~*on a diet*~~, *home, off something, for a drink/a walk/ a meal, grey*

go
- *on a diet* (start something)
- _____ (become)
- _____ (move to a place)
- _____ (other expressions)

2 *responsibility for, after someone, part in something, a taxi*

take
- _____ (go in a vehicle)
- _____ (join in)
- _____ (phrasal verbs)
- _____ (other expressions)

3 *married, a job/degree, on with someone, here*

get
- _____ (become)
- _____ (obtain)
- _____ (go somewhere)
- _____ (phrasal verbs)

4 *exercise, research, housework, someone a favour*

do
- _____ (activity)
- _____ (responsibilities and tasks)
- _____ (find information)
- _____ (help someone)

▷ page 148 **VOCABULARYBANK**

SPEAKING

9 A Think about your classmates. Write down the name of someone who:

- never gets angry.
- does research for his/her job.
- took a test in the last six months.
- went for a meal last weekend.
- took up a new hobby recently.
- always gets here early.
- went for a walk today.
- got a new job recently.

B Work in groups. Ask the other students to check if they agree with your ideas.

What women **really** think

Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about everything from their eating habits to their relationships and family values, to find out what they really think.

How do you think they responded?

1 **How many women in the UK would prefer to have a male boss?**
a) less than 30% b) about 50% c) over 70%

2 **How many women spend more than seven hours a week doing exercise?**
a) 4% b) 15% c) 30%

3 **What is the biggest challenge for women today?**
a) staying healthy b) making enough money
c) balancing home and work life

4 **What do women think is the best age to get married?**
a) between 21 and 24 b) between 25 and 29
c) over 30

5 **What do 59% of women think fathers should take more responsibility for?**
a) their children b) doing the housework
c) organising holidays

6 **According to women, how much housework do they do?**
a) more than 50% b) over 75% c) nearly all of it

7 **How many women aged 45–54 met their husbands through the internet?**
a) 1% b) 9% c) 16%

8 **How many women have gone on a diet in the past?**
a) 20% b) between 35% and 45% c) over 50%

1.3 TELL ME ABOUT YOURSELF

F talking about yourself
P intonation: sounding polite
V interview advice

5 Tips to help you do well at interviews

How do you get into the university or the job of your dreams? Even before the interview, you might need to catch someone's attention. The Dean of Admissions at Harvard University says he often receives flowers and chocolates from potential students. One student sent references every day for three months. Eventually, he even sent a letter from his dentist saying how nice his teeth were. He didn't get an interview.

For those of you who do make the interview stage, here are five top tips:

1. Be prepared. Do some research about the university or company so you know what questions to ask.
2. Dress appropriately. You don't have to dress smartly but you should look clean. And don't wear 'bling' (large pieces of jewellery).
3. Arrive on time. Fifteen minutes early is OK.
4. Shake hands firmly and make eye contact. First impressions are important.
5. Speak clearly and try to offer full answers rather than short responses. This shows your enthusiasm.

SPEAKING

1 A Look at the photos. What types of interview could this be? Choose from the list below.

- job interview
- interview for a place at university
- newspaper/magazine interview
- interview for a talk show/radio programme
- placement interview for a language course

B Look at the list of interview types above. Answer questions 1–3.

1 Which types of interview above have you experienced?
2 Which will you experience in the future?
3 Do you think it is possible to show 'the real you' in a short interview? Why?/Why not?

VOCABULARY

INTERVIEW ADVICE

2 A Work in pairs. What should/shouldn't you do in an interview? Think of as many things as you can in two minutes.

You should try to ask questions.

B Look at topics 1–3 below and match them to the expressions in the box.

dress smartly *3* speak clearly answer briefly shake hands firmly send references arrive on time avoid eye contact be prepared do some research show enthusiasm

1 Should do during an interview
2 Shouldn't do during an interview
3 Might do before an interview

3 Read the text and answer the questions.

1 What type of things do some people do to get an interview at Harvard University?
2 According to the text, what should you do before and during an interview? Do you agree with the advice?

FUNCTION

TALKING ABOUT YOURSELF

4 A 1.5 **Listen to three extracts from interviews and answer the questions.**

1 What types of interview are they?
2 Which interviewee doesn't follow the five tips? What does he/she do wrong?

B Answer questions 1–6. Listen again to check.

Interview 1

1 What does the student want to practise?
2 What types of classes are in the afternoons?

Interview 2

3 What did the girl organise on the summer camp?
4 What 'can be difficult' according to the interviewer?

Interview 3

5 What does the man want to know?
6 Why are online courses more difficult than face-to-face courses, according to the interviewer?

5 A Read the extracts from the interviews. Underline the expressions that introduce a question.

Extract 1

T: OK … Is there anything else?
S: Could I ask a question?

Extract 2

I: There are a couple of things I'd like to ask about. Your CV says you have some experience of looking after children?
A: Yes, I was a tutor on a summer camp last year.
I: Can I ask you about that? What type of things did you do?

Extract 3

I: I think that's about it. Do you have any questions? Any queries?
S: Um, yes, actually I do have a query.

B Read the extracts below and underline the expressions that are used to introduce an opinion.

Extract 1

S: I've … spent time in Britain, but that was a few years ago. So for me the most important thing is to just refresh …

Extract 2

I: OK. And you enjoyed it?
A: Yes.
I: What aspect, what part did you enjoy, would you say?
A: I suppose I'd have to say I liked the games best …
I: … We often find that different ages together can be difficult.
A: It depends. In my opinion, you can usually get the older children to help the younger ones.

Extract 3

S: So I wouldn't need to attend classes?
I: Not for the online courses. But … well, one thing I'd like to say is that the online courses are, in many ways, more difficult than face-to-face courses.

▷ page 128 **LANGUAGEBANK**

6 Put the words in the correct order to make sentences or questions.

1 query / I / a / have / do
2 I / a / could / question / ask / ?
3 like / couple / of / are / about / I'd / things / to / a / ask / there
4 ask / you / I / can / that / about / ?
5 true / this / opinion / my / isn't / in
6 to / I'd / I / agree / have / say
7 thing / that / like / I'd / one / say / is / to / is / course / the / difficult
8 is / thing / important / most / for / the / me / to / study

LEARN TO

USE TWO-WORD RESPONSES

7 A Match expressions 1–5 with expressions a)–e).

1 Of course.	a) Please continue.
2 That's right.	b) You're correct.
3 I see.	c) You're welcome.
4 No problem.	d) Yes, definitely.
5 Go ahead.	e) I understand.

B Which expressions in Exercise 7A are more formal? Read audio script 1.5 on page 164 to see how the expressions are used.

C 1.6 **INTONATION: sounding polite Listen to the expressions in Exercise 7A. Notice how the speaker begins the expression with a high pitch to sound friendly. Listen again and repeat.**

SPEAKING

8 Role-play an interview in pairs. Follow instructions 1–5.

1 Either choose one of the interview types in Exercise 1A, or Student A: turn to page 158 and Student B: turn to page 162.
2 Decide on your roles.
3 Interviewer: think of questions. You can make notes if you wish. Interviewee: guess what type of questions the interviewer will ask and prepare answers.
4 Practise your role-play.
5 Perform it in front of other students.

1.4 THE BLIND PAINTER

DVD PREVIEW

1 A Work in pairs and discuss the questions.

1 What creative or sporting activities are important to you? How would you feel if you couldn't do them any more?'
2 Which creative or sporting activities would be particularly difficult if you were blind? What problems do you think a blind person would have?

B Read about the programme. What caused Sargy Mann to go blind? What happened after he went totally blind?

The Blind Painter

BBC

Sargy Mann painted all of his professional life, first as a teacher and later as a professional artist. In his mid-30s he developed cataracts on both eyes, eventually leading to total blindness. He continued to paint. Twenty-five years later, Sargy's work was very popular with art collectors, with paintings regularly selling for more than £50,000 (US$80,000). He spoke to BBC News about his life and how he continued to work.

DVD VIEW

2 Watch the DVD. What does Sargy use to help him paint? What do you think of his paintings?

3 A Answer the questions.

1 What do you know about Sargy Mann after watching the clip?
2 Why did Sargy start to paint again after he went blind?
3 How does he use Blu-Tack to help him paint?
4 Who buys his artwork?

B Look at the quotes from the DVD. Try to complete the phrases using the words in the box.

sensation	go	edgy	coordinates	landscape	nonsense

1 The idea of painting when you were totally blind seemed a _____ to me.
2 I wonder what would happen if I give that a _____.
3 I had the most extraordinary _____.
4 Pre total blindness, I would say I was a _____ painter.
5 Now the thing about these bits of Blu-Tack of course is that what they are actually is _____.
6 They are _____, dangerous. They tell stories, they're full of impact through colour.

C Watch the DVD again to check your answers.

D Match the words and expressions from Exercise 3B with a)–f) below.

a) a very strange or unusual feeling
b) an artist who paints the countryside and scenery
c) experimental or avant-garde
d) numbers or information used to indicate a point
e) looked like a silly idea
f) (to) try something

4 Discuss the questions.

1 Do you think that Sargy Mann would have been such a successful artist if he was not blind?
2 Can you think of other people who have achieved great things despite physical disabilities?

speakout 60 seconds about you

5 A 1.7 Listen to Monica talking about herself. Which questions does she answer from the questionnaire below? What does she say?

Who are you?

1 What three words best describe you?
2 What is your idea of perfect happiness?
3 What possession is most important to you?
4 What is your greatest achievement?
5 What do you like most/least about your lifestyle?
6 What is your favourite sound, smell and taste?
7 What do you always carry with you?
8 Who would be your perfect dinner date? Why?
9 What's your favourite month and why?
10 If you could change one thing about the past, what would it be?

B Listen again. Complete the phrases Monica uses.

KEYPHRASES

I'm going to tell you _____ about myself.
I think three words that describe me would be _____, talkative and hard-working.
One of the things I _____ about my lifestyle …
I suppose that's one _____ I don't like.
In the summer, I love to _____ to the coast …
It makes me feel _____.

C Prepare to talk about yourself for 60 seconds. Choose two or three questions from the questionnaire in Exercise 5A. Plan your answers. Practise and time your presentation to check you can say it all in just 60 seconds.

D Work in pairs and take turns to give your presentation. Take notes on your partner's presentation. What do you have in common?

writeback a personal description

6 A Read the text. What do you think are Stephan's main achievements?

Stephan Wilding in 100 words:

Stephan decided to change his degree from pharmacology to studying Thai at the School of Oriental Studies in London. When he finished university, he spent six months in Thailand teaching English before coming back to the UK. Unsure of his next move, he spent his evenings and weekends teaching himself how to code. He then got together with some friends to start up their own software business. It was a huge adventure and they learnt a lot very quickly. They have recently won a contract to build a computer platform for a design company, so the future is looking good.

B Work in pairs. You are going to write a short description of your partner. Check your notes from Exercise 5D and ask your partner questions if you think you need more information. Then use the text in Exercise 6A to help you write your description(100 words).

1.5 LOOKBACK

LANGUAGE

1 A Read the advice from a 1950's English course book. Complete the sentences with the words in the box.

foreign	strategy	jargon	bilingual
native speakers	~~fluency~~	slang	accuracy
skill	mother tongue		

1 Using the right method, *fluency* in the target language is possible after just a few weeks.
2 Students should talk with _____ _____ only. Exposure to other learners will result in new errors.
3 To improve _____, the student should copy out several pages from the textbook every day.
4 The student's biggest problem is translating every word of English into his _____ _____.
5 The best _____ is for the student to imitate the recordings for an hour at a time.
6 It is unnecessary to learn _____ words unless the learner needs them for a specific job.
7 It is impossible to become _____ unless the second language was learnt in childhood.
8 Students should avoid _____ because it isn't proper English.
9 To improve the listening _____, the student should listen daily to the radio.
10 The _____ student needs to be corrected every time he makes a mistake.

B Which advice is still useful? Change any advice you disagree with. Compare your ideas with a partner.

QUESTION FORMS

2 A Find and correct the mistakes in the questions below. Four of the questions are correct.

1 When you started studying English?
2 Who did helped you to learn English?
3 What annoys you about your job or your studies?
4 Did you to learn anything important at school?
5 Do you be enjoy learning languages?
6 In your job or studies, is there anything you are not happy with?
7 When you imagine the perfect career, what do you think of?
8 What keeps you awake at night?

B Ask your partner four of the questions.

RELATIONSHIPS

3 A Put the letters in the correct order to find the names of twelve types of people.

1	tomdogher	5	ceanife	9	sobs
2	niface	6	breemm	10	emeyloep
3	ilupp	7	stamcasel	11	trenom
4	nraterp	8	dethagorf	12	maatteme

B Work in pairs. Which of these people do you know or have in your life? Which of these are you?

REVIEW OF VERB TENSES

4 A Find and correct the mistakes. Five of the underlined verbs are incorrect.

12.10.09

I [1]was walking to work this morning when I [2]was seeing Mr Gonzalez, my old Spanish teacher. He [3]was wearing a leather jacket and carrying a guitar. I [4]ask him how he was. He said, 'Fine. I [5]go to my band practice.' I said, 'What band?' He replied, 'I [6]don't teach any more. It [7]wasn't really the best job for me. A few years ago I [8]was starting a band called The Big Easy. We [9]don't make much money, but I [10]'m liking the lifestyle.' I asked him where he lived and he said, 'I [11]'m living in my caravan at the moment. I [12]travel a lot. I'm a child of the sixties!'

B Write a short diary entry about an interesting or unusual day.

TALKING ABOUT YOURSELF

5 A Complete the conversations. Write an expression from the box in the correct place in the sentence.

~~query about~~	like to	to say	you about	I ask
thing I'd				

query about

1 **A:** I have a/the class. Do I have to bring a pen?
B: No, it's a computer class.
2 **A:** Could a question? Where does the tennis class meet?
B: At the tennis courts.
3 **A:** I'd have I'm not sure you're qualified. Why should we employ you for the library position?
B: Because I'm good with children and animals.
4 **A:** There are a couple of things I'd ask. Firstly, can you work on Saturdays?
B: Is that at the weekend?
5 **A:** One like to say is that you look good for your age. How old are you?
B: Thirty.
6 **A:** Can I ask your latest film, *Philadelphia*? Where is it set?
B: In Philadelphia.

B Work in pairs. Write an interview (a job, a place on a course, a magazine interview). Use the expressions in Exercises 5 and 7 on page 15 to help.

C Work in groups and take turns to role-play your interviews.

2 tales

FACT OR FICTION? p20

WHAT REALLY HAPPENED? p23

I DON'T BELIEVE IT! p26

HUSTLE p28

SPEAKING **2.1** Talk about life stories **2.2** Talk about an important news event **2.3** Tell a true story or a lie **2.4** Tell a narrative

LISTENING **2.1** Listen to a radio programme about films **2.2** Listen to news reports **2.3** Listen to a woman telling a story **2.4** Watch a BBC drama about an art thief

READING **2.2** Read an article about conspiracy theories; **2.3** Read a text about lying

WRITING **2.2** Write a news report **2.4** Write a newspaper article

BBC INTERVIEWS

When is it ok to tell a lie?

2.1 FACT OR FICTION?

G present perfect and past simple
P weak forms: *have*
V types of story; prepositions

SPEAKING

1 A Work in groups and discuss. Can you think of a film you have seen that has taught you about a person/event in history?

B Work in pairs and do the quiz. Decide if the information is fact, fiction or partly true. Then check your answers on page 158.

C Discuss. Do you think it is all right for film-makers to change the facts of a story? Why?/Why not?

HOLLYWOOD versus history

Can you tell your facts from fiction?

1 In the film *The Last Samurai*, Tom Cruise plays a US army captain who joins the samurai warriors in Japan in 1876. Was Captain Nathan Algren a real figure from history?

2 In *Shakespeare in Love*, William Shakespeare is inspired to write *Romeo and Juliet* by his real-life relationship with a young actress. Did this happen in real life?

3 In the film *Braveheart*, Mel Gibson plays the character William Wallace, leading an army of men with painted faces, and wearing kilts* as he battles to free Scotland from the English. How much truth is there in the story?

4 In the 1995 adventure, *Apollo 13*, we hear the pilot saying the famous words 'Houston, we have a problem.' But were these his exact words?

* kilt – a type of skirt traditionally worn by Scottish men

VOCABULARY

TYPES OF STORY

2 A Look at the types of film stories in the box below. Match the types of story with the descriptions a)–i).

a biopic a docudrama a disaster movie
a romantic comedy a period drama
a fantasy film a science fiction film
a psychological thriller an action/adventure film
a mystery a crime film

a) Heroes chase and fight each other.
b) The main character has mental problems.
c) A story about the science of the future.
d) Things that happen in the life of a real person.
e) The good guy (the detective) finds the bad guy (the criminal).
f) People dressed up in old-fashioned costumes.
g) Funny things happen. Two people fall in love.
h) Terrible things happen, but people survive.
i) A documentary made more interesting with some parts acted.
j) Strange things happen in an imaginary world.
k) Somebody gets murdered and a clever detective tries to find out who did it.

B Read the opinion below. What type of films does the writer enjoy? Why?

"I love watching romantic comedies. I enjoy sitting down and watching a couple find each other and fall in love. It's really easy watching. I find it relaxing because I don't have to think. It's funny how my taste in films has changed. When I was younger I enjoyed action films, like *Terminator 2*. But now I guess my interests are different."

C Work in pairs and answer the questions.

1 Which types of film do you enjoy watching? Have your tastes changed over the years?
2 Can you name films which match each type of story? Have both of you seen them? Are your opinions about them the same or different?

LISTENING

3 A 2.1 Listen to the first part of a radio programme about films and answer the questions.

1 What type of film does the programme talk about?
2 Why are these films so popular?

B Work in pairs and discuss. Look at the photos of actors who have played the roles of famous people in films. How do you think they prepared for the roles?

C 2.2 Listen to the second part of the radio programme. Are the sentences true (T) or false (F)?

1 Helen Mirren won an Oscar for her role as the Queen.
2 Will Smith met Muhammad Ali but they didn't get on.
3 Josh Brolin talked to himself in a Texan accent all day.
4 Audrey Tautou watched films of Coco Chanel.

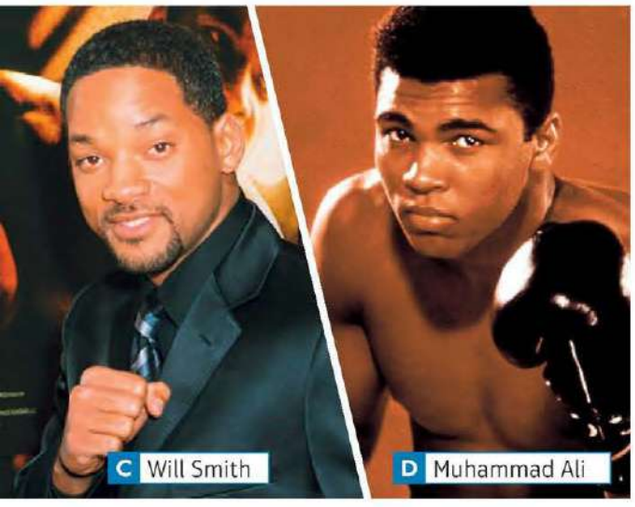
4 A 2.3 Listen to the whole programme and complete the information.

1 Hollywood has always used _____ _____ in its films.
2 Hollywood began making films in the _____s.
3 Some of the best films in recent years have been based on _____ _____.
4 From these films we've learnt about the _____ lives of some of the biggest music legends.
5 Many of these actors have won _____ for their roles.
6 Helen Mirren met the Queen for _____.
7 Josh Brolin phoned hotels in Texas, to listen to their _____.
8 Tautou wanted to look like Coco Chanel, so that we would recognise her _____.

B Check your answers in the audio script on page 164.

A Helen Mirren

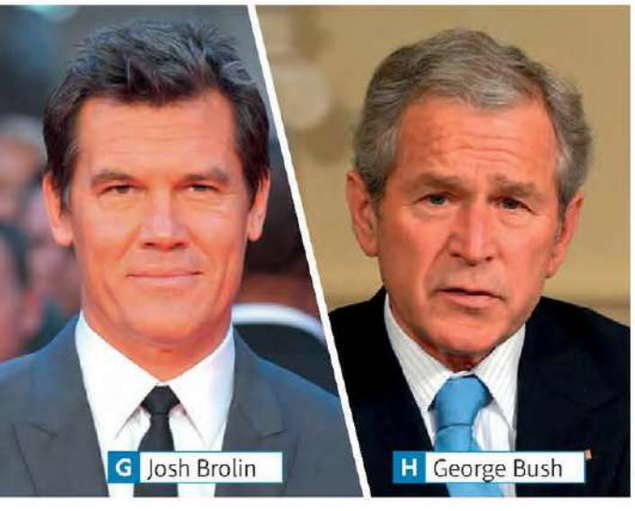
B Queen Elizabeth I


C Will Smith

D Muhammad Ali

E Audrey Tautou

F Coco Chanel


G Josh Brolin

H George Bush

GRAMMAR

PRESENT PERFECT AND PAST SIMPLE

5 A Read the sentences in Exercise 4A and underline examples of the present perfect and past simple.

B Complete the rules with present perfect or past simple.

RULES

1 Use the _____ to talk about experiences or things that happened before now. The time is not specified or important.
2 Use the _____ to talk about recent events, or an action which started in the past and continues now.
3 Use the _____ to talk about a specific event in the past (we know when the event happened).
4 Use the _____ to talk about an action which started and finished at a specific time in the past.

C Look at the sentences in Exercise 4A again and match them with one of the rules above.

▷ page 130 **LANGUAGEBANK**

6 A Read the text. What changed Chris Gardner's life?

Chris Gardner is a successful businessman and a millionaire. But things [1]_____ always _____ (not be) easy. He [2]_____ (not meet) his father until he was twenty-eight years old. This experience made him sure about one thing: he was determined to be a good father to his own children. As a young man, Gardner [3]_____ (experience) hard times. His wife [4]_____ (leave) him, he [5]_____ (lose) his job, and at one stage he and his two-year-old son [6]_____ (sleep) in train stations and airports. He [7]_____ (come) a long way since then. His life changed when he [8]_____ (meet) a man driving a red Ferrari and asked him what job he did. The man was a stockbroker, so Gardner asked him out to lunch, and the Ferrari driver introduced Gardner to the world of finance. Since he became successful, he [9]_____ (spend) a lot of money helping homeless people, and he [10]_____ also (write) books about his experiences. His story was told in the film *The Pursuit of Happyness*, starring Will Smith.

B Complete the text with the correct form of the verbs in brackets.

7 A 2.4 **WEAK FORMS: *have*** Listen to the pairs of phrases. Notice the difference.

1 I lived / I've lived
2 we met / we've met
3 he decided / he's decided
4 they spent / they've spent

B 2.5 Listen and write the sentences.

C Listen again and check. Then listen and repeat.

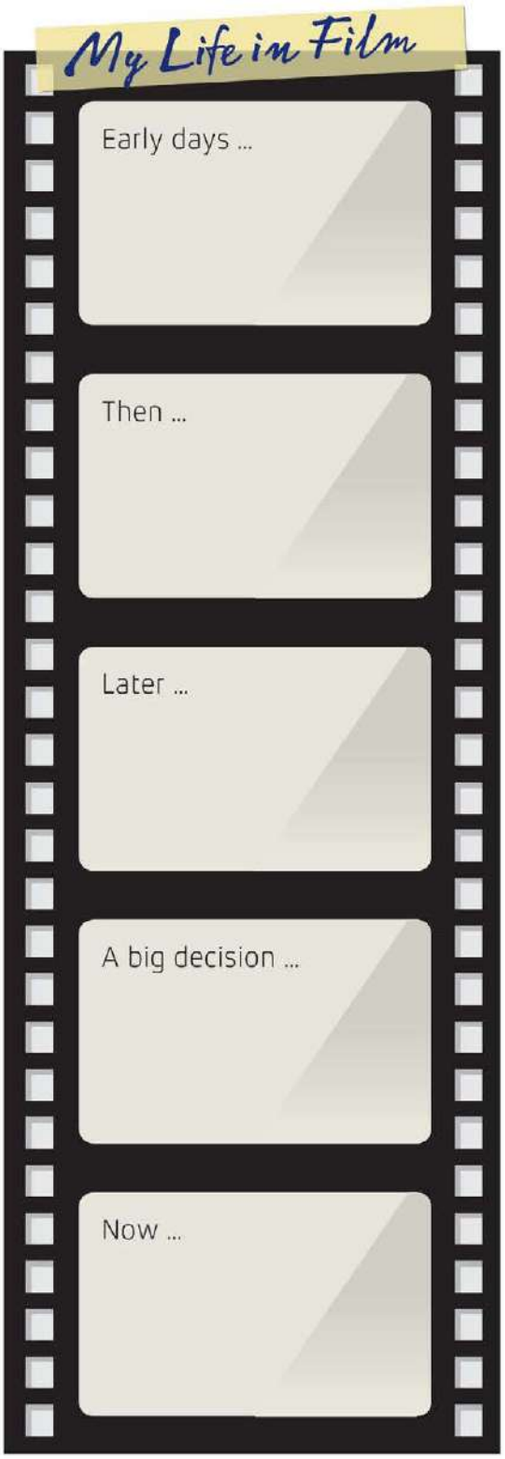
8 A Work in pairs. Student A: write *Have you ever … ?* questions using the prompts in the box below. Student B: turn to page 158.

be on TV/in a newspaper watch film at an outdoor cinema
do something embarrassing in public write a poem/story
go to a country on a different continent
collect something as a hobby see someone commit a crime

B Take turns to ask and answer questions. Try to find five things that you have done and your partner hasn't done.

SPEAKING

9 A Imagine you are going to make a film about your life. Choose five events you would like to include. Write some notes in the film strip below.



B Work in pairs. Take turns to talk about the film of your life.

C Think of three questions to ask your partner about the film of their life. Ask and answer the questions

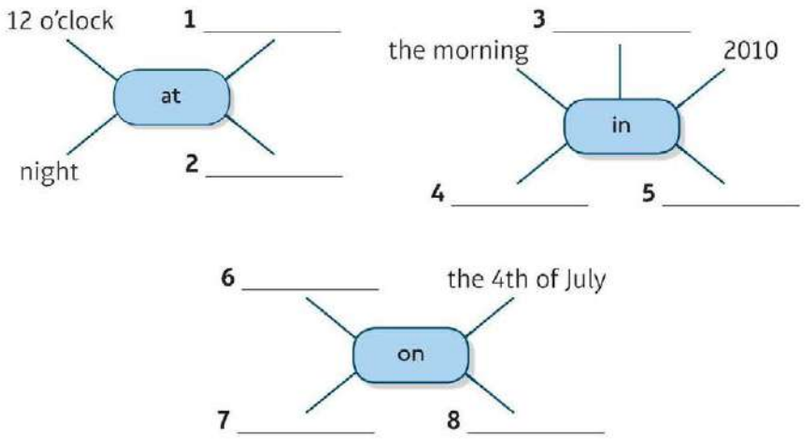
Why did you choose to ... ?
What happened when you ... ?
What did you enjoy best about ... ?

VOCABULARY PLUS

PREPOSITIONS

10 PREPOSITION + EXPRESSIONS OF TIME Complete the word webs with expressions in the box.

Saturday	the weekend	Monday morning	New Year's Day
July	the winter/the summer	the twenty-first century	lunchtime



speakout TIP

To help you remember which preposition of time to use, try to memorise this: ***on** Monday; **in** winter; **at** that time.*
on = for specific days, *in* = for time periods, *at* = for specific times

▷ Page 149 **VOCABULARYBANK**

11 PREPOSITION + NOUN Complete the phrases with the correct preposition: *on, for* or *by*.

1 It's a book ____ Dan Brown, a film ____ Steven Spielberg, a song ____ Amy Winehouse.
2 I saw it ____ TV. I heard it ____ the radio. I spoke to him ____ the phone.
3 We went ____ a walk, ____ a drive, ____ a run, ____ a swim.
4 They travelled ____ boat, ____ plane, ____ coach, ____ train.

12 A FIXED EXPRESSIONS Match the fixed expressions in bold in sentences 1–10 with meanings a)–j).

1 I dropped it **by mistake**.
2 I saw the film **on my own**.
3 He's here **on business**.
4 We met **by chance**.
5 It was made **by hand**.
6 We got there **in the end**.
7 She said it **on purpose**.
8 We arrived **on time**.
9 I'll do that **in a moment**.
10 They're **in a hurry**.

a) finally
b) cannot wait
c) by a person, not a machine
d) it was not a mistake
e) alone, not with other people
f) not early, not late
g) in a very short time
h) accidentally
i) not on holiday, but for work
j) it was not planned

B Look at Exercise 12A again. Write 6–8 questions with phrases with prepositions.

*Do you usually arrive **on time**, or are you sometimes late?*
*Do you prefer to live with someone, or live **on your own**?*

C Work in pairs. Take turns to ask and answer the questions.

WHAT REALLY HAPPENED?

G narrative tenses
P weak forms: *had, was, were*
V the news

2.2

SPEAKING

1 A Discuss the questions.

1 How do you keep up-to-date with the news?
2 What have been the most important stories in the last five years?

B 2.6 Listen to the excerpts from news reports. Which stories can you see in the photos?

READING

2 A Work in pairs. Read the definition and look at the photos below. Then answer the questions.

> **a conspiracy theory:** /kən'spɪrəsi 'θɪəri/ a theory or belief that there was a secret plan behind a major event
>
> From Longman Active Study Dictionary.

1 What do you think the conspiracy theories were about (the events in the photos)?
2 Which story do you think involved a real conspiracy, according to official reports?

B Read the article to check your answers.

3 A Read the article again and answer the questions.

1 Who died in their bathroom?
2 Who was shot?
3 Who was arrested?
4 Who was murdered?
5 Who were the suspects?
6 Who was photographed?

B How are these words and phrases related to the stories?

shadows fans stars painkillers photographs a studio hospital the FBI (Federal Bureau of Investigation) a man with a gun a flag

C Work in pairs. Answer the questions.

1 What do you think? Do you believe the official reports or the conspiracy theorists?
2 Do you know any other conspiracy theories? What happened?

The World's best-known conspiracy theories

Man on the Moon We've seen the photos, but many people claim that Neil Armstrong's 'giant leap for mankind' never really happened. They suspect that the astronauts Neil Armstrong and Buzz Aldrin never left earth, but acted out the scene and took photographs in a studio. Conspiracy theorists say there were strange shadows falling in the photos, and surprisingly no stars are visible. They point out that the US flag, planted by Buzz Aldrin, was apparently waving, although there is no wind on the Moon. However, these doubts can be explained logically. The lighting conditions on the Moon were complicated, and the flag only appears to 'flutter' because the astronauts moved it.

The King is Dead When Elvis Presley was found lying unconscious on his bathroom floor at his home *Graceland*, his family and friends desperately tried to save him. An ambulance was called and Elvis was rushed to hospital where a special room had been prepared for him. However, the 'King of Rock'n'Roll' was already dead when he arrived there. At first, doctors said that Elvis died because his heart had stopped, but later they claimed that drugs were involved. Elvis had taken painkillers because he had toothache and he couldn't sleep. However, for years his fans refused to believe that Elvis was gone, and there were numerous sightings of 'Elvis' around the world. There is even a website elvis-is-alive.com dedicated to finding out the truth.

The Death of a President President John F. Kennedy was assassinated on 22nd November 1963. He was riding through crowds in his car when a gunman shot him once in the head. Lee Harvey Oswald was arrested almost immediately after Kennedy's death, and charged with killing him. He was murdered two days later. A report in 1964 concluded that Oswald had acted alone. But conspiracy theorists have doubts, and believe more people were involved. Suspects include the CIA, the FBI and the Cuban leader Fidel Castro. In 1979, a new report agreed that Oswald had killed Kennedy, but also concluded that the President was killed 'as a result of conspiracy' by unknown people.

GRAMMAR

NARRATIVE TENSES

4 A Read the summary. Find and underline examples of the past simple and the past continuous and answer the questions.

> In 1963, President Kennedy and his team were preparing for the next presidential campaign. In Dallas, he was riding through crowds in his car when a gunman shot him.

1 Which tense is used to talk about the main events in a story?
2 Which tense is used to give background information in a story?

B Read the conclusion and answer the questions.

> Lee Harvey Oswald was arrested for the crime. A report later agreed that Oswald had killed Kennedy, but also concluded that there had been a conspiracy by a number of unknown people.

1 Which of the underlined verbs is in the past simple?
2 Which of the underlined verbs is in the past perfect?
3 Which tense describes the event(s) that happened first?

C Underline the correct alternative to complete the rule.

RULES Use the past perfect to talk about actions which happened *before the past time event we are talking about/a very long time ago.*

D 2.7 **WEAK FORMS: *had, was, were*** Listen to the news summary. Notice how *was, were* and *had* are pronounced. Listen again. Try to shadow read the text (read at the same time as the recording).

were preparing /wə/ not /wɜ:/
was riding /wəz/ not /wɒz/
had killed /həd/ not /hæd/

▷ page 130 **LANGUAGEBANK**

5 Read an account of an important news event. Complete the text with phrases a)–h).

a) He had been in prison
b) one of the branches broke
c) we heard some shots
d) 50,000 people were waiting
e) to hear what Mandela was saying
f) When he finally arrived
g) were talking to each other
h) many people had climbed onto it

11 February 2000: Nelson Mandela's release from prison

I was in the crowd on the parade in Cape Town that day. It was a hot day, and [1]_____ to see Mandela walk free from the prison. [2]_____ for twenty-seven years. At one point [3]_____ but most people stayed calm. People [4]_____ and singing songs. There was a great feeling of solidarity. There was a large tree in the middle of the parade, and [5]_____ to get a better view. Suddenly, [6]_____ and people fell to the ground. But nobody wanted to leave. Nobody wanted to miss the chance of seeing Mandela for the first time. [7]_____ there was a huge cheer. From where I was standing, it was difficult [8]_____ but I knew I was there for an important moment in our history.

VOCABULARY

THE NEWS

6 A Match the headlines 1–8 with the explanations a)–h).

1 Actress survives **crash**
2 Politicians **attacked** by angry crowd
3 Student demonstration turns **violent**
4 Workers to **strike over pay**
5 Massive **earthquake** hits Italy
6 Most wanted **fugitive** arrested
7 Floods **destroy** crops
8 **Hostages** released after talks with rebels

a) Lots of angry people shout and throw things at some politicians.
b) People who were kept as prisoners are allowed to go free.
c) Police catch a man who they suspect committed a serious crime.
d) A natural disaster destroys part of a country.
e) A woman is involved in a car accident but doesn't die.
f) A lot of farmland is under water.
g) Many people might refuse to go to work.
h) People who are protesting begin to fight on the streets.

B Work in pairs. Describe some stories which have recently been in the news using the vocabulary in bold above.

speakout TIP

Headlines can be difficult. They contain incomplete sentences: articles and auxiliaries can be dropped, simple tenses are used instead of continuous or perfect tenses and the infinitive is used to talk about the future. Find examples in the headlines.

▷ page 149 **VOCABULARYBANK**

SPEAKING

7 A Choose one of the news stories in the lesson or another important news story. Make notes to answer the questions below.

1 What was the news story? Where were you when you heard the news?
2 What were you doing? Who were you with?
3 What did you think at first? How did you feel?
4 Did the news change things for you in any way?

B Work with other students. Tell them about your story.

WRITING

A NEWS REPORT; LEARN TO USE TIME LINKERS

8 A Read the news report and answer the questions. Underline the parts of the news report which help you to answer.

1 Who is the story about?
2 What happened?
3 Why did it happen?
4 Where did it happen?
5 When did it happen?
6 What is the situation now?

Fraud fugitive in Facebook trap

A man who was on the run from police in the US revealed where he was hiding through a series of Facebook updates.

Cameroon-born Maxi Sopo falsely obtained credit from banks while he was living in the US. By the time he had finished, he had stolen more than $200,000. He then escaped to Cancun in Mexico, where he was happily spending the money, until he made posts on his Facebook page telling the world that he was 'living in paradise'.

'He was making posts about how beautiful life is and how he was having a good time with his buddies,' said Assistant US Attorney Michael Scoville. 'He was definitely not living the way we wanted him to be living, given the charges he was facing,' he added.

However, during his time in Cancun, Mr Sopo also befriended a former justice department official on the networking site. This man, who had only met Mr Sopo a few times, was able to discover exactly where Mr Sopo was living. As soon as he had this information, he passed it to the Mexican authorities who arrested Sopo last month.

The twenty-six-year-old is currently in custody in Mexico City.

B Read the news report again. Find examples of the following:

1 quotes used to give someone's opinion
2 a concluding statement which gives us information about the current situation
3 an introductory statement which explains in one sentence what happened
4 more information about the background to the story

9 A Look at the news report and find examples of the time linkers in the box.

as soon as	while	during	until	by the time

B Look at the words/phrases in the box above. Which time linker do we use to link an action that:

1 happened previously? *by the time*
2 continues up to that point and then stops?

_____

3 happens at the same time as another action?

_____

4 happens at some point in a period of time?

_____

5 happens immediately after something else has happened?

_____

C Complete the sentences with the correct time linker.

1 I came _____ I heard the news.
2 They arrived _____ we were having dinner.
3 Her cat died _____ the night.
4 We waited _____ the lights had gone out.
5 _____ the fire engines arrived, the house was destroyed.

10 A Work in pairs. Choose a headline and write six questions asking for information about the story.

Actress survives crash

Politicians attacked by angry crowd

Man shot outside his house

B Give your questions to another pair of students.

C Look at the questions and use them to write a short news report (100–150 words). Use the ideas in Exercise 8B to help you.

D Compare your stories with other students. Who has the best story?

2.3 I DON'T BELIEVE IT!

F telling a story
P intonation: sounding interested
V *say/tell*

VOCABULARY

SAY/TELL

1 A Work in pairs and discuss. How do you know when someone is lying? Do you think their behaviour changes?

B Read the text to check your answers.

How do you know if someone is lying?

From little white lies to lies which can destroy nations, people have lied for as long as they have told the truth. Some people are very good at it. So, how do we know if someone is lying?

Here are the things to look out for

1 The guilty hand: when someone is telling the truth they usually use more body language. They move their hands and their face more. When someone lies, their hands are still.

2 The lying eye: people find it very hard to tell you a lie if they're looking at you straight in the eyes. Normally, they look away just at the moment that they tell the lie.

3 The 'Me': when people tell a story about themselves, they tend to use a lot of 'me' words, like I, me, and my. When they tell a lie, they don't use the 'me' words as much.

2 A Match 1–6 with a)–f) to make sentences.

1 I'm terrible at telling
2 My brother told me
3 I think you should say
4 Sometimes it's better to tell
5 You should just say
6 I said

a) 'hello', but she didn't answer.
b) a white lie than to upset someone.
c) what you mean.
d) a funny story yesterday.
e) sorry.
f) jokes. I always forget the punch line!

B Add the phrases with *say* and *tell* from Exercise 2A to the table.

Say	Tell
'hello'	*a story*

C Work with other students. Do you agree/disagree with the statements? Why?

1 A lie can travel half way around the world while the truth is putting on its shoes.
2 A good storyteller should mix fiction with truth to make their stories interesting.
3 It's OK to tell lies sometimes.

A

FUNCTION

TELLING A STORY

3 A Look at the pictures above which tell a story. They are not in the correct order. What do you think is happening in each picture?

B 2.8 Listen to a woman telling her story. Number the pictures in the correct order.

4 A Look at the phrases we can use to help tell the sequence in a story. Add the sequencers from the box to the correct place in the table.

~~This happened when~~	The next thing I knew
Anyway,	In the end,
Before long,	And then, all of a sudden

beginning
In the beginning, … *This happened when*
describing what happened
Well, … So, …
ending
So, … Finally, …

B Listen to the story again, and tick the phrases you hear. Check your answers in the audio script on page 165.

▷ page 130 **LANGUAGEBANK**

5 A Work in pairs. Practise telling the story using the sequencers and the pictures to help you. Start like this:

This happened when the woman had an important interview and …

B 2.9 Do you think the woman was telling a true or false story? Listen to find out.

B

C

D

LEARN TO

SHOW INTEREST

6 A Look at phrases a)–j). Which phrases complete extracts 1–6?

a) what happened then?
b) What did you do?
c) Then what?
d) Oh no!
e) Oh dear.
f) How embarrassing!
g) That's really funny.
h) Really?
i) You're joking!
j) You're kidding!

1 **W:** So, anyway, erm … I then got on to the tube, um … to go for my interview.
M: Right, and ___*a*___
2 **W:** I've woken up shouting the word, 'Mum!'.
M: No! _____
3 **W:** At the top of my voice, in a packed, quiet tube.
M: _____
4 **W:** … they're looking at me in a rather strange way.
M: Right … _____
5 **W:** My face had swollen up! … And it was bright red, … and covered in blotches, spots …
M: Oh! _____
6 **W:** Yes, and the pills that my mother had given me were so out-of-date that they had caused an allergic reaction …
M: Oh! … _____

B 2.10 **INTONATION: sounding interested** Listen and check your answers. Notice how intonation is used to sound interested. Is it high or low?

C Listen again and repeat the phrases. Try to sound interested. Then repeat but try to sound bored. Can you hear the difference?

speakout TIP

When someone tells a story, try to use comments and questions to show that you are interested e.g. *How amazing!* Remember to check your intonation. Do you sound interested?

SPEAKING

7 A Prepare to tell a story. It can be a true story or a lie. Choose one of the situations below. Talk about when you:

- got stuck in a lift
- missed (or nearly missed) a flight
- lost something valuable
- spoke to someone famous
- got a tattoo
- went swimming at night
- were mistaken for someone else
- slept outside
- tried a very dangerous sport
- found something unusual

B Think about the details of your story. Think about the questions below and make some notes or practise telling your story. Try to use some of the sequencers from Exercise 4.

- Where were you?
- Why were you there?
- What were you doing?
- What happened?
- How did you feel?

C Work with other students. Take turns to tell your stories and listen and respond. Ask questions to decide if it is a true story or a lie.

A: I once got stuck in a lift.
B: Really?
A: Yes. I was …

D Tell the other students if it is a true story or a lie.

2.4 HUSTLE

DVD PREVIEW

1 Work in pairs. Discuss the questions.

1 Which famous fictional thieves/ investigators/detectives do you know about?
2 Which are famous in your country?
3 Do you watch any crime detective dramas? Which ones? What do you like/dislike about them?
4 What are the features of good detective dramas, e.g. interesting characters?

2 Look at the pictures and read about the programme. What problems do you think Finch had when he stole the painting?

Hustle

BBC

Hustle is a BBC drama series about a team of criminals who try to obtain and sell things in an illegal or dishonest way. In this programme we meet Finch, a burglar. He's in trouble with Customs, who believe that he has stolen a valuable piece of art. Unfortunately for Finch, when he stole the painting, things didn't go quite according to plan.

DVD VIEW

3 A Watch the programme. What problems did Finch encounter?

B Match the words in the two columns to make common crime collocations. Work with your partner. What do these words mean?

1 guard	a) thief
2 art	b) guard
3 valuable	c) weapon
4 burglar	d) officer
5 customs	e) dog
6 loaded	f) alarm
7 security	g) painting

C Tick the things above which you see in the clip. Which of the above do you not see?

4 A Work in pairs and answer the questions.

1 How does Finch get into the grounds of the mansion?
2 What is the security guard doing?
3 What does Finch do when he breaks into the house?
4 Why does Finch have to run with the artwork?
5 How does Finch escape?
6 What happens at the airport?
7 Why do customs officers search Finch? Do they find anything?
8 What do customs plan to do?

B Watch the DVD again to check.

C Discuss what you think Finch does next. What do you think will happen?

speakout a narrative

5 A Work in groups. Look at the pictures. What do you think happened?

B 2.11 Listen to someone telling the story. Do you think the story is true?

C Listen again and tick the key phrases you hear.

KEY PHRASES

This story is about …
The problem was that …
In fact, …
What he didn't realise/know was that …
However, …
Later, …
Because of this, …
In the end, …

6 A Work in pairs. Take turns to retell the story using the key phrases.

B Work in pairs. Student A: look at the picture story on page 159. Student B: look at the picture story on page 160. Use the phrases in Exercise 5C to tell your partner what happens in your story.

writeback a newspaper article

7 A Read about a famous art theft. Who stole the painting? Why did he steal it? What happened in the end?

Famous painting stolen

On 21st August, 1911, Leonardo da Vinci's Mona Lisa, one of the most famous paintings in the world, was stolen from the wall of the Louvre Museum, in Paris. At first, the police thought one of the guards might have stolen the painting, but seventeen days after the theft, they arrested poet Guillaume Apollinaire. However, he was released when police could find no evidence that he had committed the crime. Two years later, the real thief, Vincenzo Peruggia, was arrested in Italy. Peruggia had worked at the museum, and had stolen the painting because he was angry about how many Italian paintings were on display in France. He had planned to return the painting to the Italian Uffizi gallery, in Florence. The public was so excited at the news of finding the Mona Lisa that the painting was displayed throughout Italy before it was returned to France in 1913.

B Write up the story of Finch's art theft as a newspaper article, using the article above and the key phrases to help you.

2.5 LOOKBACK

V TYPES OF STORY

1 A Add the missing letters to complete the types of story.

1 One of my favourite a_____ films of all time is *The Terminator*.
2 Jamie Foxx stars in *Ray*, a great b_____ of Ray Charles.
3 *Pretty Woman*, starring Julia Roberts and Richard Gere, is my favourite r_____ c_____.
4 I'm not a great fan of p_____ d_____, but I thought this production of *Jane Eyre* was brilliant.
5 I loved the p_____-t_____, *Silence of the Lambs*, but I found it very scary.
6 I still enjoy Agatha Christie's *Murder on the Orient Express*. It's one of the best ever d_____ films.
7 I can't watch s_____ f_____ films, like *Star Wars* and *Alien*. I can't stand them.
8 I think d_____, films like *Nixon*, are a great way to learn about what really happened during important events.

B Choose your three favourite film genres. Find other students who like the same genres and work together to make 'best ever' lists of the films in those genres.

G PRESENT PERFECT AND PAST SIMPLE

2 A Look at the phrases below. Have you done any of these things? Write sentences using *I've ...*, *I haven't ...* and *I have never ...*.

- see a famous band
- ride a horse
- visit another country
- run a marathon
- start a business
- travel on your own
- write a diary/blog
- organise a big family party
- play in a band/write a song
- walk in the mountains/go skiing
- swim with dolphins/go scuba diving
- meet someone famous
- go to university/change your job

B Choose one thing you have/haven't done and tell your partner more about it.

I've played in a band. When I was at university I played in a band called 'The Hooligans'.

G NARRATIVE TENSES

3 A Put the verbs in the correct tense to complete the story.

Sasha [1]_____ (wake) up late because she [2]_____ (forget) to set her alarm clock. She [3]_____ (have) breakfast when the telephone [4]_____ (ring). It was her boss. He wanted to know why she [5]_____ (not finish) the report that he [6]_____ (ask) her to do. She quickly [7]_____ (leave) the house to go to work. She [8]_____ (stand) on the train when she noticed that lots of people [9]_____ (look) at her feet. Then, she [10]_____ (realise) that she [11]_____ (forget) to put her shoes on. She [12]_____ (wear) her slippers.

B Can you remember a day when you woke up late? Why? What happened? Tell your partner.

V THE NEWS

4 A Underline the correct option to complete the headlines.

1 Postal *destroy/strike* causes huge delays
2 Police attacked during student *demonstration/crash*
3 *Fugitives/Hostages* released after negotiation with rebel leader
4 Hundreds homeless after *earthquake/violent* hits
5 *Fugitive/Flood* found hiding in forest
6 Train *strike/crash* kills sixty people
7 House *attacked/crashed* with petrol bomb

B Work in pairs. Choose two or three of the headlines in Exercise 3A. Write mini news stories giving more details about each story.

F TELLING A STORY

5 A Add a word to each speaker's part to correct the conversations.

happened

1 **A:** This when I was living in Hong Kong.
B: Oh really? happened?
2 **A:** I was having a shower when all a sudden I saw a huge spider.
B: Oh no. What you do?
3 **A:** Anyway, before I knew it someone called the police.
B: Really? What next?
4 **A:** The next I knew, the man was running towards me and shouting.
B: don't believe it!
5 **A:** , anyway I was going up the ski-lift and I fell off.
B: embarrassing!
6 **A:** So, in end, I had to pay all the money back.
B: dear.

B Work in pairs. Choose three of the conversations above and expand the stories.

C Work in groups. Take turns to role-play your conversations.

3 future

MAKING PLANS p32

TOMORROW'S WORLD p35

IN OTHER WORDS ... p38

YOUTUBE p40

SPEAKING **3.1** Discuss your plans and arrangements **3.2** Talk about predictions **3.3** Explain misunderstandings **3.4** Discuss how to create a video channel

LISTENING **3.1** Listen to people discussing making plans **3.3** Listen to a series of misunderstandings **3.4** Watch a BBC documentary about the rise of YouTube

READING **3.2** Read an article about the future

WRITING **3.1** Write a series of messages **3.4** Write a proposal

BBC

INTERVIEWS

Can new technology help communication?

3.1 MAKING PLANS

G the future (plans)
P fast speech: *going to*
V organisation

VOCABULARY

ORGANISATION

1 A Work in pairs. Read the introduction to the questionnaire. Are you a planner or a procrastinator?

B In pairs ask and answer questions 1–4 in the questionnaire. Do you have similar answers?

C Find phrases in bold to match the definitions below.

1 not pay attention to the things you are supposed to be doing
2 delay (a job)
3 spend time doing things that aren't important
4 put jobs in order of which is most important
5 do lots of different jobs at the same time
6 complete tasks
7 do jobs just before the time they need to be done
8 do things in advance
9 be careful with your time
10 begin a job

D Work in groups. Answer the questions.

1 When was the last time you left something until the last minute?
2 Can you think of a job that you have put off for a while? When do you plan to do it?
3 What do you get distracted by when you're working? How do you try to avoid distractions?
4 Do you think it's a good idea to write to-do lists?

▷ page 150 **VOCABULARYBANK**

LISTENING

2 3.1 Listen to three people discussing the questionnaire. Which of the following topics do they not talk about?

making plans	holidays	writing lists	work arrangements for tonight

3 A Work in pairs. Can you complete these sentences from the listening?

1 You generally like to do things ahead of _____.
2 It's the only way to get _____ done.
3 You might need to change your _____, so why bother making plans in the first place?
4 I much prefer to _____ and see what happens.
5 This evening a _____ of mine's coming over.
6 I'm going to try out a new _____ recipe.
7 I'll see how I _____. I might go out, or I might just stay at home and _____.
8 I do get jobs done, but I never get started _____ away.

B Listen again to check your answers.

C Discuss. Who would you prefer to work with, Laurie, Kenna or Javier? Why?

Are you a planner or a procrastinator?

Do you plan your day or do you prefer to see what happens? A planner will spend the night before work making lists, prioritising, and making sure everything is under control. They arrive early and get started on their first task. A procrastinator, on the other hand, is more likely to arrive at work just in time, with a coffee and breakfast in their hand and a stressed look on their face.

When you have a job to do, or you need to **meet a deadline**, do you:

1 generally **do things ahead of time** or **leave things until the last minute**?
2 prefer to **get started** on a difficult job or **put off** doing difficult jobs until later?
3 tend to **get distracted** easily and **waste time** or do you **use your time wisely** and **get things done**?
4 write to-do lists and **prioritise tasks** or do you prefer to **multitask**?

GRAMMAR

THE FUTURE (PLANS)

4 Read the conversation and find examples of the structures described below.

Kenna: This evening a friend of mine's coming over. We're eating at my house – I'm going to try out a new pasta recipe. And then we're going to the cinema to see that new Argentinian film.

Laurie: Javier?

Javier: Uhhh … I don't really know. I'll see how I feel. I might go out, or I might just stay at home and relax. I told you, I really don't like to plan.

RULES

1 Use present continuous to talk about plans or arrangements which have already been made, e.g. *A friend of mine is coming over.*
2 Use *going to* + infinitive without *to* to talk about a plan or intention. You have decided that you want to do this, but you may not have made the arrangements,
e.g. _____
3 Use *might* + infinitive without *to* when you are undecided or not sure what the plan is,
e.g. _____
4 Use *will* + infinitive without *to*, to talk about the future when you have no specific plan, or you make the decision at the time of speaking, e.g. _____

▷ page 132 **LANGUAGEBANK**

5 A 3.2 Listen and complete the sentences.

1 What _____ at the weekend?
2 We _____ my brother and his family.
3 Where _____ for them?
4 They _____ a party on Friday.
5 _____ with us tomorrow?
6 I'll ask Marion when she _____ .

B FAST SPEECH: *going to* Listen again. Notice how the speakers sometimes pronounce *going to* /gənə/ in fast speech. Tick the sentences where *going to* is pronounced /gənə/.

C Listen again and practise saying the sentences fast.

What are you going to do at the weekend?

6 Underline the correct alternatives to complete the conversation.

Pete: Hey Dax. What [1]*are you two doing/will you two do* on Saturday night?

Dax: I don't know. We [2]*might/will* go to the Death City Dread concert. What about you?

Pete: [3]*I'll have/I'm going to have* a bit of a party. My parents [4]*are going/will go* away for the weekend, so I've asked a few people to come over to my place. Kris [5]*will bring/is bringing* his DJ equipment round, so [6]*we're having/we'll have* music. And everyone [7]*is going to bring/might bring* some food and drink. Euan [8]*will come/is coming* with a few friends. Do you think you can make it?

Dax: It sounds great. [9]*I'm going to text/I'll text* Leyla to ask her what she thinks. Then [10]*I'm calling/I'll call* you back to let you know. Is that OK?

Pete: That's fine. [11]*I'll speak/I'm going to speak* to you later. Bye.

7 A Write sentences for situations 1–6 below. Think about whether you have made arrangements already, then decide which tenses to use.

1 something you plan to do at the weekend
Some friends are coming to stay. (I've already arranged this.)
I might go out for a pizza on Friday night. (I don't know yet.)
2 something you are going to do after the class
3 something you might buy in the near future
4 something that someone in your family is planning to do
5 a plan or ambition you have, related to your work/studies
6 something that you plan to do for your next holiday

B Work in pairs. Compare your ideas. Ask and answer questions to find out more information.

A: *My sister's moving to Poland.*
B: *Really? That sounds exciting. Which city?*

SPEAKING

8 A Think about two or three plans or arrangements with other people that you have made recently. Use the questions below to make some notes.

1 What is the plan?
2 Who is involved?
3 How did you communicate to make the arrangements?

B Work in groups. Tell the other students about your plans and how you made the arrangements. Do you have similar or different ways of organising yourselves?

WRITING

MESSAGES; LEARN TO USE NOTE FORM

9 Work in pairs. Look at messages 1–4 and answer the questions.

1 What do you think the relationship is between the writer and the person they're writing to?
2 Are the messages formal or informal?

Leyla
Gone to the dentist.
Be back at 4p.m.
Jen

Pete
Please call Tricia on 07679 437 562 asap
Lucy

Hope you enjoyed the concert.
Dinner's in the oven.
F X

Can you pick us up from football tonight?
See you later
Ben + Max

speakout TIP

Leave it out! When we write notes and messages we don't always write complete sentences. We often miss out small grammatical words to make the message shorter.

10 A Look at messages 1–4 in Exercise 9. The words in the box have been left out. Which message do they belong to?

I	We'll	Your	I've	Can you	I'll

B Rewrite messages 1–4 below using fewer words.

1 Are you feeling hungry? Do you want to meet me for lunch at Pavarotti's 1p.m.? Rx

2 We're going to see Elton John in concert. Would you like me to book you a ticket? Tonya

3 Pete called to say that he won't be able to come to dinner. Do you think you could call him back on 01954 627 823? Thanks. Jayne

4 I'm really sorry but I can't come to the cinema tonight because I've got too much work to do. I hope you enjoy the film. Bess

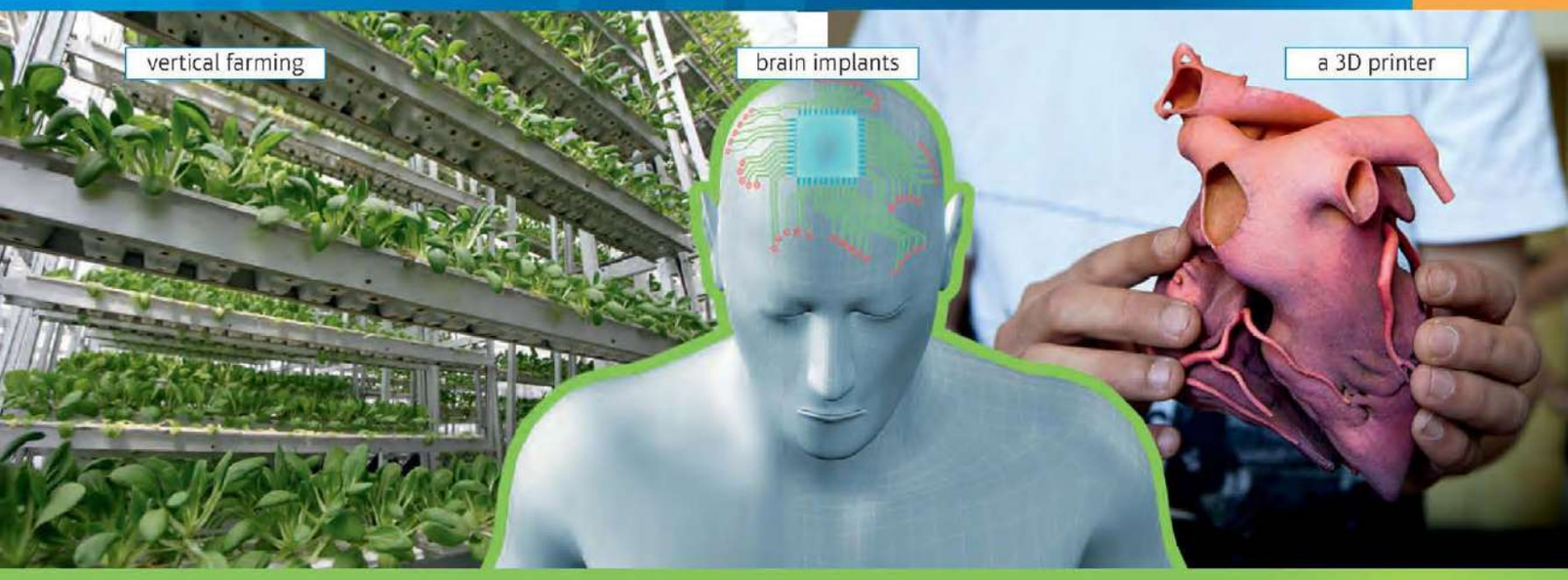
11 Write short messages for the situations below.

1 You're going away for the weekend and would like your flatmate to water the plants.
2 You want to invite a classmate to the cinema.
3 You need to apologise to a work colleague for missing a meeting.

TOMORROW'S WORLD

G the future (predictions)
P stress in time markers
V future time markers; idioms

3.2



READING

1 Look at the photos and answer the questions.

1 What inventions or developments do the pictures show?
2 How do you think they can benefit people?

2 A Read the article. What does it tell us about the things shown in Exercise 1? What predictions does it make about translating machines and nano monitors?

B Complete the summary of the article with words from the text. Use one word in each gap.

The writer believes a machine will be able to [1]_____ our words into different languages. She thinks we'll use monitors in our [2]_____ to check our health, and 3D printers will make perfect [3]_____ of human organs like the heart. We will entertain ourselves with virtual reality, as computers learn to interact with the [4]_____. The problems caused by [5]_____ change will mean vertical farming becomes popular.

C Discuss with other students.

1 Which ideas in the article do you like? Can you think of other uses for these inventions?
2 Which ideas don't you like? Why not?
3 Which ideas do you agree will probably come true?

A better world?

Communication

In the near future, we may be able to communicate in any language we choose. A number of companies are working on translating machines that use the voice frequencies of the speaker. This makes it sound as though the user is speaking the foreign language. We already have translating machines, but they are slow and inaccurate and they sound like robots. In only a year or two this new machine, which will be a headset, could come onto the market and allow us to speak every language under the sun.

Health

The future of health is going to be a tale of big and small. Tiny nano monitors will be placed inside our bodies, and these will produce Big Data – enormous amounts of information – that allow us to check our health and help us predict illnesses. Another big development probably won't be ready in the short term, but in the long term there is hope that 3D printers will make copies of body parts such as hearts, livers and kidneys. If it happens, this is likely to save millions of lives. Using 3D printers, we can already make copies of plastic and metal objects. The next step is to copy living tissue.

Entertainment

Full immersion virtual reality will be with us in perhaps ten to twenty years' time. We will be able to plant tiny microchips in the brain, allowing a person to experience games, movies, and virtual life as if they are real. As computers interact with the brain, we will have the sensation of touching, seeing, hearing, and smelling virtual objects in virtual worlds. Instead of just watching heroes in movies, signals to the brain will let us feel what our heroes feel, see what they see. Fortunately, if things get too terrifying, we will be able to switch it off with the push of a button!

Global problems

In the next thirty years, climate change is going to seriously affect traditional farming. Floods and droughts will disrupt farming patterns that have existed for thousands of years. Because of this, cities will have to start producing food, and vertical farming will become common. Tower blocks and skyscrapers will have gardens built into them. Each floor will grow different plants, fruits and vegetables, and the water will be recycled. Instead of stretching out for miles across the landscape, farmland will now rise hundreds of meters into the air.

VOCABULARY

FUTURE TIME MARKERS

3 A Read sentences 1–6 from the article in Exercise 2A and underline the time markers.

1 In the near future, we may be able to communicate in any language we choose.
2 In only a year or two the machine, which will be a headset, could come onto the market …
3 Another big development probably won't be ready in the short term,
4 … in the long term there is hope that 3D printers will make copies of body parts …
5 Full immersion virtual reality will be with us in perhaps ten to twenty years' time.
6 In the next thirty years, climate change is going to seriously affect traditional farming.

B Look at the time markers again. Which of them mean *soon*? Which mean *in a long time*? Which name a future date or time period? Group them.

C 3.3 **STRESS IN TIME MARKERS** Listen to the underlined expressions in 3A. Which words in these expressions are stressed? Which words are the most important to the meaning of each expression?

D Work in pairs. Ask and answer the questions using both the time markers given.

1 Will you still live in the same place: a) in the near future? b) in ten years' time?
2 What projects will you work on: a) in the short term? b) in the long term?
3 Will your working life/life as a student change: a) in the next five to ten years? b) in a year or two?

GRAMMAR

THE FUTURE (PREDICTIONS)

4 A Read the extracts from the article. Are the predictions certain (C) or possible (P)?

1 We may be able to communicate in any language we choose. *P*
2 In only a year or two, the headset could come onto the market.
3 This is likely to save millions of lives.
4 Climate change is going to seriously affect traditional farming.
5 Tower blocks and skyscrapers will have gardens.

B Look at the underlined words above. Complete the rules with *will*, *could*, *to* or *be*.

RULES

1 We use *will* + infinitive without *to* to make predictions about the future.
2 We use _____ *going to* + infinitive without *to* to make predictions when there is present evidence.
3 We use *may* or _____ + infinitive without *to* to say something is possible but not certain.
4 We use *likely* + infinitive with _____ to say something will probably happen.

▷ page 132 **LANGUAGEBANK**

5 A Circle the correct alternative to complete the text.

Dr Michio Kaku is a physicist who makes TV programmes about the future. He believes we [1]*will be design/will design* new worlds that look like our own, and that virtual reality is [2]*become/going to become* more like our reality. In one programme, Kaku jumps into a remote controlled car, and tells us the car is so intelligent that the words 'traffic jam' and 'traffic accident' [3]*are going to diappear/going to disappear* from the language. He also says that in a few years' time microchips will be so cheap they [4]*are could be built/could be built* into every product we buy – our walls, our furniture, even our clothes. And they [5]*likely/are likely* to be so small we [6]*won't know/won't to know* they exist. Kaku also believes our sunglasses [7]*may become/may becoming* our future home entertainment centre. He then does a virtual dance using 3-D technology (his dance partner is hundreds of miles away) and explains that one day in the near future, 3-D technology [8]*is could replace/could replace* the telephone and [9]*reduce might/might reduce* air travel. Finally, he investigates robots and concludes that, in the long term, some of our closest friends [10]*might not be/might be not* people.

B Discuss. Which predictions, if they come true, will be good/bad for the world? Why?

SPEAKING

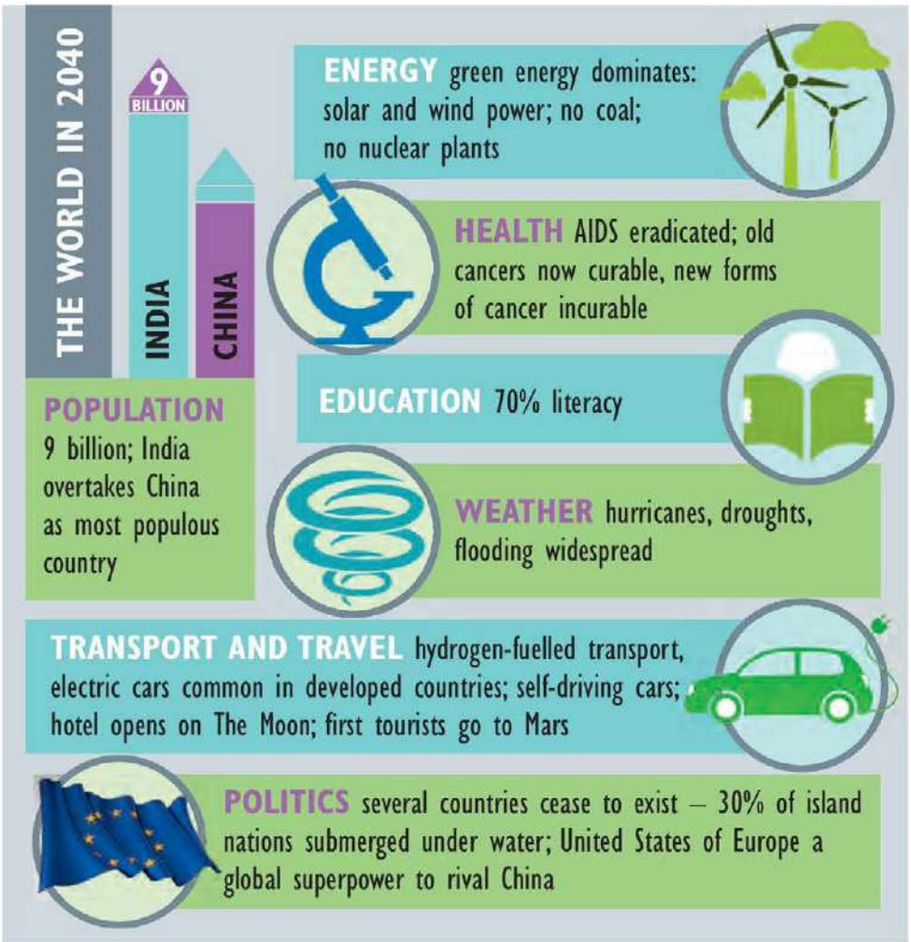
6 A Look at the pictures about the world in 2040. What information did you already know? Is there anything you find surprising or unlikely?

B Imagine you are a 'futurist' and it's your job to predict the future. Think about the topics in the box. What changes do you think will happen in these areas by 2040? Make some notes.

communication	technology	food
work habits	cities	the environment

C Work in pairs and discuss your ideas.

Communication: I think we will probably have video conference calls with people's holograms. There probably won't be …



VOCABULARY *PLUS*

IDIOMS

7 A Read comments 1–4. Which of the topics in the images are they referring to?

1 'I like that statistic. I teach reading, so it's an issue that's close to my heart.'
2 'If that statistic is correct, then coastal countries like mine are running out of time.'
3 'This hits the nail on the head: we will eradicate old illnesses, but new ones will develop.'
4 'Let's face it: the world will be completely overcrowded.'

B Read the definition of an idiom and underline the idioms in sentences 1–4.

> **idiom** /ɪdɪəm/ *[C]* a group of words that have a special meaning when they are used together: *'On top of the world'* is an idiom meaning *'very happy'*
>
> From Longman Active Study Dictionary.

C Look at the underlined idioms in Exercise 7A and decide if these statements about idioms are true (T) or false (F)?

1 Idioms are usually formal.
2 You cannot usually change the order of words in an idiom.
3 You can sometimes change the verb tense and the subject of an idiom.
4 You can usually guess the meaning from one word in the idiom.

D Work in pairs and compare your answers. Then turn to page 159 to check your answers.

speakout TIP

Write new idioms in a special place in your vocabulary notebook. Record them in context and add your own examples. Do this for the idioms in Exercises 7 and 8A. Then try them out. Make sure it's the right situation and you use the exact words.

8 Work in pairs. Look at the idioms organised by topic. What do the underlined idioms mean?

Problems
1 We forgot to pay our taxes. Now we're in hot water.
2 I said the wrong thing again. I always put my foot in it.

Time
3 We're working against the clock. We have two hours to finish the project.
4 I'm sure we can win this match but we're running out of time.

9 Look at the idioms organised by key words. Match idioms 1–6 with meanings a)–f).

Body parts
1 Keep an eye on him. *b*
2 Can you give me a hand?

Food and drink
3 It's not my cup of tea.
4 It was a piece of cake.

Animals
5 You're a dark horse!
6 I want to get out of the rat race.

a) I don't like it
b) watch
c) help me
d) the competitive world of work
e) you have a lot of secrets
f) easy

10 A Find and correct the mistakes. There is a mistake in each sentence.

1 When was the last time you gave someone the hand?
2 Which student do you think is a horse dark?
3 When's the last time you put your feet in it?
4 Which issues are close by your heart?
5 Do you often have to work against the clocks?
6 When were you last in warm water?

B Write an answer to each question. Then compare your answers.

▷ page 150 **VOCABULARYBANK**

3.3 IN OTHER WORDS ...

F dealing with misunderstandings
P linking in connected speech
V misunderstandings

VOCABULARY

MISUNDERSTANDINGS

1 Look at the photos. What is the situation in each one?

2 A Read sentences 1–8 and complete them with phrases a)–h). Which are about future arrangements?

1 When we meet later, make sure you go to the Judd Road in the town centre because ...
2 We mistakenly left home at 5.30 because ...
3 I was expecting to see Pete, my old school friend, but ...
4 I didn't do the homework because ...
5 I organised a party for tomorrow night! I thought her birthday was 6th May but ...
6 I ended up at the wrong house because ...
7 I called Deb to invite her over, but she thought I was a stranger because ...
8 I answered the phone, but ...

a) it was a **wrong number**.
b) I'd got the **wrong address**.
c) we **got the date wrong**.
d) **we thought** it started at 6.
e) **it was a different** Peter Smith.
f) there are two streets **with the same name**.
g) she **didn't recognise** my voice.
h) I **didn't realise** it was for today.

B Which expressions in bold show misunderstandings about: a) people b) places c) times d) someone on the phone?

C Can you remember a misunderstanding in your life about a time, person, place, etc? What happened? Tell other students.

FUNCTION

DEALING WITH MISUNDERSTANDINGS

3 A ▶ 3.4 Listen to four telephone conversations involving misunderstandings. What was the misunderstanding in each conversation?

B Listen again and answer the questions.

Conversation 1
1 Who did the woman want to speak to?
2 Who did she speak to?

Conversation 2
3 How did David make his hotel reservation?
4 What hotel does he want to stay in?

Conversation 3
5 What time does the show finish?
6 What time did the show start?

Conversation 4
7 What does the woman want to rent?
8 What is the date?

C Complete expressions 1–7 with the words in the box.

tell	that	me (x2)	saying	mean	name	again

1 I didn't catch any of _____.
2 You've lost _____.
3 Could you repeat the last _____?
4 Can you say that _____?
5 What exactly do you _____?
6 I don't get what you're _____.
7 Do you mean to _____ _____ ... ?

D ▶ 3.5 Listen and check. Then listen again and copy the intonation.

▷ page 132 **LANGUAGEBANK**

4 A Put the underlined words in the correct order to complete B's responses. Use capital letters where necessary.

1 **A:** Oh no! I can't find the key.
B: do say mean to you we're going to be locked out all night?
Do you mean to say

2 **A:** And after Jimmy left Minnie, he married Millie, who used to be married to Billy.
B: lost me you've. Who are all these people?

3 **A:** There was a little accident with the spaghetti bolognese and your sofa.
B: mean exactly what you do?

4 **A:** The boss wants to see you. It's about the money that's missing from the accounts.
B: what don't saying get you're I.

5 **A:** Um, er, I think my new phone number is, um, 654 0987 6743.
B: catch I that any of didn't. What's the number?

6 **A:** My home address is 39 Kings Street, Manchester, Lancashire, M8 2TO.
B: that you say again can? I didn't hear.

7 **A:** We're leaving Los Angeles at 11p.m. OK? Then we arrive in Sydney at 5.50a.m.
B: part you the repeat could last? I didn't hear you.

B Work in pairs. What does speaker A say next? Continue the conversations with your own words.

LEARN TO

REFORMULATE

5 A Read the extracts from audio 3.4. Underline five examples of how the speaker reformulates what he/she heard.

1 **A:** We've got no reservations in the name of Cullinan, and we're fully booked tonight.
B: So you're saying I can't stay here. This is the Sheldon Hotel, yes?

2 **C:** Didn't you say it starts at seven?
D: No, it starts at five and finishes at seven!
C: So what you mean is I've missed the whole show.

3 **E:** Yes, but today's a holiday and all the cars have been booked already.
F: Do you mean to tell me that there's nothing at all? No cars available?
E: There's nothing till tomorrow, I'm afraid.
F: But I definitely booked a car for today, the third of July.
E: It's the fourth of July today. In other words, your booking was for yesterday.

B 3.6 **LINKING IN CONNECTED SPEECH** Listen to the phrases. Notice how the words are linked together in fast speech.

So_you're_saying ...

C Listen again and repeat the phrases.

SPEAKING

6 A Work in pairs and role-play the situation.

Student A

You are a guest at a hotel. Twenty minutes ago you called reception, asking for some soap to be sent to your room. Room service brought you some tomato soup. You want them to take the soup back and bring some soap. Call reception to make your complaint.

Student B

You are a receptionist at a hotel. A guest calls to make a complaint. Start the conversation by saying *'Reception. How can I help you?'*

Hello. Yes, I'm afraid I have a problem ... Explain the problem.

Apologise for the misunderstanding and say you will send someone with soap.

Check details and thank the receptionist for their help.

Confirm details, apologise again and end the call.

B Change roles and turn to page 159.

C Work in pairs and take turns. Student A: ring reception and make a complaint. Student B: apologise and offer a solution. Use the flow charts to help and role-play the situations.

3.4 YOUTUBE: THE FUTURE OF TV?

DVD PREVIEW

1 A Read six opinions about YouTube. What do the words in bold mean?

1 I love YouTube because the **creators** of the videos are often normal people like us, the **consumers**.
2 The thing I hate about YouTube is the **adverts**, especially when you can't skip them.
3 The **audience** for some YouTube videos may be bigger than for some TV programmes.
4 Most of the **content** on YouTube is terrible. The filming **techniques** are low quality.
5 I don't go on YouTube that much and I'd never **subscribe** to a YouTube channel.
6 Making good quality YouTube videos requires a big **investment** of time and money.

B Work in pairs and discuss statements 1–6 above. Which ones do you agree with?

2 Read the programme information. What is it about? Who does the presenter speak to?

BBC

The Culture Show YouTube: The Future of TV?

This BBC documentary looks at the rise of YouTube and finds out what the company is doing to improve its online content. Jacques Peretti goes into the YouTube office and talks to some of the young creators who are changing the entertainment industry.

DVD VIEW

3 Watch the DVD. What is YouTube doing to improve its online content?

4 A Watch the DVD again and complete the fact file.

VALUE:	$1,000,000,000
FOUNDED:	in [1]_____.
CREATORS:	for some, YouTube is a full-time job
MAKING MONEY:	YouTube invites popular creators to put [2]_____ on their videos.
STUDIO:	creators with 50,000 [3]_____ can use the studio.
BIGGEST STUDIO:	'Deep Focus'
CRITICISM OF BUSINESS MODEL:	[4]_____ think content should be free.

B Work in pairs. Answer the questions.

1 Who has 'some of the biggest audiences in Britain'?
2 Who makes more money: YouTube video creators or TV programme makers?
3 What kind of techniques do creators learn in the YouTube studios?
4 What will 'a better quality of content' bring for YouTube?
5 What does Andrew Keen say about the internet and 'the creative community'?

C Watch the DVD again to check your answers.

5 Discuss in groups.

1 Do you think the DVD clip is positive or negative about YouTube, or is it balanced?
2 What do you think of the type of short clips ('kids messing around in their bedrooms') in the programme?
3 Do you think that YouTube is 'the future of TV'? Do you think it will become more popular than mainstream TV or is it only aimed at young people?

speakout create a video channel

6 A You are going to create your own video channel. Think about the points below. Is there any other important information you should consider?

- name of channel
- type of video clips
- target audience
- what's special about the channel
- who will star in the videos
- competitors/rivals
- how frequently you will upload new videos

B 3.7 Listen to two people planning a new YouTube channel. What do they say about each of the points in Exercise 6A?

C Listen again and tick the key phrases you hear.

KEY PHRASES

The first thing [I think] is …
We came up with this idea.
It would be really [cool/interesting/fun] to …
What's the angle?
So the target audience is …
Who will be the presenters?
Who are our competitors or rivals?
How often will we upload new videos?
What about a name?

7 A Work in groups. Think of an idea for the task in Exercise 6A. Make sure you discuss all the points and take notes.

B Work with another group and take turns to present your ideas. What are the advantages and disadvantages of each idea?

writeback a proposal

8 A A new company is looking for funding to make videos. Read the company's proposal. Do you think it will get funding? Why?/Why not?

FUTURE SHOCK VIDEOS

We are looking for funding to make exciting and innovative videos about a topic that is close to everyone's heart: the environment. In the long term there will be big changes to the natural world including floods and major earthquakes. As a group of environmental scientists, we intend to predict the effects of these changes and, ultimately, to help prevent them.

We will combine straight reporting, docudrama and science fiction. The videos will be presented by some of the nation's leading scientists and thinkers, as well as actors. We will upload new videos once a month.

Our target audience is anyone interested in how the world will look in the next 30–100 years. It could be other scientists, students or anyone from the general public.

We thank you for your attention and look forward to hearing from you soon.

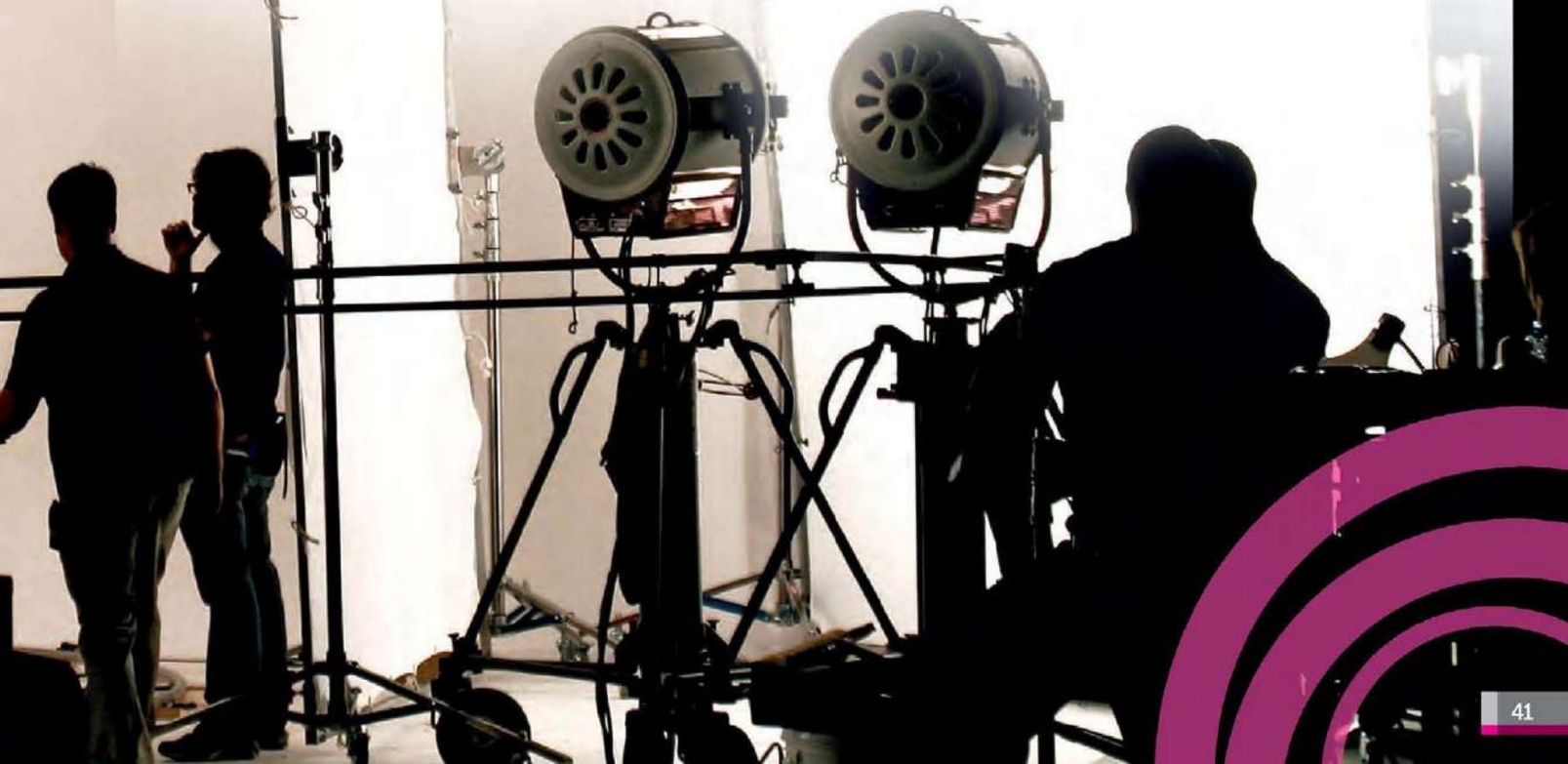
James Toffler

Please see the attachment for funding scales and further details of our financial plan.

B Use the sentence openers below to write a proposal for your idea from Exercise 7A. Invent any additional details you want to.

We are looking for …
We intend to …
The videos will be presented by …
We will upload new videos …
Our target audience is …
We thank you for …

C Work with a different group from the one you worked with in Exercise 7B and exchange proposals. Do you think the other group's proposal is worth funding? Why?/Why not?



3.5 LOOKBACK

ORGANISATION

1 A Complete the sentences with words from the box.

wisely	ahead	minute	time	prioritise	multitask	off
distracted	done	started	deadline			

1 It's late. I really think we should get _____.
2 Why do you always have to leave things until the last _____?
3 Sorry, I got _____ by the football on the television.
4 You've got so many things to do. You'll have to _____ and start with the most important.
5 I worked hard and got a lot of things _____ this morning.
6 I'm afraid they're just wasting your _____.
7 I'd like to get this done _____ of time, so we can go on holiday.
8 I keep putting _____ writing my essay.
9 I'm going to have to stay up all night or I'll never meet the _____ for this work.
10 We won't be here for long, so use your time _____.
11 I think it's better not to _____ but to focus on doing one job at a time.

B Work in pairs. Choose two or three of the phrases from Exercise 1A and use them to make short dialogues.

A: We need to get a lot of things done, but we don't have much time.
B: Right. We'd better get started.

THE FUTURE (PLANS)

2 A Complete the paragraphs with phrases from the box.

'm going to have	having	'm organising	might	'm finishing	
are going	I'll be	are coming	will	going to	

I [1]_____ work at the end of the month. I've been a teacher here for nearly twenty years, so [2]_____ sad when I leave the school for the last time. But in the future, I [3]_____ more time to do some of the things I enjoy. My wife and I [4]_____ travelling. We [5]_____ visit Australia, which I've always wanted to do.

I'm [6]_____ be forty next month, so I'm [7]_____ a big party. Lots of people [8]_____ that I don't see very often, so I'm really looking forward to it. I [9]_____ a band, and lots of delicious food and drink, so everyone [10]_____ have a good time.

B Write a short paragraph describing a plan you have for the future. Then compare your ideas with a partner.

FUTURE TIME MARKERS

3 A Choose the correct ending in each case, a) b) or c).

1 I might live in *a foreign country* in the long a) time b) term c) days.
2 I hope to *be retired* in twenty years' a) future b) ahead c) time.
3 I will finish *this course* in a month a) or two b) coming c) time.
4 I hope to *write my autobiography* a long time a) ago b) ahead c) from now.
5 I want to buy *a new car* in the near a) time b) future c) term.
6 I'm going to *go travelling* next a) year b) years c) future.

B Choose four of the sentences above. Change the words in italics so they are true for you.

THE FUTURE (PREDICTIONS)

4 A Find and correct the grammatical mistakes. One sentence is correct.

1 Man not will fly for fifty years. (1901)
2 There isn't going be any German reunification this century. (1984)
3 Democracy will to be dead by 1950. (1936)
4 By 1980 all power (electric, atomic, solar) is likely be almost free. (1956)
5 The Japanese car industry isn't likely to be successful in the US market. (1968)
6 Man will be never reach the Moon. (1957)
7 Television won't very matter in your lifetime or mine. (1936)
8 The internet may to become useful for business but never for the general public. (1989)

B Change the verbs so they mean the opposite and become intelligent predictions. You may need to change some other words.

Man will fly within fifty years

DEALING WITH MISUNDERSTANDINGS

5 A Complete B's responses using the words in the box.

lost	mean	to	say	saying	
don't	do				

1 **A:** I've heard that a lot of our employees like you.
B: I [1]_____ get what you're [2]_____.
A: And I'm looking for someone to take over the business when I retire.
B: What exactly [3]_____ you [4]_____?
2 **A:** David Johnson and Johnny Thomson are going to meet Tommy Davies tonight.
B: You've [5]_____ me.
A: Johnson, Thomson and Davies are the company directors. They're meeting to discuss the company's future.
B: Do you mean [6]_____ [7]_____ they're meeting without me?

B Work in pairs. Write a dialogue that uses three of the phrases in Exercise 5A. Act out your dialogues.

4 Jobs

MILLIONAIRES p44

DREAM JOB p47

THAT'S A GOOD IDEA p50

GAVIN AND STACEY p52

SPEAKING **4.1** Discuss how important becoming a millionaire is for you **4.2** Talk about past habits **4.3** Participate in a meeting **4.4** Describe a day in your life

LISTENING **4.2** Listen to people describing dream jobs gone wrong **4.3** Listen to people making decisions in a meeting **4.4** Watch a BBC comedy about a man's first day in a new job

READING **4.1** Read an article about millionaires **4.2** Read a covering letter

WRITING **4.2** Write a covering letter **4.4** Write about your daily routine

BBC

INTERVIEWS

Is your job a 'dream job'?

4.1 MILLIONAIRES

G must/have to/should
P fast speech: *have to*
V personal qualities; confusing words

VOCABULARY

PERSONAL QUALITIES

1 A Read about the qualities people need to do their jobs. Which jobs do you think they are talking about?

"Winning is the most important thing for me. I've always been **competitive**, so I love my job. I think I'm **a good leader**. It's important that all the players know what they're doing and it's my job to tell them. The decisions I make are important for the whole team, so I can't be **indecisive**."

"I have classes of 80 to 100 children so I have to be **hard-working**. I do my best, because education is so important for the children. You need to be **a good communicator** in my job, so that you can get the children interested in what they have to learn. Often, we don't have very many resources, so we also need to be creative and be able to **think outside the box**."

"I'm **a risk taker**, so starting my own business wasn't difficult for me. I've always been very **motivated** and **ambitious**. I start work at 4.30a.m. every day. I don't enjoy sleep. You can't afford to be lazy if you want to make money."

B Match the words and phrases in bold above with the definitions 1–9.

1 work with a lot of effort _____
2 have problems making a decision _____
3 think differently or in a new way _____
4 want to be more successful than others _____
5 want to be successful or powerful _____
6 want to achieve somethng because it's interesting or exciting _____
7 person who does things which are dangerous _____
8 person who has the qualities to manage a group of people _____
9 person who can express ideas or feelings clearly to others _____

C Which qualities do you think you have? Work in pairs and compare your answers.

▷ page 151 **VOCABULARYBANK**

READING

2 A Which of the personal qualities discussed in Exercise 1 do you think are qualities you need to become a millionaire?

B Are the statements 1–6 about millionaires true (T) or false (F)?

1 Most millionaires are born rich.
2 Millionaires think that money is more important than love or marriage.
3 They work more than sixty hours a week.
4 They don't like to work when they're on holiday.
5 They do well at school and usually go to university.
6 They like spending money on designer goods.

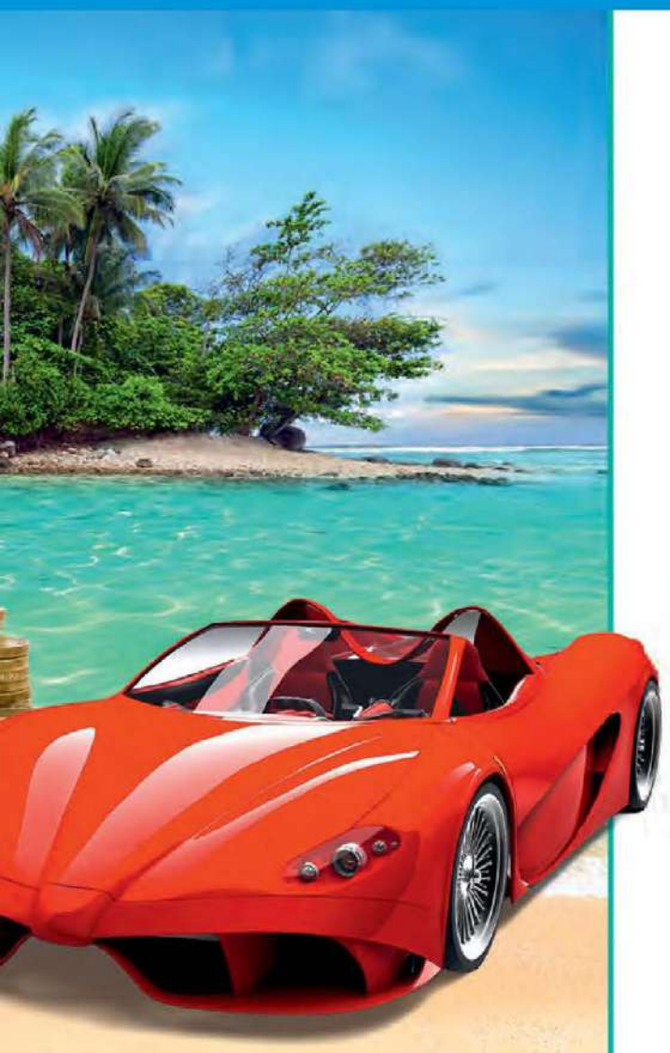
C Read the article and check your answers.

D Work in pairs. Do you agree with the article? Do any of the facts surprise you? Why?

"You don't have to be born rich to be a millionaire"

1 So you want to be a millionaire, but have you got what it takes? To find out what millionaires are really like and what motivates them, the BBC programme *Mind of a Millionaire* did a survey. Psychologists looked at self-made millionaires to try and understand what qualities are needed to make a million. So, what is really important to a millionaire?

2 The answer, not surprisingly, is money, money and more money. Money is more important than love or marriage. And if you give a millionaire money, they won't spend it, they'll invest it to make more money. But you don't have to be born rich to be a millionaire. Most millionaires come from relatively poor backgrounds. And you don't have to work hard at school either. A lot of successful entrepreneurs were lazy at school and didn't get good results. However, you must have a clear idea of what you want to do (get rich) and you really ought to start early. A lot of millionaires left school early, to start their own businesses.



3 If you want to be a millionaire, not only do you have to work hard, but you should enjoy your work. And you shouldn't take too many holidays. Most millionaires work more than sixty hours a week. Half stay in contact with the office while they're on holiday and fourteen percent of them refuse to switch off. Having a good work-life balance is fine for people who only want to be moderately successful, but if you're really ambitious, you have to put in the hours.

4 What are millionaires like as people? The survey found that they are competitive, they like taking risks, and they are aggressive and self-confident. They'll do anything they can to get what they want.

5 Millionaires can break all sorts of rules. The only thing they mustn't do is break the law. Surprisingly, most millionaires are careful spenders. They prefer Gap to Gucci. Many of them choose not to spend money on expensive designer clothes – they would rather find a bargain on the high street. And they don't spend lots of money on expensive meals in restaurants either. They prefer to eat at home. However, they do like to drive Mercedes and go on at least three expensive holidays a year. One last thing: millionaires don't care what other people think of them. So, if you want to be a millionaire, you shouldn't worry about what other people think of you. Just do your own thing.

3 A Underline words or phrases in the article that match meanings 1–6.

1 their family didn't have much money (paragraph 2)
2 they never stop thinking about work (paragraph 3)
3 having enough time for work and for the things you enjoy (paragraph 3)
4 work long hours (paragraph 3)
5 find something for a good price (paragraph 5)
6 do what you want without worrying about what other people think (paragraph 5)

B Work in pairs. Choose two or three of the expressions. Use them to make sentences about yourself, or people you know.

GRAMMAR

MUST/HAVE TO/SHOULD (OBLIGATION)

4 A Match the words in bold in sentences 1–6 with the meanings a)–e). One meaning matches with two sentences.

1 You **don't have to** be born rich to be a millionaire.
2 If you want to be a millionaire, you **have to** work hard.
3 You **must** have a clear idea of what you want to do.
4 You **should** enjoy your work.
5 You **shouldn't** take too many holidays.
6 You **mustn't** worry about what other people think of you.

a) It's a good idea.
b) It's not necessary. You don't need to be/do this.
c) It's necessary. You have no choice.
d) It's important that you don't do this.
e) It's not a good idea.

B 4.1 **FAST SPEECH: *have to*** Listen to the pronunciation of *have to* /hæftə/ in fast speech. Listen and repeat the sentences.

▷ page 134 **LANGUAGEBANK**

5 A Make sentences with the prompts. Use the positive or negative form of the word in brackets.

1 postmen / get up early in the morning (have)
Postmen have to get up early in the morning.
2 window cleaners / be afraid of heights (must)
3 nurses / be patient and care about other people (should)
4 businessmen often / travel a lot (have)
5 politicians / do their job because they want fame (should)
6 teachers / enjoy working with children (must)
7 doctors / train for several years before they can work (have)
8 teachers / work in the school during the holidays (have)
9 police officers / good communicators / be (have)

▷ page 151 **VOCABULARYBANK**

B Work in pairs. Think about three different jobs. Make sentences to describe what qualities are/aren't important for these jobs. Read your sentences to your partner. Can they guess which job it is?

A: *These people have to be motivated. They should be good communicators, especially when talking to children. And they have to be very patient.*
B: *Teachers?*

SPEAKING

6 A Work in pairs. Do the quiz. Then check your score on page 160.

B Discuss. How many of the questions did you answer like a millionaire? Do you agree with the results on page 160? Is getting rich something which concerns you? Why?/Why not?

VOCABULARY *PLUS*

CONFUSING WORDS

7 Read the vocabulary notes and complete sentences 1 and 2.

job • work

Work is what you do to earn money:
*What kind of **work** does he do?*

A job is the particular type of work that you do:
*Sam's got a **job** as a waiter.*

Job can be plural, but **work** cannot.

1 I've finished my degree, so I'm looking for a _____.
2 It's not easy to find _____ when you're my age.

8 A Underline the correct alternative in the sentences below. What is the difference between these words?

1 He suddenly *remembered/reminded* that he had to go to the bank.
2 I have to call my boss later. Can you *remember/remind* me?
3 I've *forgotten/left* my keys in the car. I really should get them.
4 Did you *hear/listen* that noise?
5 Can you say that again? I'm sorry, I wasn't *listening/hearing*.
6 Being ill on holiday isn't much *fun/funny*.

B Turn to page 160 to check your answers.

▷ page 151 **VOCABULARYBANK**

speakout TIP

To help you remember confusing words and vocabulary, write them in personalised sentences in your notebook. Write sentences about your life using some of the words from Exercise 8.

9 A Complete questions 1–6 with a suitable word from Exercises 7 and 8.

1 What are the best paid _____ in your country?
2 Is there anything you often _____, like phone numbers or someone's name?
3 If you _____ carefully, what noises can you hear at the moment?
4 Do you write notes to _____ yourself about important things?
5 How much did you _____ for your first job? What did you buy?
6 What do you like doing for _____ ? Do you like playing games?

B Work in pairs. Take turns to ask and answer the questions above.

HAVE YOU GOT WHAT IT TAKES TO BE A MILLIONAIRE?

Do you answer these questions like a millionaire would?

1 **Would you like to be …**
- ○ **a)** a bit richer
- ○ **b)** a lot richer
- ○ **c)** mega rich

2 **If you wanted a pair of shoes that you couldn't afford, would you …**
- ○ **a)** buy them anyway
- ○ **b)** wait until the sales and risk losing them
- ○ **c)** walk away

3 **How many credit cards do you carry with you?**
- ○ **a)** One or none
- ○ **b)** Two
- ○ **c)** More than two

4 **If you could just afford to pay for it, would you splash out on …**
- ○ **a)** a heated swimming pool
- ○ **b)** a racehorse
- ○ **c)** a big party for all your friends

5 **Do you most enjoy stories about …**
- ○ **a)** romance
- ○ **b)** adventure
- ○ **c)** mystery

6 **Do you check that your bill is correct after a meal out?**
- ○ **a)** Yes
- ○ **b)** No
- ○ **c)** Only if I'm alone

7 **What is 9 multiplied by 8?**
- ○ **a)** Did you get the answer right instantly?
- ○ **b)** Or only after doing little sums in your head?
- ○ **c)** Did you get the wrong answer?

8 **If a favourite relative left you a watch that was not your style, would you …**
- ○ **a)** sell it
- ○ **b)** keep it to sell on a rainy day
- ○ **c)** keep it to help you remember them

DREAM JOB

G *used to, would*
P intonation: emphasis; linking: *used to*
V extreme adjectives

4.2

LISTENING

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

1 What are these jobs? Would you like to do them? Why?/Why not?
2 What is your idea of a dream job?

2 A 4.2 Listen to people talking about their dream jobs. Match the speaker to the photos.

B What problem does each speaker talk about?

C Listen again and answer questions 1–8. Write Nicola (N), Luca (L) or Amy (A).

1 Who had a boss who worked in the media?
2 Who worked for a big company?
3 Who spent a lot of time by the sea as a child?
4 Who had to try and invent new ideas for the job?
5 Who decided to do this job because they saw someone else doing it?
6 Who had a different job in the summer and in the winter?
7 Who had a difficult relationship with their boss?
8 Who started to find their job boring?

D Check your answers by reading audio script 4.2 on page 167.

VOCABULARY

EXTREME ADJECTIVES

3 Find the extreme adjectives in bold in audio script 4.2 on page 167. Match them to the gradable adjectives below.

1 good: wonderful, amazing, _____
2 bad: awful, _____
3 big: enormous
4 small: tiny
5 tasty: _____
6 hot: _____
7 cold: freezing
8 tired: exhausted
9 angry: _____
10 interesting: _____
11 pretty: _____
12 difficult: _____

4 A Complete conversations 1–6 with extreme adjectives.

1 **A:** The food here tastes so good.
B: Yes, it's _____.
2 **A:** It's over thirty degrees outside today.
B: I know. It's absolutely _____.
3 **A:** Was your girlfriend angry about you being late?
B: Yes, she was really _____.
4 **A:** The view of the lake is really pretty.
B: Yes, it's _____, isn't it?
5 **A:** Do you find the job interesting?
B: I think it's absolutely _____.
6 **A:** It's hard to understand what he's saying.
B: I know. It's _____.

B 4.3 **INTONATION: emphasis** Listen and mark the stress on the adjectives. Notice how speaker B emphasises the stressed syllable in their intonation.

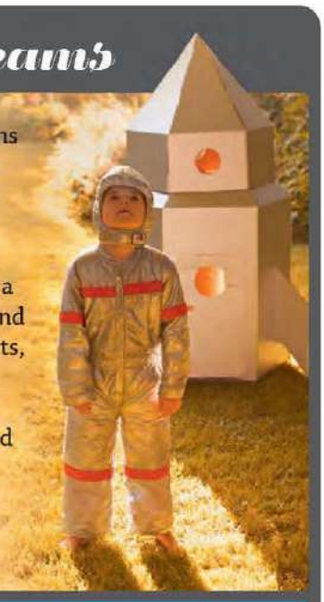
C Listen again and shadow speaker B's response.

GRAMMAR

USED TO, WOULD

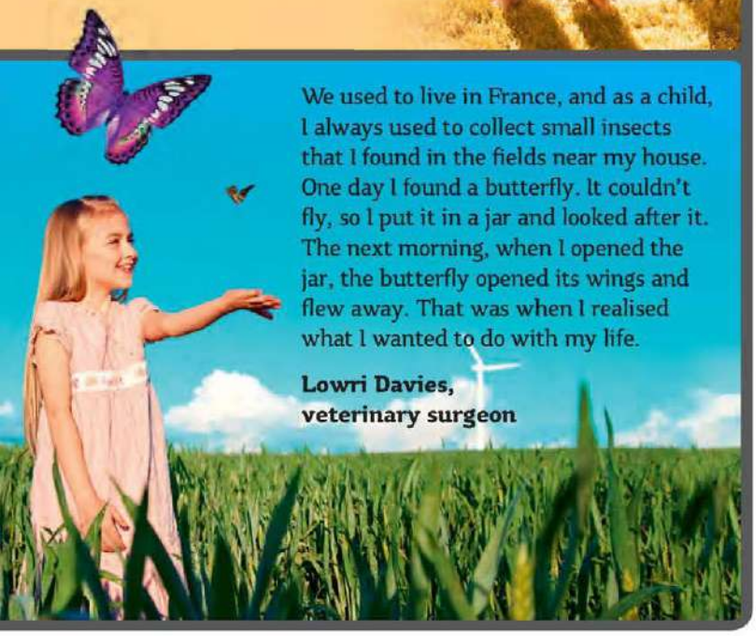
5 A Read the texts. What did the children dream of doing? Have they achieved their dreams?

Childhood dreams



When I was young, I spent afternoons imagining that I had my own rocket ship. I would invite my cousins and my friends to join my crew, and we would lie on our backs inside a very large cardboard box and go through a countdown, blast off into space, spend the whole day exploring other planets, and be back in time for dinner. So that was sort of the beginning – my earliest memories of being fascinated by space.

Chang Diaz, rocket scientist



We used to live in France, and as a child, I always used to collect small insects that I found in the fields near my house. One day I found a butterfly. It couldn't fly, so I put it in a jar and looked after it. The next morning, when I opened the jar, the butterfly opened its wings and flew away. That was when I realised what I wanted to do with my life.

Lowri Davies, veterinary surgeon

B Look at the underlined words in sentences a)–d) and match them with rules 1–3.

a) I would invite my cousins and my friends to join my crew.
b) We used to live in France.
c) I always used to collect small insects.
d) One day I found a butterfly.

RULES

1 Use the past simple, not *used to* or *would*, to talk about specific events in the past. _____
2 Use *used to* or *would* to talk about a past habit. You can also use the past simple. _____ and _____
3 Use *used to* to talk about a past state. You cannot use *would* to talk about a past state. _____

▷ page 134 **LANGUAGEBANK**

6 A Complete the texts. Where possible, use *would*. Where neither *used to* or *would* are possible, use the past simple.

It's every young girl's dream to be an actress when she grows up. I [1]_____ (love) watching beautiful actresses on television. I was so sure that was what I wanted to do that I [2]_____ (practise) my Oscar speech in front of the mirror in the bathroom. I [3]_____ (use) a shampoo bottle instead of a microphone, and I [4]_____ (thank) all my family and friends, even my three cats, for helping me!

My family [5]_____ (live) in Sheffield, just near the football stadium, so as a child, I [6]_____ (go) to football matches most weekends. I remember the first match I went to, my granddad [7]_____ (take) me. I was very young, and I had never seen so many people in one place at one time. It was quite frightening, and I don't think I [8]_____ (watch) the game very much. But I remember that we won, and the crowd went crazy. After that, every week I [9]_____ (ask) Granddad if he had tickets, and usually he did.

B 4.4 **LINKING: *used to*** Listen and repeat. Notice the pronunciation of *used to* /ju:stə/. Practise saying the sentences.

1 I used to play football when I was a kid.
2 I used to practise every day.
3 We used to live in London.
4 I didn't use to like classical music.
5 My father used to take me fishing.
6 I used to ski, but now I snowboard.
7 We used to go to the cinema a lot.

C Did you use to do any of the things mentioned above? Tell your partner.

SPEAKING

7 Work in pairs and discuss.

1 What were your childhood dreams? Have you achieved them?
2 Did you have any interests or hobbies in the past which relate to your life (job/studies) now? What were they?
3 How have your ideas, opinions, hobbies, etc., changed? (Think about food you liked/hated as a child, television programmes you enjoyed etc.) Are there any things that you used to do, which you don't do now? Why did you stop? Would you do these things again?

As a child, I always used to dream about being an artist …

WRITING

A COVERING LETTER; LEARN TO ORGANISE YOUR IDEAS

8 Read the text below and answer the questions.

1 What kind of person would be good at this job?
2 Would you like to do this job? Why?/Why not?

Would you like to travel the world staying in some of the world's top holiday resorts for free? A luxury travel company is looking for a reviewer to try out top hotels and holiday resorts for one year. The lucky applicant will be expected to stay in a variety of locations that include Caribbean islands, waterside hotels in Venice, and some of the world's top ski destinations, as well as Las Vegas and Buenos Aires. They will be expected to write about their experiences on the company blog. No formal qualifications are needed. However, the successful applicant will be sociable, have great communication skills and, of course, a passion for travel.

9 A Read the covering letter. Do you think this person would be good for the job? Why?/Why not?

1 Dear Matthew Ray,

2 I'm writing to you regarding your advertisement for a professional travel reviewer which I saw on www.findajob.com. I would like to submit an application for the position. Please find my CV attached.

3 As an experienced travel blogger who has spent the last five years travelling around the world, I believe that I meet all the requirements you outline in your advertisement.

Good communicator with excellent language skills: As a regular travel blogger, over the last few years, I have built and maintained a wide audience of readers. I have also published newspaper and magazine articles and given radio interviews about my travel experiences. I am fluent in English and French, and also speak a little Russian.

Interest in travel and tourism: In addition to my own travels, I worked for six months for a tour bus company in Australia, where I had hands-on experience of tour guiding.

Proven ability in website management: As well as maintaining my own website, consisting of a journal and video weblog, with up-to-date photos and stories of my travels, I have helped to manage the website for a youth hostel in Ireland.

4 If you require any further information, or would like to arrange an interview, please call me on 07788658429 or email me at mjdaley@yahoo.com. I look forward to hearing from you at your earliest convenience.

5 Yours sincerely,

Megan Daley

B Is the wording of the letter formal or informal? Find examples of expressions which tell you this.

C Underline phrases in the letter which match meanings 1–6.

1 about (paragraph 2)
2 I want to apply for the job (paragraph 2)
3 I think I would be good for the job (paragraph 3)
4 practical experience of doing the job (paragraph 3)
5 I have shown that I am able to do this (paragraph 3)
6 as soon as you have the opportunity (paragraph 4)

D Underline any other useful phrases.

10 Match the parts of the letter 1–5 with notes a)–e).

Preparing a covering letter

A What qualities are they looking for? Write three to four points that show you have these qualities. Use the same words as they use in the advertisement.

B Address your letter to an individual. Only use 'Dear Sir/Madam' when you can't find out the recipient's name.

C Finish with a call to action. What is going to happen next? Are you going to call them or should they call you?

D Explain why you are contacting them. What is the job? Where have you seen it?

E Use 'Yours sincerely' if you know their name or 'Yours faithfully' if you don't

11 Look at the job advertisements on page 161 and write a covering letter for one of the jobs. Use the sample letter and useful phrases to help you.

4.3 THAT'S A GOOD IDEA

F reaching agreement
P sentence stress
V business

VOCABULARY

BUSINESS

1 A Work in pairs. Discuss. Would you consider starting your own business? What kind of business would you start? Is there anything stopping you from doing it?

B Complete the questions with words from the box.

fired	salary	work	compete	runs	idea	interview	charge

1 Do you know anyone who _____ their own company?
2 Have you ever been in _____ of a team of people?
3 Have you ever been out of _____?
4 When did you last go for a job _____?
5 Have you ever had to _____ with others for a job?
6 Which jobs earn a high _____?
7 What kinds of things does someone have to do to get _____ from their job?
8 Can you think of reasons why a business _____ might fail?

C Take turns to ask and answer the questions above.

FUNCTION

REACHING AGREEMENT

2 4.5 Listen to a team having a meeting to decide how to set up a new café business. Write some notes about their decisions.

Setting up a new café:
Type of food? Name? Location?

3 A Look at the phrases in the table. Listen to the conversation again and tick any of the phrases you hear.

Giving opinions
I (really) feel that …
The way I see things, …
The way I see it, …
Commenting on other opinions
I (don't) see what you mean.
Exactly!
I'm not sure that I agree, actually. ✓
I'm not sure (that's a good idea).
I'm not sure about that.
I think that's a great idea.
That's a good point.
That sounds good.
That's OK by me.
Suggestions
What about … ? / How about … ?
Let's focus on …
I suggest we think about …
I think we should think about …
How about if we (call it) … ?
Why don't we (call it) … ?

B Check your answers in the audio script on page 167.

▷ page 134 **LANGUAGEBANK**

4 A Put the words in the correct order to make sentences and questions.

1 decide / I / on / name / we / think / a / should
2 good / a / that's / point
3 you / see / mean / what / I
4 suggest / location / the / on / I / focus / we
5 fine / that's / me / by
6 sure / I'm / that / agree / not / I
7 we / about / don't / it / why / think / ?
8 business / a / the / about / what / for / name / ?

B 4.6 **SENTENCE STRESS** Listen to the phrases. Which words are stressed?

C Listen again and repeat.

LEARN TO

MANAGE A DISCUSSION

5 A Complete the underlined phrases for managing a discussion.

1 First of _____ we need to decide on the location.
2 Let's _____ on the ideas we had for the location.
3 So, moving on to the next _____, what kind of food are we going to serve?
4 _____ recap: a Portuguese café selling cakes and lunches, located near the station.
5 I think we need to come _____ to the type of café we're establishing.
6 Let's _____ up what we've decided.

B 4.7 Listen and check your answers.

C Cover up Exercise 5A. Which phrase would you use for these situations?

1 the end of a meeting to go over everything that has been discussed?
2 when you want to discuss the next issue?
3 to review what has been discussed so far?
4 to start a meeting and talk about the first point?
5 to get everybody to talk about the same thing?
6 to return to a point that was discussed previously?

SPEAKING

6 A Read the task and write down some ideas.

SET UP A COMPANY TO PROMOTE TOURISM

You are going to set up a tour company to promote tourism in your town/city/country (or the town/country where you are studying). You need to decide the following:

- ❍ the name and location of the company
- ❍ what type of tours you will organise (themed tours/language tours/sports tours, etc.) and where they will go
- ❍ how you will promote tourism
- ❍ how the company will be different from other tour companies

B Work in groups. Read your roles and come up with a plan for the business. You have five minutes.

Student A: It's your job to keep the meeting focused. Try to cover all the points.

Student B: Make sure you make notes about any decisions which are made. You will be the group's spokesperson and will have to sum up at the end of the meeting.

Student C: Try to come up with as many ideas as possible.

C When you are ready, start the discussion like this.

A: Shall we start? First of all, …

D Tell the other groups about your business plan. Which group do you think has the best plan?

4.4 GAVIN AND STACEY

DVD PREVIEW

1 Work in pairs. Answer the questions.

1 Do you enjoy watching comedy programmes? Why?/Why not?
2 Which ones are popular in your country?
3 Which comedy programmes do you enjoy watching?

2 Read about the programme. What type of things do you think Gavin needs to learn on his first day at work? Who do you think he will meet?

Gavin and Stacey

BBC

Gavin and Stacey is a BBC programme about a young couple. Gavin comes from Essex, near London, and Stacey comes from Cardiff, Wales. After a long-distance relationship conducted online and by telephone, they eventually get married and Gavin moves to Wales. In this episode, Gavin starts a new job. On his first day, his family want him to do well and be happy at work.

DVD VIEW

3 A Watch the DVD. What is the main problem Gavin has during his first day at work?

B Match DVD extracts 1–5 to the correct responses a)–e).

1 Mr Davies, good to see you again. *b*
2 Did you get your welcome pack?
3 Ready when you are.
4 Now here's somebody you've not met yet.
5 Parcel for you.

a) Oh, thanks.
b) Please, call me Huw.
c) Hi. Nice to meet you.
d) Yeah, I think so.
e) OK, let's show you around.

4 A Answer the questions.

1 What does Huw, the boss, give Gavin?
2 When does Gavin say he will call his mother?
3 How many phone calls does Gavin receive?
4 What does Uncle Bryn bring for Gavin?
5 What is the message on the balloon? Who do you think sent it to him?

B Watch the DVD again to check.

C Discuss. How do you think Gavin will feel at the end of his first day at work?

speakout a day in the life ...

5 A 4.8 Listen to someone describing a typical day in her life. Do you think she likes her job?

B Read the key phrases below. Complete each phrase by adding one word.

KEY PHRASES

I usually wake up _____ (about) 6.30.

I have to leave home by 8.30 at the _____.

The first _____ I do when I get to work/school is ...

In the afternoon I _____ to catch up on ...

I usually [make some deliveries/ do some shopping/ ...] on my _____ home.

I try to be _____ by (about) 7 o'clock.

I _____ just cook supper and watch some television.

C Listen again to check.

D Prepare to tell other students about a normal day in your life. Write notes about your typical day. What do you have in common?

- hours of work/studying
- tasks you have to do
- people you spend your day with
- problems and challenges
- how you relax
- the best parts of your day

writeback your daily routine

6 A Read about a day in the life of a gym instructor. Is his daily routine similar to yours? How is it different?

I work as a gym instructor in a sports centre. I **get up at** 5a.m. every morning and make a cup of coffee. I can't function until I've had my coffee! I drive to work – it takes about fifteen minutes on a good day – **usually getting there at about** 5.40. **The first thing I do is** switch on the lights and the air conditioning if it's summer (heating if it's winter), and then the radio. We have the radio on all day because our clients like listening to the news and the music. The sports centre opens at 6a.m.

I work in a team of four, although only two of us are ever in the gym at the same time. The instructors all wear sports clothes. **It's important to be** comfortable because we sometimes need to show new clients how to use the machines. Apart from this, **our other tasks are** quite simple: we check that everyone has their membership card when they come in, and we check that the machines are clean and safe.

I have a one-hour break for lunch, and I usually do two more hours after lunch. **I go home at about** 2.30.

The best part of the job is meeting people. Our clients range from eighteen-year-old body builders to eighty-year-olds who come to exercise and chat. I've never had any problems at the sports centre. It's a really nice job, though it doesn't pay very well. In the evenings **I relax by** reading a book and cooking for myself, and I'm usually in bed by 9.30p.m.

Frank Carduna

B Write about a typical day in your life using the sentence starters in bold in the text and the key phrases to help. Try to include two or three pieces of information that make your day different from everybody else's. Alternatively, look at the pictures on page 47. Imagine what a day in the life of this person would be like, and write about it.

4.5 LOOKBACK

PERSONAL QUALITIES

1 Work in pairs. Student A: describe a word/phrase from the box in your own words, starting with *I am/like/enjoy*, etc. Don't say the word/phrase. Student B: listen and try to guess the word or phrase.

hard-working	indecisive
a risk taker	a good leader
ambitious	competitive
think outside the box	
a good communicator	

A: I enjoy working and want to succeed in what I do.
B: You're motivated?
A: Correct. Your turn to describe a word.

MUST/HAVE TO/ SHOULD (OBLIGATION)

2 A Underline the correct alternative to complete the sentences.

1 I *have to/mustn't* call my mother today. It's her birthday.
2 I really *must/mustn't* do more exercise. I'm so unfit.
3 I'm lucky because I *don't have to/shouldn't* get up early in the morning. I'm a student.
4 I think you *should/shouldn't* study harder. Your exam results weren't very good.
5 You *mustn't/should* be afraid of taking risks, or you will never live your dreams.
6 I *shouldn't/don't have to* waste so much time on the computer. I'll never finish my work.

B Complete the sentences so that they are true for you.

1 I have to … this evening.
2 I really must do more …
3 I'm lucky because I don't have to …
4 I think you should … because …
5 You mustn't worry about …
6 I shouldn't waste so much time …

C Compare your ideas in pairs.

EXTREME ADJECTIVES

3 A Replace the underlined words in the sentences below with extreme adjectives in the box.

brilliant	fascinating	awful
exhausted	tiny	boiling
impossible	delicious	furious

1 I'm very tired. I didn't sleep well.
2 Shall we open a window? It's very hot in here.
3 My boss just called. He's very angry.
4 I find phrasal verbs very difficult to remember.
5 The holiday was very good, but the weather was very bad.
6 How can you work in this office? It's very small.
7 I find astronomy very interesting.
8 Did you cook this? It's very tasty.

B Work in pairs and take turns to test each other.

A: Very big.
B: Enormous.
A: Correct. Your turn.

USED TO, WOULD

4 A Replace the past simple with *used to* or *would* where possible. Where both are possible, choose *would*.

1 My family lived in Paris, but we moved when I was a teenager.
2 I spent a lot of time with my grandparents when I was younger.
3 For my first job, I washed dishes in a restaurant.
4 I didn't think money was important. Now I have lots of bills to pay.
5 We had a lot more free time before we had children.
6 My best friend at school lived just across the road from me.

B Change four of the sentences so that they are true for you.

C Compare with a partner. Find three things that you both used to do as children, but you don't do now.

REACHING AGREEMENT

5 A Complete the conversations.

1 **A:** The way I s_____ things, all cars should be banned from city centres.
B: E_____.
2 **A:** I really f_____ that we need to look at immigration.
B: That's a good p_____
3 **A:** The w_____ I see it, the company is making too much money.
B: I don't see what you m_____.
4 **A:** I th_____ we should ask for more money.
B: I'm not s_____ I agree, actually.
5 **A:** I s_____ we try to meet again next week.
B: T_____ fine by me.

B Work in pairs and practise the conversations.

6 Work in groups. Look at the questions below and discuss. Try to reach agreement on each answer.

1 Should there be a limit to the number of hours people can work in one week?

2 Should there be a minimum wage? What should it be?

3 How long should men/women be allowed to stay off work after they have children?

4 Should everyone be allowed to work from home at least once a week?

5 Should employees be allowed to wear to work whatever clothes they want?

5 solutions

LOW TECH SOLUTIONS p56

ASK THE EXPERTS p59

IT'S OUT OF ORDER p62

MAN VERSUS MACHINE p64

SPEAKING **5.1** Talk about inventions over the last 100 years **5.2** Present and answer questions on your area of expertise **5.3** Explain/Solve problems **5.4** Present a new machine

LISTENING **5.2** Listen to people answering difficult questions **5.3** Listen to conversations about technical problems **5.4** Watch a BBC programme about a race between a car and two people

READING **5.1** Read about some low technology solutions **5.2** Read a book review

WRITING **5.1** Write an advantages/disadvantages essay **5.4** Write an advertisement

BBC
INTERVIEWS

Are you good at solving problems?

5.1 LOW TECH SOLUTIONS

G comparatives/superlatives
P syllable stress
V technology

READING

1 Work in pairs. Discuss the questions.

1 In general, do you like or dislike new technology and gadgets like ebooks, tablets and phones?
2 Can you think of ways in which technology has made our lives better/worse?
3 Are there any problems which technology has helped to solve? Give examples.

2 A Look at the prompts below. What information do you think could go in the gaps to describe the problems? Use the pictures to help you.

1 New _____ tends to make things faster and more efficient.
2 Popular entertainment (theatre, cinema, music concerts, exhibitions) is often _____ and based in cities.
3 In many villages in Asia and Africa, access to _____ is still a huge problem.
4 The citizens of Bogotá, Colombia wanted young people to have more access to _____.

B Read the text to check your answers.

3 A Work in pairs. Answer the questions.

1 How is the Rural Academy (slow theatre) different from other theatre companies?
2 Why might people living in rural areas appreciate this type of theatre?
3 How does the Playpump help children to solve the problem of access to water?
4 How has the pump changed the lives of the young girls in particular?
5 How has the invention of the ebook changed how people read?
6 Where have they put the new libraries in Bogotá?

B Discuss. What do you think of the solutions suggested? Which idea do you like best? Can you think of some other solutions to these problems?

Why is it that people seem to think that the newest technology is always the best? From high-speed trains to high-speed internet, you could be forgiven for thinking that faster is always better (not to mention, more efficient and more economical). We decided to investigate a few simpler, more low-tech solutions to the world's problems.

Meet the slow theatre

Much of our popular entertainment these days is action-packed, expensive and based in cities. So, the Rural Academy decided they wanted to offer an alternative. Touring the United States, they take a horse-drawn theatre, and a bicycle-powered silent cinema on the road with them. They want to celebrate and call attention to life in more rural locations, in opposition to what they see as the global urbanisation of our culture, economy, media and art. By using a carriage pulled by horses, rather than a vehicle that runs on petrol, they offer a less expensive, low-tech alternative entertainment, which they hope will include more people and move at a slightly slower pace.

The roundabout water pump

Access to a clean water supply is still one of the biggest problems for people living in rural villages in Asia and Africa. To try and solve the problem, a company in South Africa has invented a way to use children's high energy levels to help pump water from underground. The Playpump is a water pump that is powered when the children use the roundabout. As they play, the water is pumped from below the ground into a storage tank. Before the pumps were installed, many young girls had to spend hours of their day walking to collect water, rather than going to school. With the new pumps, however, the girls don't need to miss school, so they get a much better education.

Bus stop libraries in Bogotá

The invention of the ebook has meant that books are now slightly cheaper and a lot lighter to carry. But in Bogotá, Colombia, they had a far better idea for helping people to read on the go. The city wanted to improve the access that young people had to books, but not by buying new tablets. They decided to install colourful book libraries around the city, in the parks and at bus stops. What could be better than to sit in the sunshine and read a book while waiting for your bus?

GRAMMAR

COMPARATIVES AND SUPERLATIVES

4 A Read the article again. Underline examples of comparatives and superlatives.

B Look at your examples and complete the rules. How do we form the comparatives and superlatives of common adjectives?

RULES

1 Adjectives with one syllable
comparatives: add _____
superlatives: add _____
2 Adjectives with two or more syllables
comparatives: add _____
superlatives: add _____

C Look at the sentences below and complete the rules with *small* or *big*.

a) Entertainment has become a lot/much/far more expensive.

b) Technology has made books a little/a little bit/slightly cheaper.

RULES

1 Use quantifiers *a lot/much/far* to talk about _____ differences.
2 Use quantifiers *a little/a little bit/slightly* to talk about _____ differences.

▷ page 136 **LANGUAGEBANK**

5 Complete the statements with the prompts in brackets.

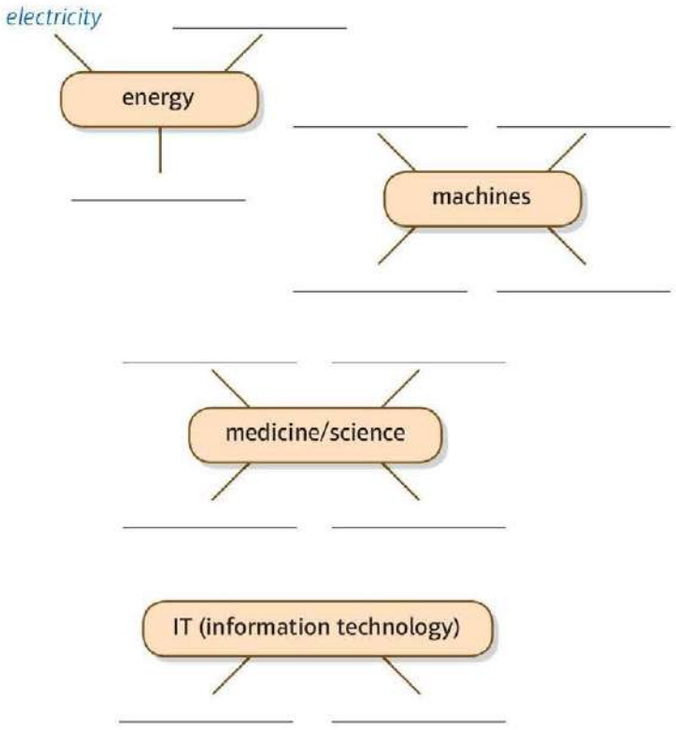
1 The invention of the bicycle made it _____ (lot/easy) for people to travel from one village to another, to meet new people.
2 The world has become a _____ (much/safe) place to live since the invention of antibiotics. People are _____ (far/healthy) now than 100 years ago.
3 The invention of the washing machine has meant that it is _____ (lot/quick) for people to wash their clothes. I think it's _____ (good) invention of the last century.
4 Although we have computers, paper is still _____ (cheap) and _____ (flexible) way to record the written word.
5 Electricity is _____ (important) invention because without it many of the other things we have would not have been possible.
6 The invention of the telephone and the computer have meant that we are _____ (much/busy) now than we were in the past.

VOCABULARY

TECHNOLOGY

6 A Work in pairs. Put the words/phrases in the box into the correct word web.

~~electricity~~ nuclear power antibiotics vaccinations computer networks motorbikes genetic engineering washing machine vacuum cleaner space travel commercial aeroplanes solar power communications satellites



B Work in pairs. Can you add any more words to each word web?

C SYLLABLE STRESS Look at the words/phrases above and underline the main stress(es). Sometimes there can be more than one per word/phrase.

electricity *nuclear power*

D 5.1 Listen and check. Then listen again and repeat.

▷ page 152 **VOCABULARYBANK**

SPEAKING

7 A Work in pairs. Choose an invention from the last 100 years. Write two or three sentences to describe how this invention has changed our lives. Don't say what the invention is.

This invention made it much easier to travel from one place to another. Even people in poor societies can use this invention because it does not need petrol.

B Read your sentences to other students. Can they guess the invention?

C Discuss which invention you think has been the best/worst? Why?

WRITING

AN ADVANTAGES/DISADVANTAGES ESSAY; LEARN TO USE DISCOURSE MARKERS

8 A What do you think are the main advantages and disadvantages of technology in everyday life? Write a list.

B Read the model essay. Does it mention any of your ideas?

The advantages and disadvantages of modern technology

1 It is easy to see the advantages of modern technology in our everyday lives. Technology has given us mobile phones, computers, televisions and many other useful things. However, most modern inventions come with a price – maybe social or environmental – so we need to look at both sides of the story.

2 One of the main advantages of modern technology can be seen in medical science. The discoveries of antibiotics and vaccinations have saved millions of lives around the world. In addition to this, modern technology has made industry more efficient.

3 On the other hand, modern technology is responsible for the development of weapons, which have caused a lot of destruction. Another disadvantage is that it makes us lazy. Nowadays, many people spend their lives sitting in front of computer screens. This is a development that surely has negative effects on our mental and physical health, making us more isolated and less active.

4 In my opinion, modern technology is a good thing. In general, the advantages outweigh the disadvantages. Of course there are drawbacks, but it is important to remember that technology itself is not the problem. The problem is that we use technology without always thinking about the harmful consequences.

C Match paragraphs 1–4 with descriptions a)–d).

a) discussion of disadvantages _____
b) conclusion _____
c) introduction 1
d) discussion of advantages _____

D Work in pairs. Complete the guidelines for writing an essay with the expressions in the box.

personal opinions	examples	notes	beginning	logical order

1 Sort out the facts – make _____ of all the relevant information you have on the subject.
2 Plan your argument – organise your notes and arrange the ideas in a _____.
3 Give your essay an appropriate _____. Describe what you are planning to say.
4 Decide how many paragraphs you need for your argument. Each paragraph should discuss one point. Use _____ to support your arguments.
5 Write a logical conclusion. Though the style of the essay is generally formal and impersonal, this might be the place to include some _____.

9 A Look at the underlined words and phrases in the essay. Put them in the correct place in the table.

introduce advantages	The most important advantage is …
introduce disadvantages	The main disadvantage is …
contrasting ideas	Although, …
additional reasons	As well as that, … And another thing, …
personal opinion/conclusion	In general, … As far as I'm concerned, …

B Underline the correct alternatives.

Satellite TV: good or bad?

More and more people are watching satellite television. [1]*The main advantage / As well as that* is that you can choose exactly what you want to watch, and [2]*in addition to this / however* you can watch programmes in other languages. [3]*However, / Although* this means that whereas people used to talk about programmes with colleagues and friends, now they usually don't watch the same programmes. [4]*On the other hand / And another thing*, there is too much choice. There are so many programmes to choose from that people can't decide what to watch. [5]*This means that / As far as I'm concerned*, they watch too much television. [6]*In my opinion / The problem is that*, satellite television is a good thing, as it gives people more choice. [7]*However, / In general*, people need to be careful that they choose their programmes carefully.

10 Choose one of the topics below and write an essay about the advantages and disadvantages of it. Look back at Exercises 8 and 9 to help you.

- modern technology in everyday life
- owning a car/bicycle
- playing computer games
- using a digital camera
- using email/text messages
- cheap flights

ASK THE EXPERTS

G question tags
P intonation: question tags
V information; word building: adjectives

5.2

SPEAKING

1 A Match photos A–F to the questions below.

1 Is it possible to surf a tidal wave?
2 Why is snow cold?
3 Is there an easy way to prove the Earth is round?
4 Why do onions make you cry?
5 Is a rainbow hot or cold?
6 Why are sumo wrestlers so fat?

B Work in pairs. How many questions above can you answer in two minutes?

C Turn to page 161 and check your answers.

VOCABULARY

INFORMATION

2 A Match the pairs of verbs in the box with situations 1–5.

~~question/wonder~~ discuss/debate respond/reply research/investigate inquire/look into argue/quarrel

1 Someone tells you something. You are not sure you agree. *question/wonder*
2 Someone writes you a letter.
3 There is an interesting topic in class.
4 You disagree with someone and talk angrily with them.
5 You are writing a thesis for your Master's degree.
6 You need to find some information, e.g. about cinema times or to book a table.

B Read the sentences below. In which sentence is *wonder* a verb? In which sentence is it a noun?

a) I wonder if anyone has ever tried to surf a tidal wave.
b) I can name the seven wonders of the world.

C Underline the correct alternative to complete the sentences. Is the correct answer a noun or a verb?

1 The police officer continued his *investigation/wonder/inquire* into the robbery.
2 Didn't you get my email? You didn't *response/look into/reply*.
3 We had a very interesting *discuss/debate/wonder* about the death penalty.
4 I've nearly finished my *research/investigate/reply* into nuclear particles.
5 When I hear about all these social problems, I have to *inquire/question/respond* the education system.
6 You want a job here? No problem. My cousin is the boss. I'll *inquiry/debate/look into* it for you.
7 It was a silly *respond/quarrel/argue*. Now they are friends again.

LISTENING

3 A Work in groups and discuss.

1 How do you prefer to find information, on the internet, in books or by asking people? What does it depend on?
2 What type of questions do children ask? Think of some examples.

They sometimes ask difficult questions like: 'Why is snow cold?'

B Read a review of a book about questions children ask their parents. How did the author get the idea for the book? Are any of your questions included in the examples from the book?

Questions Daddy can't answer

It all began with a question asked by Dean, a four-year-old boy: 'Why do ships have round windows?' His father didn't know. And when his sister started behaving badly, Dean asked another question: 'Why can't we just cook her?' On a long drive the boy wondered why the road was so loud. His father replied, 'Because the people who live next to the road have their vacuum cleaners on.' The boy's inquiries kept coming: 'Why is the sky blue? Are rainbows hot or cold? What was it like living in the 1940s? What would hurt more – getting run over by a car or getting stung by a jellyfish? Why do police officers like doughnuts?'

Eventually, Jamieson decided to write down the questions. He thought it might be fun one day to show them to his son. Then he had a better idea: he'd research the answers. Some people might do their investigations on the internet. Not Mr Jamieson. He contacted experts ranging from astronomers to Buddhist monks, to scientists, to magicians, and asked lots of questions. He later turned these – and the experts' responses – into a book: *Father Knows Less*.

4 A Read five questions from the book *Father Knows Less*. Try to answer them. Compare your ideas with other students.

How many hairs are there on the human head?
Why are the windows on ships always round?
Why is there war?
Why did The Beatles break up?
What happens when your plane flies over a volcano?

B 5.2 Listen to some people trying to answer the questions in Exercise 4A. Are their answers the same as your ideas?

C Listen again and complete the notes.

1 Ships' round windows: _____
2 Number of hairs on a human head: _____
3 A plane flies over a volcano: _____
4 The Beatles broke up: _____
5 Reasons for war: different ideologies, a sense of honour, _____

GRAMMAR

QUESTION TAGS

5 A Complete questions 1–6. Then look at audio script 5.2 on page 168 to check.

1 Round windows are stronger, _____ they?
2 No, it's not that many, _____ it?
3 It depends whose head, _____ it?
4 Nothing happens, _____ it?
5 They got old, _____ they?
6 John Lennon went off with Yoko Ono, _____ he?

B Read the rules about question tags. Which rules are exemplified in 1–6 in Exercise 6A?

Rule 2 is shown in question number 3. It uses doesn't.

RULES

1 Use question tags to confirm information.
2 To form a question tag, repeat the auxiliary verb. For example, use *do* or *does* for the present. Use *will* or *won't* for the future.
3 After the auxiliary verb, use a pronoun (e.g. *he, she, it, they*).
4 If the sentence is positive, the question tag is negative.
5 If the sentence is negative, the question tag is positive.

▷ page 136 **LANGUAGEBANK**

6 Look at the statements below and complete the question tags.

1 You're Italian, *aren't* you?
2 You aren't a doctor, *are* you?
3 You don't smoke, _____ you?
4 You play a musical instrument, _____ you?
5 You didn't know any of the other students before, _____ you?
6 Our teacher hasn't taught you before, _____ she?
7 You will be here tomorrow, _____ you?
8 You went to bed late last night, _____ you?
9 You've travelled a lot, _____ you?
10 You were good at sport when you were a child, _____ you?

7 A 5.3 **INTONATION: question tags** Listen to two questions. Notice how the intonation goes down when the speaker is sure of the answer. Notice how the intonation goes up when the speaker is not sure.

1 You're Italian, aren't you? (the speaker knows the answer)

2 You aren't a doctor, are you? (the speaker is not sure of the answer)

B 5.4 Listen to the questions in Exercise 6. Which answers is the speaker sure about? Listen and repeat the questions, using the same intonation.

C Work in pairs. Choose six questions to ask your partner. Make sure your intonation is correct in the question tags.

A: You play a guitar, don't you?
B: Yes, I do. I play bass in a band.

SPEAKING

8 Work in groups and follow instructions 1–4 below.

1 Think of one subject each that you know a lot about. Write your topics on a piece of paper.

tennis, Japanese cars, hip hop

2 Exchange papers with another group.

3 Think of statements about the subjects. Use question tags.

Rafael Nadal is the best tennis player in history, isn't he? The most popular Japanese car is the Toyota, isn't it?

4 Read your statements to the first group. Are they correct?

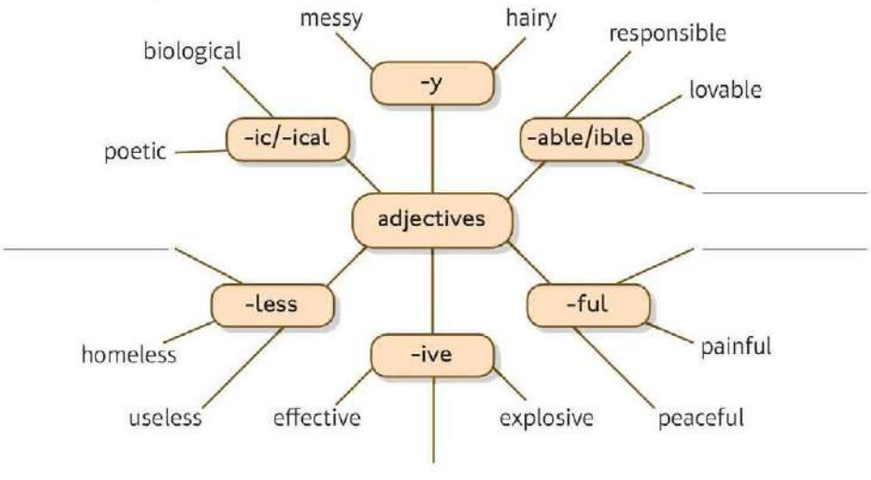
VOCABULARY PLUS

WORD BUILDING: ADJECTIVES

9 A Read the text below. How was the ice cream cone invented?

For over a hundred years ice cream was sold mainly in dishes. Then one day, a creative ice cream seller turned a hopeless situation into a profitable one. In 1904, at a festival, he ran out of spoons and dishes. He bought some wafers from a vendor next to him and put the ice cream into them. The customers loved them and the idea spread quickly. The world has been thankful ever since!

B Underline four adjectives in the text and add them to the word web below. Can you think of other examples of adjectives that fit these patterns?



speakout TIP

Use L1. L1 is your First Language. Some suffixes in your L1 might have similar meanings to suffixes in English. For example, the Italian *-ivo/a* means the same as the English *-ive*. Can you think of any examples from your language?

10 Complete the text. Add suffixes to the words in brackets.

The city of Detroit, USA was famous for its [1]_____ (value) car industry. In the early days, the city was [2]_____ (response) for the majority of cars in the USA, and Detroit's streets were full of cars. A police officer called William Potts saw that the organisation of the traffic was [3]_____ (hope) and the traffic was very slow. So, in 1920, he developed an [4]_____ (effect) system of lights to regulate the flow of cars. He used the same colours as the railway system and put the lights in a tower so that it would be [5]_____ (ease) for drivers to see them even on [6]_____ (rain) days. Potts's system was very [7]_____ (success). When other countries realised how [8]_____ (use) it was, the system spread all over the world.

11 A Complete the words by adding suffixes.

Find someone who:

1 has a peaceful hobby.
2 is hope_____ at maths.
3 is a good, care_____ driver.
4 is quite mess_____ at home.
5 thinks he/she is quite creat_____.
6 is quite knowledge_____ about politics.

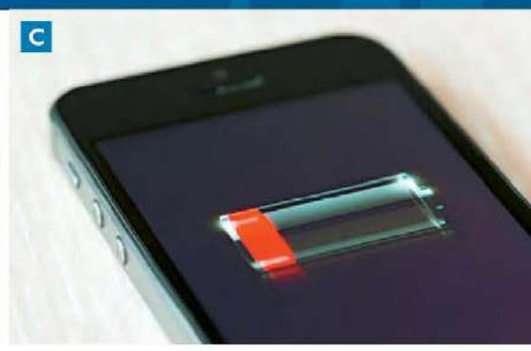
B Work in groups. Ask and answer questions about the information above.

You've got a peaceful hobby, haven't you?

▷ page 152 **VOCABULARYBANK**

5.3 IT'S OUT OF ORDER

F polite requests
P intonation: polite requests
V problems and solutions



VOCABULARY

PROBLEMS AND SOLUTIONS

1 A Think of two pieces of technology you have used in the last twenty-four hours. Did you have any problems with them? What problems can you have with them?

B Work in pairs. Look at the photos. What is the problem in each case?

C Look at the phrases in bold. Are they problems (P) or solutions (S)? Which phrases can you use to talk about the problems in pictures A–E above?

1 It's **broken down**.
2 It **needs recharging**.
3 It's **out of order**.
4 It **needs fixing**.
5 There is no **reception** (for my phone).
6 **Try switching it off** (and on again).
7 It **keeps making this strange noise**.
8 **It's crashed/frozen**.
9 It **doesn't work** (any more).
10 We have to **sort it out**.
11 **Save it onto a memory stick**.
12 Shall I **print it for you**?

D Work in pairs and answer the questions.

1 Have any of these problems happened to you or anyone you know recently?
2 How did you feel when it happened?
3 How did you try to solve the problem?

FUNCTION

POLITE REQUESTS

2 A 5.5 Listen to four conversations. What is the problem in each case?

B Read questions 1–8. Which can you answer? Listen again to check.

1 In conversation 1, what question does the man ask?
2 Where does the woman suggest that he goes?
3 In conversation 2, what does the woman 'keep losing'?
4 What does the man suggest?
5 In conversation 3, what does the vacuum cleaner 'keep making'?
6 Does the woman give the man instructions about what to do to fix his vacuum cleaner?
7 In conversation 4, what does the man ask for?
8 Who does the man need to speak to?

C Complete the extracts in the table with the correct words.

Could you	[1]_____ the line, please? [2]_____ me a refund?
Could you tell me	who I should [3]_____ to? what the [4]_____ is?
Do you know	what the problem is? if there's another [5]_____ somewhere?
Would you mind	[6]_____ at it for me? [7]_____ him for me?

C 5.6 Listen and repeat the requests.

▷ page 136 **LANGUAGEBANK**

LEARN TO

RESPOND TO REQUESTS

3 A Read some conversation extracts from Exercise 2. Complete the responses with the phrases in the box.

Yes, I can I'm not sure I'm afraid I can't Yes, of course (x2) Of course not Sure/OK Let me have a look

1 **M:** Do you know if there's another machine somewhere? I really need to get some money.
W: Hmm … _____. There might be one in the shopping centre.
2 **W:** Would you mind looking at it for me?
M: _____.
3 **W:** Do you know what the problem is?
M: _____.
4 **W:** Could you tell me what the problem is, sir?
M: _____. It keeps making a funny noise. And it's just not working properly.
5 **W:** Could you hold the line, please?
M: _____.
6 **M:** Could you give me a refund?
W: _____ do that.
M: Well, could you tell me who I should speak to?
W: _____. You need to speak to the manager.
M: OK. Would you mind calling him for me?
W: _____. I'll just call him.

B Read audio script 5.5 on page 168 to check.

4 A Make polite requests and responses with the prompts in brackets.

1 **A:** I can't concentrate. (Would / mind / turn / music down)?
B: Sure. Sorry about that.
2 **A:** I need to speak to the manager. (Do / know / if / anyone in the office)?
B: Let me have a look.
3 **A:** I'm afraid Mr Soul isn't here at the moment.
B: (Do / know / when / coming back)?
A: (not / sure). Do you want me to check?
B: Thank you.
4 **A:** (Could / tell / how / machine works)? I don't know how to turn it on.
B: (Yes / course).
5 **A:** I need to take this machine to the repair service. (Would / mind / help / me)?
B: (course / not). Leave it here.
6 **A:** My computer has frozen. (Could / tell / who / I / speak / to)?
B: OK. (Let / have / look).

B 5.7 Listen to check your answers.

C INTONATION: polite requests Does the speaker's voice start high or low? Listen again and repeat the requests copying the polite intonation.

SPEAKING

5 A Work in pairs. Read your role and think about the phrases you are going to use. Then role-play the situation below.

Student B

You need to call your sister but you can't get any reception on your phone. Ask Student A if he/she knows where you can get reception.

Student A

Tell Student B that you have reception on your phone. Suggest that he/she tries standing outside.

You still can't get any reception. Ask Student A if you can borrow his/her phone to send a text message.

Tell Student B he/she can borrow your phone to make the phone call.

Thank Student A for his/her help.

B Change roles and role-play the situation below.

Student A

You can't get the printer to work. Ask Student B if he/she can help you.

Student B

Suggest Student A tries turning it off and then on again. Ask if that has worked.

It still doesn't work. Ask Student B if he/she knows of other printers in the building.

Tell Student A he/she can use your printer.

Thank Student B for his/her help.

C Choose one or two situations from Exercises 4 and 5. Write a conversation using the flow charts above to help. Then role-play it with a partner.

5.4 MAN VERSUS MACHINE

DVD PREVIEW

1 Work in pairs and answer the questions.

1 Look at the person on page 65. What type of sport is he doing?
2 Would you like to try this sport? Why?/Why not?

2 Read about the programme. Who do you think will win the race? Why?

Top Gear

BBC

Top Gear is the BBC's international award-winning television series about motor vehicles, mainly cars. More than 350 million viewers worldwide enjoy watching the presenters with their quirky, humorous style. On the show they compare and test-drive cars, and organise all kinds of crazy races. In this programme, James May, possibly the slowest driver in Great Britain, challenges two freerunners to a race in Liverpool city centre. James has to drive six miles towards the Liver building in the city centre in a Peugeot 207. The two teenagers who try to beat him will run and jump over buildings, taking a much more direct route. Who do you think will get there first?

3 Watch the DVD to see if you were right. Number the events in the correct order.

a) The men jump over James's car. _____
b) James arrives at the Liver building. _____
c) James checks his speed. _____
d) The men jump over people eating at a restaurant. _____
e) James stops at a red traffic light. _____

4 Watch the DVD again. What does James May say? Complete the phrases.

1 As we can see, it's a very pretty car, but is it any _____?
2 I'm going to have a race, and it's against the latest French development in urban transport solutions: a couple of young men in silly _____.
3 Parkour: that's a French invention, and involves that sort of thing. Running around the _____ leaping across buildings and benches.
4 Come on – we're not all _____!
5 I must have averaged ten or twelve miles an hour. I should _____.
6 They are not here. No sign of combat trousers man. I've _____!

speakout present a new machine

5 A Work in pairs. Answer the questions and complete the tasks.

1 Write a list of things you have to do every day.
2 Are there any things on this list which you don't enjoy? Could a machine do them for you?
3 Invent a machine which would help you do one of the things. Draw a picture of your machine.

B 5.8 Listen to someone talking about a new machine. What is the invention? What does it do?

C Listen again and tick the key phrases he uses.

KEY PHRASES

I'm going to tell you about …
Basically, …
The way it works is this.
It works like this …
First of all, ….
Then/Also, you can …
All you have to do is …
Make sure you …
The best thing about it is that …

D Prepare and practise a short presentation about your new machine. Use your picture and the useful phrases to explain how it works.

E Present your ideas to the class. Which invention do you think is the best?

writeback an advertisement

6 A Read the advertisement and answer the questions. What is the musical shower? How does it work?

The musical shower

If you like listening to music when you have a shower, then you might already have a stereo in your bathroom. But imagine how much better it would be if your shower-head also had an MP3 player attached to it.

It will download your favourite tunes, or radio programmes at night. Then in the morning, your shower will automatically play your favourite tunes for you. Try our musical shower.

There's no better way to start the day.

B Write an advertisement (advert) for your invention (120–180 words). Use the advert above and the key phrases to help.

5.5 LOOKBACK

G COMPARATIVES/ SUPERLATIVES

1 A Look at the information and complete sentences (1–4) using the prompts in brackets.

100 years ago in the US: the average life expectancy was forty-seven years, only eight percent of homes had a phone, the maximum speed limit in most cities was ten miles per hour, the average wage was twenty-two cents per hour, and ninety percent of all doctors had no college education.

1 100 years ago, people didn't live _____ as they do today. (long)
2 It used to be _____ to communicate with people on the other side of the world. (far, difficult)
3 It is _____ for modern businesses to pay their employees. (far, expensive)
4 Nowadays, doctors are _____ than they were in the past. (much, educated)

B Write sentences about a hundred years ago. Compare them with your partner.

V TECHNOLOGY

2 A Complete the words in sentences 1–6.

1 I don't agree with nu_____ po_____. I think it's a dangerous way of making el_____.
2 Sp_____ tr_____ is a waste of money. Why do we need to send people to the Moon?
3 I couldn't live without my wa_____ ma_____. I hate dirty clothes.
4 I had to have loads of va_____ when I went to Malawi. I didn't want to get ill.
5 I think ge_____ en_____ is a bit worrying. People might start to only want babies which are beautiful.
6 Doctors give people too many an_____. So now, some medicines don't work any more.

B Work in pairs. Choose three sentences you disagree with. Tell your partner why.

G INFORMATION

3 A Put the letters in italics in the correct order to find words related to questions.

1 In class last week, we *used discs* ...
In class last week, we discussed ...
2 I can't answer *nose quits* about ...
3 I try to *pen rods* quickly to ...
4 In the next few months I'm going to *took lion* ... (2 words)
5 I recently *quid rein* about ...
6 I *own red* what happened to ...
7 I enjoy a good *tea bed* especially about ...
8 It would be interesting to *sit negative* a crime like ...

B Complete the sentences so that they are true for you.

G QUESTION TAGS

4 A Complete the sentences with the correct question tag.

1 She wrote the first *Harry Potter* book in a café, *didn't she*?
2 This man, who is U2's singer, does a lot of humanitarian work, _____?
3 This actor has won an Oscar for *Forrest Gump*, _____?
4 He was probably the greatest basketball player in history, _____?
5 She lived in Calcutta, where she helped street children, but she wasn't from India, _____?
6 He became Cuba's leader in 1959 and he didn't transfer power to his brother until 2006, _____?
7 Her full name is Madonna Louise Ciccone, _____?
8 Her husband was US President. She's very popular but she probably won't be as famous as him, _____?

B Who are these sentences about?

1 J K Rowling

C Work in groups. One student thinks of a famous person. The others ask tag questions to find out who it is.

A: You're a man, aren't you?
B: Yes.

F POLITE REQUESTS

5 A Match requests 1–5 with responses a)–e).

1 Excuse me, could you tell me where I can find the bathroom?
2 Could you call me a taxi?
3 Would you mind helping me with my bags? They're very heavy.
4 Would you mind opening the window?
5 Could you tell me what time the restaurant opens?

a) Sure. It's very hot in here, isn't it?
b) Yes, of course. It's just over there, down the stairs and on the left.
c) Yes, of course. Where do you want to go to?
d) I'm not sure. Let me have a look. Yes, it opens at 11a.m.
e) Of course not. Let me take your suitcase.

B Work in pairs. Take turns to practise the conversations using the prompts below.

Student A:
- where/bathroom?
- call/taxi?
- shop/close?
- get/door?

Student B
- open/window?
- restaurant/open?
- help/shopping?
- tell/platform the train leaves from?

6 emotion

FEELING STRESSED? p68

THE PEOPLE WATCHERS p71

THAT'S GREAT NEWS! p74

MY WORST WEEK p76

SPEAKING **6.1** Talk about emotions **6.2** Discuss what you would do in different situations **6.3** Give/Respond to news **6.4** Talk about memorable moments

LISTENING **6.1** Listen to a radio show about therapies **6.3** Listen to conversations where people hear news **6.4** Watch a BBC comedy about a man's terrible day

READING **6.1** Read about basic emotions **6.2** Read about a BBC programme *The People Watchers* **6.3** Read about good ways to give bad news

WRITING **6.2** Write an email of advice **6.4** Write a website entry

BBC
INTERVIEWS

How are you feeling today?

6.1 FEELING STRESSED?

G real conditionals
P weak forms: pronouns + 'll
V *-ing/-ed* adjectives; multi-word verbs

SPEAKING

1 A Look at photos A–F. What emotions do you think these people are feeling? Why are they feeling them?

B Read the text and match photos A–F with the emotions.

C When was the last time you felt these emotions? Give some examples.

Did you know that there are actually only six basic emotions which all humans experience and which we recognise by our facial expressions. The six emotions are:

1 JOY – that wonderful feeling of happiness when something brings a smile to your face. We all love and recognise this one. It's a motivator too. We keep doing things that make us feel happy.

2 ANGER – when something goes wrong and you lose your temper. This emotion allows you to deal with difficult situations, and not just run away.

3 SADNESS – often experienced when we lose someone or something important to us. If we see someone who's feeling sad, we may start to feel sad too.

4 FEAR – this is probably the most basic emotion. We can experience this from a very early age, and it helps us to escape from danger.

5 SURPRISE – when something unexpected happens, you raise your eyebrows and actually open your eyes wider to help you see what it is.

6 DISGUST – this is an important emotion which helped our ancestors to survive. If you eat something disgusting or poisonous, your face warns others what has happened.

VOCABULARY

-ING/-ED ADJECTIVES

2 A Work in pairs and discuss the questions.

1 What makes you angry or **annoyed**?
2 What sorts of things do you find **relaxing**?
3 Is there anything you are **frightened** of?
4 What kinds of things make you **worried**?
5 Have you ever been really **embarrassed**?
6 What makes you feel **exhausted**?
7 What sorts of things do you find **confusing**?
8 Do you find your job/life **satisfying**?

B Look at the quiz again and answer the questions.

1 Which ending is used to talk about feelings: *-ed* or *-ing*?
2 Which ending is used to talk about the cause of feelings: *-ed* or *-ing*?

C Complete the sentences with the correct form of the adjectives in Exercise 2A. Remember to use *-ed* or *-ing* endings.

1 It's very *worrying* watching the news at the moment. I think there's going to be another war.
2 I'm going to bed. I'm _____ because I've been working late every night this week.
3 My face went bright red when I realised what I'd said. It was really _____.
4 I love it when I see people enjoying the food I've cooked. I find it very _____.
5 I don't understand the grammar. I'm completely _____.
6 I go to yoga every week, because it makes me feel so _____.

▷ page 153 **VOCABULARYBANK**

E

F

LISTENING

3 6.1 **Read the definition and listen to the radio programme. Answer the questions.**

> **T** **therapy** /'θerəpi/ *n [C,U] plural* **therapies** the treatment of a mental or physical illness over a long period of time, especially without using drugs or operations: *He's having therapy to help with alcohol addiction.*

From Longman Active Study Dictionary.

1 Which two therapies does the programme talk about?
2 The therapies are used in different situations. Which situations are mentioned in the programme?

4 A **Are the statements true (T) or false (F)?**

1 Eight out of ten people have trouble controlling their anger.
2 With destruction therapy you use your anger to destroy something in a controlled way.
3 If you think about a situation when you were angry, the therapy will be more enjoyable.
4 In Spain, some companies pay for their workers to build hotels.
5 In Mexico, they use destruction therapy in hospitals.
6 Laughter therapy can help people to feel less pain.
7 On average, children laugh 100 times a day, and adults laugh seventeen times.

B **Listen again to check. Correct the false statements.**

C **Discuss the questions.**

1 Do you think destruction therapy and laughter therapy are good ideas? Why?/Why not?
2 Would you try any of the ideas in the programme?

GRAMMAR

REAL CONDITIONALS

5 A **Look at four sentences from the programme. Which talk about a general situation (GS) and which talk about a specific/future situation (FS)?**

a) When people get angry, they don't know what to do with their anger.
b) When we get there, I'll give you a hammer.
c) If I smash the car to pieces, will I feel better?
d) If people laugh about something, they feel better.

B **Underline the correct alternative to complete the rules.**

> **RULES**
> **1** Use the zero (0) conditional (*If/When* + present simple + present simple) to talk about a *general/specific* situation (fact), or something which is always true.
> **2** Use the first (1) conditional (*If/When* + present simple + *will/might/could*) to talk about a *general/specific* (possible) situation in the future.

▷ page 138 **LANGUAGEBANK**

6 A 6.2 **Listen and underline the words you hear.**

1 If he shouts, *I get/I'll get* angry.
2 If I see him, *I tell/I'll tell* him.
3 When they arrive, *we eat/we'll eat.*
4 When we get there, *we phone/we'll phone* you.
5 If I finish early, *I go/I'll go* home.

B **WEAK FORMS: pronouns + *'ll*** **Listen again and repeat. Pay attention to the weak form of *'ll* /əl/ in the contraction *I'll* /aɪəl/ or *we'll* /wɪəl/.**

7 A **Complete the sentences with the correct form of the verbs in brackets. Mark each sentence zero (0) or first (1st) conditional.**

1 **a)** If I go running every day, it _____ (make) me feel good.
b) I'm feeling down. If I go for a run, I _____ (feel) better.
2 **a)** When I finish reading this book, I _____ (give) it to you to read.
b) When I _____ (finish) reading a book, I usually feel disappointed.
3 **a)** I'm meeting my boss later. If I tell him about my new job, he _____ (get) angry.
b) If I _____ (get) angry, I take a deep breath and count to ten.
4 **a)** If I'm tired, I _____ (like) to eat in front of the television and go to bed early.
b) I'm planning to drive through the night. If I get tired, I _____ (stop) and sleep.

B **Complete the sentences so that they are true for you. Compare your ideas with a partner. Can you find any similarities?**

When I get older …
When my English gets better, I …
If I'm happy, I usually …
When I get home this evening …
If I'm stressed, I usually …

SPEAKING

8 A Work in pairs. What do you do in situations 1–7? Write three pieces of advice to give to someone in one of these situations.

1 You're nervous about a job interview/exam.
2 You're annoyed with someone in your family.
3 It's the weekend and you're bored.
4 You're stressed about your work/studies.
5 You've got too many things to do.
6 You get home from English class and realise you've left your bag behind.
7 When you get home, you're hungry but there's nothing to eat.

B Work in groups and compare your ideas. Which is the best idea for each situation?

If you've got too many things to do, you should try to prioritise your tasks. If you get stressed about your work, try to do more exercise to help you feel relaxed.

VOCABULARY PLUS

MULTI-WORD VERBS

9 A Match the following topics: *Clothes*, *Computers* and *Love and friendship* with paragraphs 1–3.

1 _____ : I met my ex-boyfriend when he **chatted me up** in a bar. We **got on** really well. We were together for two years and we were planning to **settle down**. Then I got bored and **went off** him!

2 _____ : It's a bit confusing. You have to **scroll up** and then **click on** the arrow icon. If you want, you can **log off** before you **shut down**.

3 _____ : I love **dressing up** so when I **tried on** that purple suit, I thought it was perfect for my first day at work. I was so embarrassed when I arrived and the receptionist told me to **take off** my tie because everyone **dresses down** at the company!

B Match the multi-word verbs in bold in Exercise 9A with the correct definition in the word webs. You will need to use the infinitive form.

on
- Put the computer mouse on a specific place and press *click on*
- Wear clothes to see if you want to buy them _____
- Have a good relationship/like each other _____

off
- Stop liking someone/something _____
- Remove (clothes) _____
- Exit from a website _____

up
- Talk to someone that you like so that they will like you _____
- Wear especially smart or colourful clothes, e.g. for a party _____
- Move the computer mouse to see earlier pages _____

down
- Choose to live a calm life, e.g. at home with a partner _____
- Switch off the computer _____
- Wear clothes (to work) that are not smart, e.g. old jeans _____

10 A Look at the dictionary definitions below and answer the questions.

1 Which verb needs an object?
2 Which verb does not need an object?
3 Which verb can be followed by another preposition?

T try *sth* ↔ **on** *phr v* to put on a piece of clothing to find out if it fits or if you like it: *Can I try these jeans on, please?*

G get on *phr v* **1** *Br E* if people get on, they have a friendly relationship: + with *She doesn't get on with my mum very well.*

S shut down *phr v* if a company, factory, machine etc shuts down, or if you shut it down, it stops operating: *Hundreds of local post offices have shut down.* I **shut** sth ↔ **down** *Did you shut the computer down?*

From Longman Active Study Dictionary.

B Use the dictionary definitions to help you decide which sentences are possible. Mark the sentences with a tick or a cross.

1 I **tried** the suit **on** / I **tried on** the suit.
2 I **get on** really well with Simon / I **get** Simon **on** really well.
3 You need to **shut down** the computer. / You need to **shut** the computer **down**.

speakout TIP

There are different ways to group multi-word verbs (including phrasal verbs) in your notebook. For example, you can group them by topic (e.g. weather, travel, work), or by preposition (e.g. multi-word verbs with *on*, *over*, *by*). Decide how you want to group them and then add the phrases to your notebook.

C Choose three or four verbs from above and write your own example sentences. Use a dictionary to help. Then compare them with a partner. Are the sentences correct?

▷ page 153 **VOCABULARYBANK**

THE PEOPLE WATCHERS

G hypothetical conditional present/future
P connected speech: *would*
V verb-noun collocations

6.2

If you wanted to persuade someone to dress up as a tree in public, what would you do? If you wanted to raise money for charity on the streets, who would you ask to help you? What would you do if you wanted to sell cakes and nobody was buying them? What would you do if you needed to think creatively but didn't have any ideas?

One thing you could do is watch a programme from the BBC series *The People Watchers*. The programme asks the question 'Why do we do what we do?' Through twenty episodes, Professor Richard Wiseman, two psychologists and a neuroscientist do experiments involving members of the public, secretly filming them with a hidden camera. The experiments show why we behave the way we do in everyday situations. If you wanted to know how to get a seat on a crowded train, stop people from jumping queues, get someone to do you a favour, work out if someone is lying, and get a complete stranger to lend you a mobile phone, you could find out by watching.

In one experiment, two of Wiseman's psychologists pretended to be cake-sellers. They stood at a stall on the street and tried to sell cakes for a pound each. No one bought any. So they did what shops do: they held a sale. But it wasn't a real sale. They pretended that one cake cost two pounds, and if you bought a cake, you would get another one free. People started buying! Later they told people that the cakes usually cost two pounds but they were doing a special deal and selling them for just one pound. Again, people bought the cakes. It seems that everyone loves the idea of a bargain even if they aren't really getting one.

Another experiment looked at 'experts' who aren't. Emma, a psychologist, pretended to be a hairdresser. While 'cutting' three people's hair, she talked like a hairdresser, saying all the right things, and dropped a few bits of fake hair. The three volunteers later said they were very happy with their haircuts. In reality, Emma hadn't cut any hair. Richard Wiseman's conclusion? People would do better if they didn't always listen to 'experts'. Instead, they should trust their own eyes.

In another experiment, Jack, a psychologist, had to persuade ordinary people to dress up as a tree. The trick was to 'start small'. First, Jack asked a man to wear a badge; then he asked him to wear a cap; and finally the tree suit. This, Wiseman says, is called 'The foot in the door technique': if you want a big favour from someone, first ask for a small favour!

READING

1 A Read the first paragraph of the article. How would you answer the four questions in that paragraph? Discuss with other students.

B Now read the rest of the article to find out what researchers did to answer the questions.

2 A Work in pairs and answer the questions.

1 What question does the programme try to answer?
2 How did Wiseman's team carry out their research?
3 What was the 'trick' to get people to buy cakes?
4 What 'trick' did Emma, the fake hairdresser, use?
5 What is 'the foot in the door technique'?

B Read the article again. Make notes under these headings.

1 People involved in the programme
2 Situations
3 Conclusions from the experiments

C Think of a question about human behaviour that you would like answered. What could researchers in this programme do to answer it?

VOCABULARY

VERB–NOUN COLLOCATIONS

3 A Match verbs 1–7 with nouns a)–g).

1 hold	a) money (for something)
2 raise	b) experiments
3 do	c) a programme
4 get	d) hair
5 jump	e) a queue
6 cut	f) a seat
7 watch	g) a sale

B Which do you do:

1 to sell something cheaply?
2 to avoid standing up in a train/bus/waiting room, etc.?
3 to help a charity?
4 to be informed or entertained?
5 to make someone look more beautiful?
6 to obtain new scientific information?
7 to avoid waiting in a long line (e.g. to get tickets)?

GRAMMAR

HYPOTHETICAL CONDITIONAL: PRESENT/FUTURE

4 A Read a review of *The People Watchers*. Why does the reviewer like the programme?

Pick of the month

My own favourite series this month? ***The People Watchers***. Presented by Professor Richard Wiseman and his rather attractive psychologist friends, the show asks some very interesting questions. If no one saw you, would you take something without paying for it? How close to someone would you stand if you didn't know them? It's all good stuff, but maybe the programme could be even better if we heard from more experts. Unfortunately, for most of the series, we only hear Professor Wiseman's voice. And it would also be nice if we had more statistics. Some of the experiments using hidden cameras show only one or two people in action which is not enough to make big conclusions about human nature. But overall, this is good TV: light, easy on the eye, and fun.

B Look at the four underlined sentences above and complete the rules with the words in the box.

would could hypothetical past

RULES

1 We use the hypothetical conditional to describe a _____ situation.
2 In the *if* clause, we use the _____ simple.
3 In the result clause, we use _____ or *'d*.
4 If we are not sure of the result, we can also use _____.

C Find other examples of the hypothetical conditional in the article on page 71.

▷ page 138 **LANGUAGEBANK**

5 A 6.3 **CONNECTED SPEECH: *would*** Listen and complete the conversations.

1 **A:** What _____ _____ _____ if your laptop exploded?
B: If my laptop exploded, I'd call for help!
2 **A:** What would you do if you lost your house keys?
B: If I lost my house keys, _____ climb through the window!
3 **A:** How would you feel if your car broke down?
B: If my car broke down, I _____ _____ happy!

B Listen again and answer questions 1–3.

1 How do we pronounce *would* in the question form?
2 How do we pronounce *would* in fast spoken English in positive sentences?
3 How do we pronounce the negative of *would*?

6 Complete the sentences with the correct form of the verbs in the box.

~~write~~ do can fail not/rain see (x2) go like ~~not/have~~ not/be tell

1 I would *write* my autobiography if I *didn't have* so much work to do.
2 What _____ if you _____ a UFO?
3 If I _____ go anywhere in the world, I _____ to the Caribbean.
4 If it _____ so much, I _____ to live in Norway.
5 You _____ very happy if you _____ the exam.
6 If you _____ a friend shoplifting, would you _____ the police.

7 A Complete the sentences about your classmates.

1 If _____ could go anywhere, he/she …
2 If _____ wasn't so busy, he/she …
3 If _____ was able to speak to his/her President, he/she …
4 If _____ knew how to, he/she …
5 _____ would feel very happy if …
6 _____ 's life would be easier if …
7 _____ wouldn't like it if …
8 _____ wouldn't care if …

B Ask your classmates if your sentences are true.

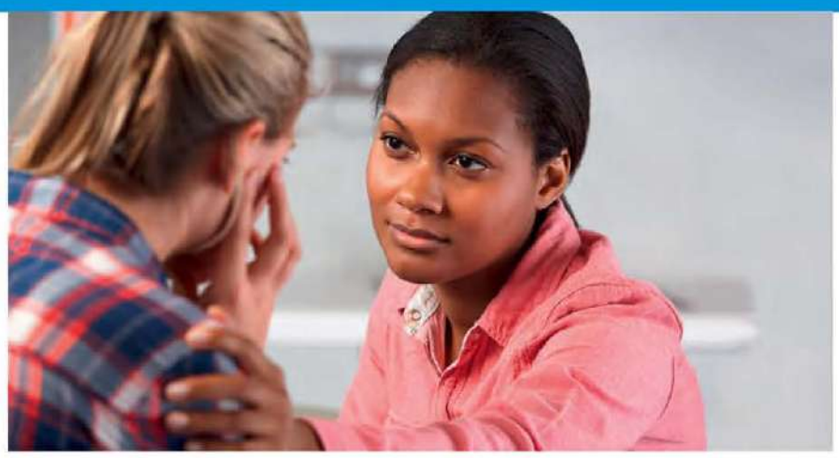
SPEAKING

8 A What would you do if …

1 someone asked you to dress up as a tree for charity?
2 a stranger asked to borrow your mobile phone?
3 someone jumped a queue, ahead of you?
4 you had to think of a way to raise money for charity in the street?
5 someone asked you to take part in a TV programme?
6 you heard someone saying bad things about your friend?
7 you saw someone stealing bread in the supermarket?
8 you found a bag of money in the street?

I'd take the bag of money to the police.

B Choose five or six of the situations. Work in groups and tell other students what you would do.



WRITING

AN EMAIL OF ADVICE; LEARN TO QUALIFY WHAT YOU SAY

9 Look at the photo and discuss. What do you do when you need advice? Do you look for help online or perhaps ask a relative/ friend/experienced older person? What does it depend on?

10 A Read the dilemma. What do you think the person should do?

My cousin has asked me to lend her some money to start an internet business. She is intelligent and reliable, and I like her, but she is only twenty years old. Also, I know nothing about internet businesses. Should I lend her the money?

B Read the responses. Which do you agree with? Why?

yes

You have the money. She has the ideas, the energy and the expertise. If I were you, I wouldn't worry about her age. As a young person, she might know more about the internet than you do. And she isn't asking for your advice, only your money. So, come on - you're a member of her family. What do you have to lose apart from a bit of money? And if you're really worried, maybe tell her you want fifty percent of the money back within two years. If she's reliable, you'll probably get it.

no

So your cousin wants money. Perhaps you really trust her, but aged twenty, she probably doesn't have much experience in business. If I were you, I'd ask a lot of questions first. I'd find out how much research she has done, how well she knows the market, and who else is involved. It's possible that she will be successful, but over ninety percent of new companies disappear within the first year. The other thing is time. It might take her a few years to start making a profit. Can you wait that long to get your money back? And think about this: if it wasn't your cousin asking, would you lend the money?

C Tick the things an email of advice might include. Compare your ideas with other students.

1 a short summary of the situation
2 a few sentences describing your qualifications
3 some ideas about what the person should do
4 some background information explaining your ideas
5 a question for the reader to think about

D Find the things you ticked in the responses in Exercise 10B.

11 A Look at the words/phrases in the box. Find and underline these in the emails in Exercise 10B. Then answer the questions.

maybe probably perhaps might It's possible that

1 Which words/phrases mean 'there is a strong possibility'?
2 Which two words have the same meaning?

B How do you feel about statements 1–4? Qualify them, using the words and phrases above.

1 As life in the twenty-first century gets more complex, people will have more complex problems.
2 In the future, machines will 'read' our emotions and 'know' if we have a problem.
3 In the future, most young people will prefer to talk to strangers online about their problems rather than have face-to-face conversations with family and friends.
4 I'd never write to a problem page if I needed advice.

Most people ask their family and friends for advice. They don't need to write to problem pages.
Most people ***probably*** *ask their family and friends for advice.* ***Maybe*** *they don't need to write to problem pages.*

12 A Read the problem below. Work with other students and think of possible solutions.

I have a problem. My twenty-six-year-old brother has always loved football, but now it's becoming an obsession. He goes to watch matches every weekend even though the tickets are expensive and he doesn't have much money. At his house, he sometimes watches three or four matches on TV a day! His only friends are football fans, and his last girlfriend broke up with him because of his obsession. I want to help him, but he's older than me and he thinks it's none of my business what he does in his free time. Please can you give me some advice?

B Write an email of advice to the writer above.

C Work in groups and take turns to read what you wrote. If you were in the person's situation, which letter would you like to receive?

6.3 THAT'S GREAT NEWS!

F giving news
P intonation: giving bad news
V life events

VOCABULARY

LIFE EVENTS

1 A Look at phrases 1–8. Are they good news (G) or bad news (B)?

1 Pass/fail your exams
2 Be offered a job
3 Get a place at university/a degree
4 Get engaged/married
5 Lose your job/money
6 Split up with a partner
7 Get promoted
8 Buy a house

B Work in pairs. Have any of the things above happened recently to you, or anyone you know?

2 A Work in groups and discuss. What is the best way to give bad news?

B Complete the article with the phrases in the box.

give a reason	tone of voice
prepare your listener	bad news
making people too upset	good news

Good ways to give bad news

It's easy to give someone good news, but what about when you have some [1]_____ to tell? Are there any good ways to give bad news without [2]_____ ? The following steps might help:

Say something positive: Try to start or end the conversation with some [3]_____, so that it's not all bad. For example, 'You did very well in the interview, but unfortunately we've given the job to somebody else.'

[4]_____ **for the news:** Use phrases to introduce what you're going to say, like 'Unfortunately, ...', 'I'm really sorry, but ...' or 'I'm afraid I've got some bad news.' This gives the listener time to prepare for what you're going to say.

Try to [5]_____ **:** People like to know why things go wrong. Try to explain the decision: if someone doesn't get the job, can you explain why? If you have to cancel an arrangement, try to give a reason.

Use a soft [6]_____ **:** If you're giving someone bad news, try to use a soft, calm voice to make you sound kind. Say things to show you understand, like, 'I'm really sorry.' or 'I know this must be disappointing.'

C Read the article again. Do you agree with the advice? Why?/Why not?

FUNCTION

GIVING NEWS

3 A 6.4 Listen to seven conversations. Match the conversations to the pictures A–G.

B Look at the pictures again. What is the good news or bad news in each situation?

4 A Look at the phrases the speakers use to introduce their news. Listen again and write the conversation number next to each phrase.

good news	I've got some good news (for you). I'm really pleased to tell you ... You'll never guess what.
bad news	Bad news, I'm afraid. I'm sorry to have to tell you, but ... I'm afraid/Unfortunately, ... I'm afraid I've got some bad news ... There's something I've got to tell you.
good or bad news	You know ... ? Well, ... I've/We've got something to tell you. *1*

B 6.5 Listen to some of the phrases in the table again. Underline the stressed syllables.

C INTONATION: giving bad news Listen again. Is the speaker's voice high or low for good news? Is it high or low for bad news? Practise the phrases.

▷ page 138 **LANGUAGEBANK**

5 Put the words in the correct order to make sentences.

1 news / afraid / I'm / bad / the / we / match / lost
2 to / I'm / the / you / tell / got / pleased / you / really / job / that
3 going / I'm / to / late / we're / be / afraid
4 got / you / there's / tell / I've / to / something
5 never / what / you'll / guess
6 got / news / I've / for / good / you / some
7 was / concert / the / unfortunately, / cancelled
8 lost? / you / the / we / cat / know / we / again / found / him / well,

LEARN TO

RESPOND TO NEWS

6 How do the speakers respond to the news? Complete the conversations with the words in the box.

joking	sorry	lucky	annoying	pleased
Congratulations	done	shame	terrible	

1 **A:** I've been offered a job.
B: Wow! That's fantastic. _____!
2 **A:** We've offered the job to someone else.
B: Oh. That's a _____. Thanks, anyway.
3 **A:** I've just won some money in a creative writing competition.
B: You're _____? … How much did you win?
A: Two thousand euros.
B: You _____ thing!
4 **A:** We crashed the car.
B: Oh no. That's _____.
5 **A:** They've offered me a place.
B: That's wonderful news. Well _____! I'm so _____ for you.
6 **A:** Steve's lost his job.
B: Oh no. That's awful. I'm really _____ to hear that.
7 **A:** And they've got engaged.
B: No! That's really _____.

speakout TIP

Exaggerate! Sometimes when you speak in a foreign language, your intonation can sound flat. This can mean that you don't sound as polite or enthusiastic as you want to. Try to exaggerate the intonation pattern to sound enthusiastic or concerned. Say the responses in Exercise 7A with an exaggerated intonation.

7 A 6.6 Listen to responses 1–4. Notice the intonation patterns.

1 Congratulations! ↗
2 That's fantastic news! ↗↘
3 That's a shame. ↘
4 That's awful. ↘

B Practise saying the phrases with the correct intonation.

C 6.7 Mark the main stress on sentences 1–6. Which ones use a higher voice? Listen and check, then listen and repeat.

You lucky thing!
That's terrible.
Well done.
I'm so pleased for you.
That's really annoying.
That's awful. I'm really sorry to hear that.

SPEAKING

8 A Work in pairs and role-play the situation. Student A: you have just won some money in a lottery. Student B: listen and respond to Student A's news.

Student A

Tell Student B you have some good news.

Student B

Ask Student A what the news is.

Tell Student B that you won some money in the lottery.

Respond to the news and ask Student A how much they won.

Tell Student B how much money you won.

Tell Student A how lucky you think they are. Ask Student A what they plan to do with the money.

Tell Student B you are going to use the money to help send your brother and his young family on holiday as they have had a difficult year.

Respond to the news.

B Work in pairs. First, think of three pieces of good/bad news to tell your partner. Then take turns to give and respond to each other's news using expressions in Exercises 4 and 6.

6.4 MY WORST WEEK

DVD PREVIEW

1 A Discuss. How do you think people usually feel the week before their wedding? What kind of things can go wrong when you are preparing for a wedding?

B Read about a BBC comedy. Why is this week supposed to be special for Howard? What's the problem?

My Worst Week

BBC

The week before a wedding can be a difficult time, but for publisher Howard Steele, marrying the beautiful Mel, it becomes a complete nightmare. Everything that can possibly go wrong does go wrong, even though Howard tries desperately to do the right thing. During the week, Howard accidentally kills his in-laws' dog, puts Mel's granny in hospital, and loses the wedding ring (which has been in the family for many generations) twice. It's not a good start, and what should have been a very special week soon turns into the worst week of his life.

DVD VIEW

2 A Watch the DVD. What is the problem?

B Number the events in the correct order.

a) Mel calls Howard in his office.
b) Eve takes the ring off using soap in the bathroom.
c) Howard arrives in his office and shows his secretary, Eve, the ring. *1*
d) Howard's work colleagues organise a surprise party for him.
e) The ring gets stuck.
f) Eve bursts into tears, so Howard lets her try the ring on.

3 A What do they say? Complete the phrases using the words in the box.

wedding	happiness	3mm	a hundred and fifty
plumber	secretary	luck	

1 Howard: 'It's been in Mel's family for _____ years. They have this rather charming tradition where they (uh) pass it down from generation to generation.'
2 Eve: 'I always wanted a fairy-tale _____ of my own.'
3 Eve: 'I can't do that. It's bad _____.'
4 Howard: 'I picked it up on my way in. They've reduced it by _____.'
5 Howard: 'When the vicar asks me to put the ring on my fiancée's finger, it would be very nice if my _____ was not attached.'
6 Boss: 'We'd like to wish you and Mel every _____ and hope you have a great day on Saturday.'
7 Eve: 'I'll get a _____.'

B Watch the DVD again to check.

4 A Complete the sentences about how the characters felt.

1 Eve is impressed when she sees …
2 Eve gets upset about …
3 Howard is annoyed when …
4 Eve is anxious about …
5 Howard is surprised when …
6 Howard is shocked when …

B Compare your ideas with another student.

speakout memorable moments

5 A 6.8 **Listen to a man talking about a special weekend. Which of the following statements is not true?**

1 His brother organised a surprise weekend away.
2 They went on a boat trip to a lighthouse, and slept there.
3 They went shopping with his brother's money.
4 They went to the theatre and then ate an expensive five-course meal.

B Listen again and tick the key phrases you hear.

KEYPHRASES

One of the most memorable moments/events in my life was …
The happiest moment of my life was when …
It all started one day when …
I was so [embarrased/delighted/shocked/terrified] when …
I had absolutely no idea.
The funniest thing that ever happened to me was …
The next thing/morning …
That weekend/day is one of my happiest memories.

C Choose one of the following questions. Plan your answer using some of the key phrases.

1 What are the strongest memories of your childhood?
2 Have you ever done anything you regret?
3 What's the most embarrassing/funniest/scariest thing that has ever happened to you?
4 What do you remember about the house you lived in as a child?
5 Can you remember a time when you felt very proud?
6 What is your happiest memory?

D Work in groups and tell your stories.

writeback a website entry

6 A Read the website entry. What kind of things do people write about on this website? What was special about Jess's trip?

100 lives

real life, real people, real experiences

Join people from around the world who want to share their stories and experiences. Read true personal stories, chat and get advice from the group.

Q: What's your happiest memory?

One of my happiest memories is of a trip I did to America when I'd just left school. My father told me that everyone should see New York once in their lifetime and he helped me to save enough money to buy my plane ticket. I spent three weeks travelling around the US on my own. I visited New York and Washington and travelled through the countryside on a bus. I met so many wonderful people on that trip, and saw some amazing sights. I remember I had this great sense of freedom, like I was at the beginning of the whole adventure of my adult life. Everything was in front of me and I would be able to do whatever I chose to do. When I think back to those days, it always brings a smile to my face.

Jess, UK

B Choose another question from Exercise 5C and write your story (150–200 words). Use the website entry above and the key phrases to help.

6.5 LOOKBACK

V -ING/-ED ADJECTIVES

1 A Work in pairs. Use adjectives to describe how you feel in the following situations.

1 You lose your bus/train ticket.
2 You get lost at night in a foreign city.
3 You wait for a delayed flight.
4 You forget someone's name (when you should know it).

B Write situations for the adjectives in the box.

annoying	worried	boring
embarrassing	relaxing	
confusing	exhausted	
frightening	satisfied	

annoying: When you discover your phone has run out of power, it's …
worried: My exams are tomorrow. I'm really …

C Work in pairs. Take turns to read your situations. Don't say the adjectives they describe. Can your partner guess the adjective?

G REAL CONDITIONALS

2 A Match 1–7 with a)–g) to make sentences.

1 If you drink too much coffee,
2 If you go to bed early,
3 If you always go to bed late,
4 If you listen to loud music when you study,
5 You won't get fit if you
6 If you don't like your job,
7 You'll have problems at work if you

a) drive everywhere in your car.
b) you won't sleep tonight.
c) it's difficult to concentrate.
d) you'll exhaust yourself.
e) don't finish that report on time.
f) you'll feel better in the morning.
g) look for a new one.

B Look at the sentences in Exercise 2A. Can you think of other ways to complete them? Compare your ideas with a partner.

3 Work in pairs and take turns. Student A: write down three things you would like to achieve this year. Student B: look at Student A's list and make *if/when* sentences to give advice.

A: one: find a new job, two: get fit, three: improve my English
B: one: find a new job: If you look on the internet, you might find a new job.

V VERB–NOUN COLLOCATIONS

4 Rearrange the letters in bold to complete the sentences with collocations of *watch/hold/raise/do/get/cut.*

1 We should go to the concert early so we can **est gates**. *get seats*
2 They are going to **heal loads** to sell their old clothes.
3 The schoolchildren decided to **ease my iron** for cancer research.
4 I'm going home early because I want to **grammar two peach** on TV.
5 He gave up his job because he didn't want to **opened term six** on animals.
6 My cousin **i shut car** for a living.

G HYPOTHETICAL CONDITIONAL

5 Work in pairs. Student A: use an *if* clause with the phrases in your box. Student B: respond with the correct *would* clause from your box.

A

~~I/be/rich~~	there/be/no war	
there/be/more hours in the day		
I/have/more/energy		
nobody/smoke	can/paint/well	
I/give up/coffee		

B

dance/all night	sleep/better	
people/be/healthier		
do/a portrait of you		
~~give/money/charity~~		
people/work/more		
the world/be/peaceful		

A: If I was rich …
B: I'd give some money to charity.

F GIVING NEWS

6 A Each conversation has two words missing. Write in the missing words. You may have to change the punctuation.

1 **A:** Bad news, I'm afraid.
B: What's the matter?
A: The computers aren't working.
B: Not again! Annoying.

2 **A:** You'll never what.
B: What?
A: I got the job.
B: Congratulations! That's news.

3 **A:** I've got some good news you.
B: What is it?
A: I've been promoted.
B: Well. That's great news.

4 **A:** I'm to have to tell you, but I'm leaving the company.
B: What? Why?
A: The company has got problems, so they're reducing the number of managers.
B: I'm sorry to that.

5 **A:** You that exam I did last week?
B: Yes?
A: Well, I passed.
B: Congratulations! I'm so for you.

B Work in pairs and practise the conversations.

7 success

THE SECRET OF SUCCESS p80

THE MEMORY MEN p83

ARE YOU QUALIFIED? p86

ANDY MURRAY p88

SPEAKING **7.1** Talk about success **7.2** Talk about your abilities **7.3** Give/Clarify opinions **7.4** Describe an achievement

LISTENING **7.1** Understand a radio programme about success **7.2** Listen to a conversation about memory **7.3** Listen to a discussion about intelligence **7.4** Watch a BBC documentary about Andy Murray

READING **7.2** Read a biographical text **7.3** Read about three job candidates

WRITING **7.2** Write a summary **7.4** Write an internet post

BBC

INTERVIEWS

What has been your greatest achievement to date?

7.1 THE SECRET OF SUCCESS

G present perfect simple versus continuous
P weak forms: *have*
V success; verb phrases

SPEAKING

1 A Write the names of three very successful people. Answer the questions.

1 How and why did these people become successful?
2 Do you think they have a special talent, or have they just been lucky?
3 What advice would you give to someone who wants to be as successful as these people?

B Work in pairs and read the quotes. What do they tell you about success? Do you agree or disagree?

> 'I have not failed. I've just found 10,000 ways that won't work.'
> Thomas Edison

> 'Success doesn't come to you … you go to it.'
> Marva Collins

> 'The secret of success in life is for a man to be ready for his opportunity when it comes.'
> Benjamin Disraeli

C Can you recognise any of the people in the photos? Do you know why they are famous?

LISTENING

2 A Read the introduction to an article about success. What do you think the secret of success is?

What is the secret of success?

BBC Focus Magazine investigates

What makes the most successful people on the planet different from the rest of us? If we were more like Albert Einstein or John Lennon, surely we could enjoy the same level of success. In his new book, Malcolm Gladwell reveals that there is one factor – so obvious that it's right under our noses – that all successful people share …

B 7.1 Listen to the radio programme and complete the summary.

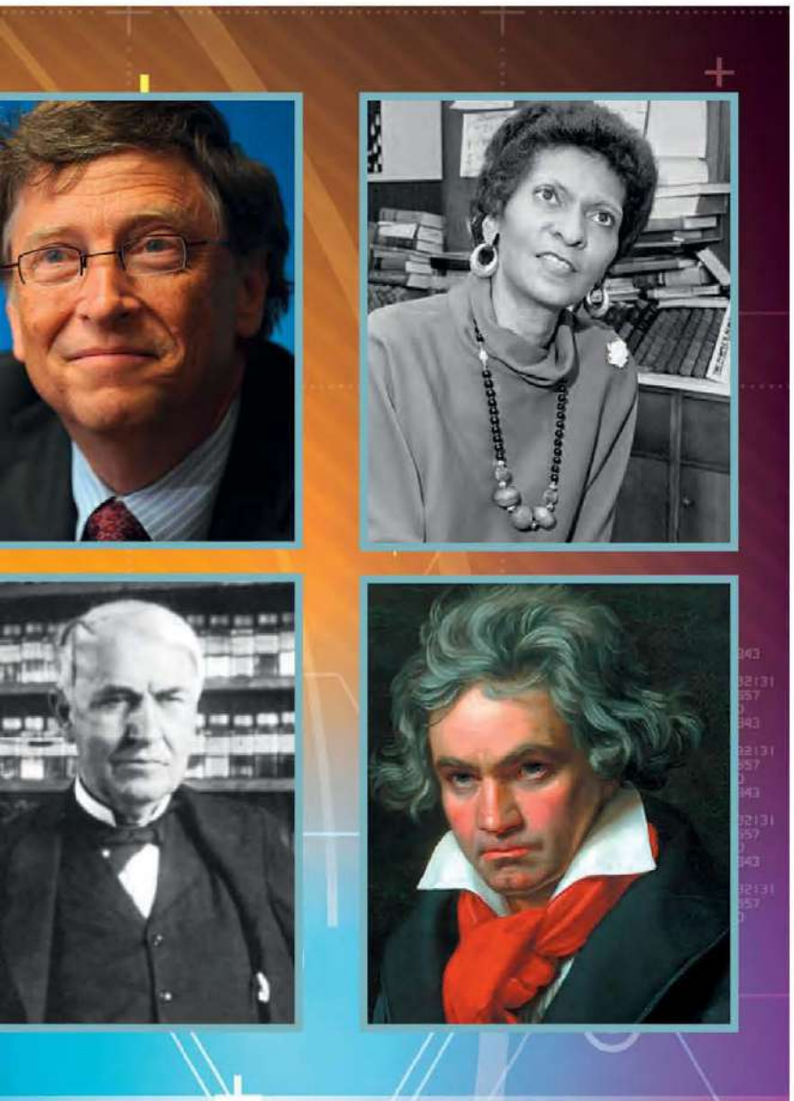
In this new book, *Outliers*, Gladwell argues that Beethoven, The Beatles and Bill Gates all have one thing in [1]_____. They [2]_____ what they do, and they practised a lot. In fact, Gladwell discovered that in order to be truly [3]_____ in anything, it is necessary to practise for more than [4]_____ hours. These people have done that which is why he believes they have been so [5]_____.

3 A Are the statements true (T) or false (F)?

1 If we want to learn from Bill Gates' achievements, we need to look at where he came from and the opportunities he had.
2 If you're going to be world-class at something, you need to have parents who are high achievers.
3 The Beatles played all-night concerts in Hamburg, and this helped them to master their craft.
4 To become a successful tennis player, you need a very talented teacher, and enough money to pay for your tuition.

B Listen again to check.

C Discuss. Do you agree that if you practise something enough, you can become world-class at it, or do you think you need to have a natural talent for it?



VOCABULARY

SUCCESS

4 A Complete sentences 1–8 with the phrases in the box.

~~work hard (at something)~~ be a high achiever
have a natural talent for … focus on
have the opportunity (to do something)
believe in yourself master (a skill / a craft)
(be) world-class (at something)

1 You will never achieve anything, if you don't *work hard* at it.
2 I don't _____ languages. I find them difficult to learn.
3 If you _____ and your abilities, then you can achieve anything.
4 It's amazing what children can achieve if they _____ to try different skills.
5 If you want to _____ any skill, you have to practise it regularly.
6 I'm sure she will _____. She is determined to do well at everything.
7 When I really want something, I try to _____ my goal.
8 She'll beat all the women in the world this year. She's a _____ gymnast.

B Find phrases above to match meanings 1–6.

1 be sure about your ideas/abilities
2 only think about one objective
3 become very skilled at something
4 have the chance to do something
5 be ambitious and successful in your work or studies
6 to be one of the best in the world

C Choose two of the phrases and make sentences which are true for you. Compare your ideas with a partner.

▷ page 154 **VOCABULARYBANK**

SPEAKING

5 Discuss the questions in groups.

1 Do you have a special skill/interest? How many hours do you think you have spent practising it? (10,000 hours is approximately ten hours per week for twenty years.)
2 What things have you been successful at? What factors do you think contributed to that success?
3 Are there any particular skills you wish you had? Do you think you could be successful at that skill if you worked hard at it?

GRAMMAR

PRESENT PERFECT SIMPLE VERSUS CONTINUOUS

6 A Read sentences a)–e). Underline examples of the present perfect simple and circle examples of the present perfect continuous.

a) Martina's been playing tennis since she was three years old.
b) Anya's been going to ballet lessons since she was a child.
c) I've known Max for years.
d) How long have you been studying French?
e) He's always enjoyed playing sport.

B Match sentences a)–e) with rules 1–3. Some sentences will match more than one rule.

RULES

1 Use the present perfect continuous to emphasise that an action has been long and repeated.
2 With state verbs (e.g. *like, love, understand, remember, know*, etc.), we cannot use the present perfect continuous, so we use the present perfect simple.
3 We often use *for, since* and *How long have you …?* with the present perfect simple and the present perfect continuous. We chose the present perfect continuous where possible, unless the main verb is a state verb.

▷ page 140 **LANGUAGEBANK**

7 A Complete the sentences with the present perfect simple or continuous form of the verbs in brackets and any other information you need.

1 I _____ (study) German for … years, but I still find the grammar difficult!
2 I _____ (learn) Arabic for two years.
3 I _____ (live) on my own since I … .
4 I _____ always _____ (love) art, but I'm not very good at it.
5 I _____ (have) my own car since I was … .
6 I _____ always _____ (want) to … . Maybe I'll learn one day.

B 7.2 **WEAK FORMS: *have*** Listen to the sentences. Notice the pronunciation of *have*. Is it strong or weak? Practise saying the sentences.

C Change some of the sentences in Exercise 7A so they are true for you. Compare your ideas with a partner.

8 A Make questions with the prompts.

1 how long / you / know / best friend?
2 how long / you / do / your hobby?
3 how long / you / have / that … (watch / phone / jacket)?
4 how long / you / live in this town / city?
5 how / you / spend / your days off recently?

B Work in pairs. Take turns to ask and answer the questions above. Think of two or more follow-up questions for each question.

A: How long have you known your best friend?
B: For about fifteen years.
A: Where did you meet?

VOCABULARY PLUS

VERB PHRASES

9 A Choose the correct preposition to complete the verb phrases in sentences 1–7.

1 I don't have a lot in common *to/with/for* my sister.
2 We don't have access *with/at/to* the internet at work.
3 She's world-class *in/for/at* playing the violin.
4 He works very hard. He puts *in/to/with* a lot of hours.
5 I've got a lot to think *with/for/about* at the moment.
6 The film picks up *on/to/at* the difficulties people experienced during the war.
7 She has a talent *about/for/in* finding a bargain.

B Add the verb phrases from Exercise 9A to the correct group below.

1 agree, argue, _____ – with
2 worry, complain, _____ – about
3 belong, pay attention, _____ – to
4 pay, wait, _____ – for
5 depend, rely, _____ – on
6 look, laugh, _____ – at
7 succeed, believe, _____ – in

speakout TIP

There are many verbs in English which use prepositions. Keep a record of which prepositions go with which verbs in your notebook. Can you add any more phrases to the diagram in Exercise 9B?

C Write three questions to ask a partner about their life, using the verb phrases above.

*Would you **think about** learning a new skill?*
*Is there anyone you tend to **rely on**?*
*What kinds of things do you generally **succeed in**?*

D Work in pairs. Ask and answer your questions.

▷ page 154 **VOCABULARYBANK**

THE MEMORY MEN

G present and past ability
P word stress
V ability

7.2

VOCABULARY

ABILITY

1 Make a list of five things you are good at and three that you are bad at. Show the list to a partner. He/She asks questions to find out what you are good/bad at.

How long have you been playing the drums? How often do you play? Do you …

2 A Read sentences a)–h), then discuss questions 1–3 with a partner.

a) He's **an expert in** Italian art. He's written several books about it.
b) He's **gifted at** painting. He had his first exhibition when he was sixteen.
c) She **has** a lot of **ability as a** dancer. I think she could become a professional.
d) She's the most **skilful** footballer I've ever seen. She can play in any position.
e) He **has an aptitude for** maths. He learns new formulas very quickly.
f) He is a really **talented** musician. He can play six instruments.
g) I'm **hopeless at** geography. I failed my exam three times.
h) I'm **useless at** ball sports. I can't play any.

1 Which of the words in bold are negative?
2 Which are nouns and which are adjectives?
3 What do you think the words mean? Use the context of the sentences to help you.

B 7.3 **WORD STRESS** Look at the words in bold in exercise 2A. Then listen to the sentences and answer the questions.

1 Which parts of the words in bold are stressed? Underline the stressed part.
2 Which five words have two syllables? Where do we normally put the stress on two-syllable words?

C Listen again and repeat the sentences. Focus on the stressed parts.

3 A Write the name of:

- an expert in your own area of interest.
- someone in the class who is talented.
- a gifted musician.
- something you are useless at.
- something you have an aptitude for.

B Work in groups. Ask each other to explain what they wrote and why.

READING

4 A Work in pairs. You are going to read about two men, nicknamed 'The human computer' and 'The human camera'. What special abilities do you think they have?

B Student A: read the text below to see if your ideas are mentioned. Student B: turn to page 161.

THE HUMAN COMPUTER

Daniel Tammet says he was born on a blue day, 31st January 1979. He knows it was blue because Wednesdays are always blue, like the number nine or the sound of people arguing.

As a child, Daniel was diagnosed as autistic. He couldn't make friends. He was too different from the other children. Aged eight, he was able to calculate 82 x 82 x 82 x 82 in his head, but he couldn't tie his own shoe laces, or ride a bicycle.

The thing that makes Daniel special is that he has an incredible ability with numbers. He imagines them as shapes and colours ('289 is an ugly number', he says) and is able to do extremely difficult mathematical calculations. On the TV programme that made him famous in the UK, he managed to recite 22,514 numbers from pi perfectly. If you tell Daniel your birth date, he can tell you what day of the week you were born on, and what day of the week it will be on your 65th birthday.

Daniel counts everything. He eats exactly forty-five grams of porridge for breakfast each morning and he brushes his teeth for exactly two minutes. He doesn't like walking on the beach near his home because there are too many pebbles to count.

Daniel's other great love, besides numbers (which he calls 'his friends'), is learning languages. He speaks ten, and he managed to learn Icelandic in a week for a TV programme in Iceland. He is now a bestselling author, his books including *Born on a Blue Day*, *Embracing the Wide Sky* and *Thinking in Numbers*.

C Student A: read the text above again and answer the questions.

1 How was his behaviour different from other children?
2 What special talents does he have?
3 How did the public learn about his special talents?
4 What country/countries has he been to and what did he do there?
5 What does he do now?
6 What has he published?

D Tell your partner about your text. Use questions 1–6 to help.

GRAMMAR

PRESENT AND PAST ABILITY

5 Read sentences a)–i) and answer questions 1–3.

1 Which sentences describe present ability and which describe past ability?
2 Which words are used to express past and present ability? Underline them.
3 Which three sentences are negative?

a) If you tell Daniel your birth date, he can tell you what day of the week you were born on. *present ability*
b) He could see a building just once and remember everything about it.
c) As a child, he couldn't make friends.
d) He is able to do extremely difficult calculations.
e) He was able to calculate 82 x 82 x 82 x 82.
f) He wasn't able to sit still.
g) He always manages to draw everything in the right place.
h) He managed to learn Icelandic in a week.
i) He didn't manage to pass his exams.

▷ page 140 **LANGUAGEBANK**

6 A Read the text below quickly. What does Derek have in common with Daniel Tammet and Stephen Wiltshire?

B Complete the text with the words in the box.

can	isn't	can't	managed	could	to
couldn't	able				

When four-year-old Derek Paravacini heard the sound of the piano, he ran towards it. Although he was blind, he [1]_____ to reach the instrument. He pushed the piano player – a small girl – off her stool, and started to play. Adam Ockleford, a piano teacher, said, 'It was … extraordinary. He was hitting the notes with his hands, his feet, his nose, even his elbows.' Paravacini was [2]_____ to play the tune he had just heard and at that moment Ockleford realised the boy was a genius.

Paravacini was born blind and autistic and had great learning difficulties. As a child, he [3]_____ do many things that ordinary children do. Even today, as an adult, he [4]_____ count to ten, and he [5]_____ able to dress or feed himself. But Paravacini has one incredible gift: music. Like Mozart, he [6]_____ remember every piece of music he hears.

It started when his parents gave him a plastic organ when he was eighteen months old. He couldn't see the notes, but he managed [7]_____ play tunes on it. By the time he was four, he [8]_____ play many pieces on the piano. With Ockleford's help, Paravacini developed his technique and played his first major concert at the Barbican Hall in London, aged nine. He has performed all over Europe and the US and in 2006 recorded his first CD.

SPEAKING

7 A Look at the activities in the pictures and read the instructions below.

1 Put one tick next to the things you can do now.
2 Put two ticks next to the things you could do when you were a child.
3 Put three ticks next to the activities you are very good at.

B Work in groups. Compare your abilities. Say how often you do these things and which of them you enjoy. Describe any special memories you have of any of these activities.

WRITING

A SUMMARY; LEARN TO MAKE NOTES FOR A SUMMARY

8 A When do we summarise information? Have you ever written a summary? Why might it be useful to make notes first?

B Read the summary and answer questions 1–3.

Daniel Tammet and Stephen Wiltshire are two gifted young Englishmen who suffer from forms of autism. These men have one thing in common – they are able to remember large amounts of information – but their talents are very different. Wiltshire has an ability to draw complicated images after seeing them only once, while Tammet has an amazing aptitude for remembering numbers. They have both appeared on television programmes, which helped make them famous, and both published books. While Tammet and Wiltshire experienced difficulties during their childhood, their great achievements are now recognised by the public. And best of all: they both seem happy with their lives.

1 Does the summary explain the main idea of the text(s) (who, what, where and why)?
2 Is the summary shorter or longer than the original text(s)?
3 Does the writer of the summary copy sentences from the original text(s) or does he/she use his/her own words?

C Work in pairs. Look at phrases 1–5 from the summary. What details do these phrases leave out? What information is missing?

1 Wiltshire has an ability to draw complicated images.

He drew a train station in London and pictures of other cities, including Rome, Hong Kong and New York.

2 Tammet has an amazing aptitude for remembering numbers.
3 They have both appeared on television programmes.
4 Both published books.
5 (They) experienced difficulties during their childhood.

9 A Read the notes and find examples of 1–6 below.

MEMORY MEN
Tammet & Wiltshire = very gifted. They are able 2 remember lots of info.
Their abilities → them becoming famous
The artist – Wiltshire remembers things he sees
The mathematician – Tammet remembers numbers does maths problems

1 an abbreviation
2 symbols for: a) *and* b) *resulted in*
3 a number to represent a word that sounds the same
4 a heading
5 a subheading
6 highlighted information

B Look at suggestions 1–8. Are they good or bad ideas for taking notes? Change the bad ideas.

1 Use abbreviations and symbols.
2 Use diagrams or drawings.
3 Try to write down every word you hear/copy down every word you read.
4 Write fast. Don't worry about handwriting.
5 Don't worry about spelling. You can check later.
6 Highlight important information.
7 Don't use your own words – you might make mistakes.
8 Use a space or a new heading when there's a change of speaker or topic.

10 A 7.4 Listen to three people talking about memory. Tick the things in the box they talk about.

names	faces	dates	words	birthdays	directions to places
books you've read	places	films	information about products		
things that happened to you when you were very young	jokes				

B Read the notes about Peggy. Listen again and use the same headings to write notes about John and Tim.

PEGGY
Job – sales rep 4 publishing company
Memory – needs 2 remember lots
not good at directions used to get lost all the time.
has to remember names faces of people she talks to + information about products

C Compare your notes with a partner. What else can you remember about what they say? Use the phrases below to help you.

~~Sally or Samantha?~~	makes mistakes	blocking
all other students	after an hour of watching a film	

She spent an hour calling a woman Sally when her real name was Samantha.

D Work in pairs. Ask and answer the questions.

1 Do you have a good memory, generally?
2 Which things in Exercise 10A are you good at remembering?
3 Which would you like to be better at remembering?
4 Do you use any special strategies to remember things?

11 A Prepare to talk about an important memory, e.g. your first day at school, a good trip, etc.

B Tell your partner about the memory. He/She takes notes as you speak. Then change roles.

C Write a summary (100–120 words) of what you learnt about your partner.

7.3 ARE YOU QUALIFIED?

F clarifying opinions
P stress patterns: short phrases
V qualifications

VOCABULARY

QUALIFICATIONS

1 A Work in pairs. What do the words in bold mean? Which words are shown in the photos?

1 What **qualifications** do you have? Apart from school exams, what other exams have you taken or will you take in the future?
2 In your country do you get a **certificate** when you leave school?
3 Do you have a **driving licence**? What other **licences** can you get?
4 Have you ever done an **online course**?
5 Is **distance learning** popular in your country? Is it more popular than **face-to-face learning**? Which do you prefer?
6 For which professions do you have to do an **apprenticeship**? Does the company usually pay you while you do your training?
7 Do you have a **degree**? From which university?
8 Do you know anyone with an **MA** or a **PhD**? On what subject, and in which university, did they do it?

B Discuss the questions in groups.

FUNCTION

CLARIFYING OPINIONS

2 A Work in pairs and discuss. Do you think people with a lot of qualifications are usually intelligent?

B 7.5 Listen to two people discussing intelligence. What do they talk about?

a) intelligent animals
b) intelligent people
c) 'intelligent' technology

C Answer the questions, then listen again to check.

1 Why does the man think the boy from Egypt is intelligent?
2 Why does he think his friend is intelligent? What did the friend do?
3 Why are qualifications useful according to the woman?
4 What else, according to the woman, gives you an education?

3 A Complete the phrases in the table.

offering opinions	giving examples
The [1]_____ I say (he's intelligent) is (that) …	For example, …
For me …	Let me [3]_____ you (an/another) example.
In [2]_____ view …	For [4]_____ thing …
I do think …	
I must say …	

B 7.6 **STRESS PATTERNS: short phrases** Listen to some three-word phrases from Exercise 3A. Which word is stressed?

C 7.7 Listen to the full sentences. Copy the stress patterns.

▷ page 140 **LANGUAGEBANK**

4 Complete the sentences with the words/phrases in the box. Do you agree with the statements? Use the phrases from 3A to offer your opinions and give examples.

~~must~~ In my Let me give The reason I For one For example I do For

1 I *must* say many creative people are bad students. _____, most artists and musicians don't have many academic qualifications.
2 _____ me, qualifications aren't that important. _____ thing, they don't show a person's character.
3 _____ view, face-to-face learning will disappear. _____ say that is because people want to study from home, so they prefer distance learning.
4 _____ think geniuses often have personal problems. _____ you an example: Van Gogh.

LEARN TO

REFER TO WHAT YOU SAID EARLIER

5 Read the phrases from audio script 7.5 and answer questions 1–3.

a) **Like I said,** he doesn't go to school but, for me, he's super-intelligent.
b) **Having said that,** I do think qualifications are useful.
c) Exactly. **That's what I was saying.** Like the boy from Egypt.

Which phrase shows that you:

1 have already given an opinion that someone else is now giving?
2 have already said something?
3 have said something but now want to give a different opinion?

6 A Complete the conversation using the phrases below.

Like I said, That's what I was saying. Having said that,

A: I think online courses are great if you can't travel to class. [1] _____ I prefer to have a real teacher.
B: I agree. You learn more with other people in the room.
A: [2] _____ an online teacher is not the same.
B: I've done some online courses, though. It was really convenient because I could study at home.
A: [3] _____ They're great for people who can't travel.

B In pairs, practise the dialogue in Exercise 6A. Make sure you stress *said* and *saying* in the referring phrases, for emphasis. Then change roles.

SPEAKING

7 A Read the job advertisement. What type of person would be suitable for the job? Would you like this job? Why?/Why not?

GUIDES NEEDED FOR ECO-TOURS CRUISE SHIPS

ecotours

- **Location:** along the River Nile
- **Salary:** £20,000
- **Duration:** 6 months (includes four 5-week tours)
- **Duties:** introduce tourists to the plant and animal life of the Nile, organise day trips for tourists, write a blog. Candidate must: speak Arabic, English, plus other language; have tour guide licence; have university degree, qualifications in biology and/or land management.

B Work in groups of three. Students A, B and C: read about your candidate. What benefits can they bring to the job? Are there any skills or qualifications they don't have?

Candidate A
Suresh Perera, Sri Lanka, 42

- was a tour guide in Sri Lanka (2 years), geography teacher in Saudi Arabia (10 years)
- licenced tour guide, MA in Geography
- speaks English, Arabic, Tamil
- knows Egyptian culture and people
- hobbies: sailing and swimming

Candidate B
Dr. Ahmed Nasari, Egypt, 54

- biologist (20 years), experience in 11 countries.
- PhD in marine biology
- wrote 3 books on marine biology, writes for biology journals
- speaks Arabic, English, basic German
- will take tour guide exam next month
- wants to research Nile animal life

Candidate C
Delilah Olufunwa, Nigeria, 28

- former TV actress and model, then tour guide in Nigeria
- degree in performing arts
- excellent physical fitness (qualified scuba diver, strong swimmer)
- speaks English, Arabic, Spanish, Portuguese, French, is studying Japanese
- loves animals and nature

C Present your candidate to your group. Who should get the job? Why?

7.4 ANDY MURRAY

DVD PREVIEW

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

1 Do you enjoy sports? Which ones?
2 Have you ever tried to learn a new sport? How successful were you? Why?
3 Have you ever won a sporting competition or attempted a sporting challenge? How did you feel?

2 **Read the programme information. Why is Andy Murray famous? What have been his biggest achievements?**

Andy Murray: The Man Behind the Racquet

BBC

This documentary follows tennis star Andy Murray, a US Open, Olympic and Wimbledon champion, revealing just what it takes to be a global sports icon. The programme looks at Murray's life off the court, filled with commitments and responsibilities. Cameras follow him as he takes an open-top bus ride in his hometown of Dunblane, in Scotland, and as he trains on the court in the US. A private and shy man, Murray won the hearts of many with his raw emotion on the court when he lost a Wimbledon final to Roger Federer. However, he later earned his own place in history by winning the US Open, becoming Britain's first male Grand Slam champion in seventy-six years, and then eventually with a spectacular victory at Wimbledon.

DVD VIEW

3 **A** **Watch the DVD. What do you now know about Andy Murray that you didn't know before? Is there anything in the programme which surprises you?**

B **Are the following statements true or false?**

1 Andy Murray returns home to find the streets are filled with people to welcome him.
2 Andy left home when he was fifteen years old to move to the US and play tennis.
3 Andy picked up his first tennis racket when he was just three years old. Both he and his brother played tennis and began to win junior tournaments.
4 In Miami Andy trains for 6–7 hours a day, and sometimes with other tennis stars.
5 Andy's friends think he's very serious and not much fun to be around.

C **Watch the DVD again to check. Correct any sentences which are false.**

4 **Discuss.**

1 Would you enjoy the life of a professional sportsperson? Why?/Why not?
2 What do you think it takes to achieve success? Think about sport, career and other challenges in life.
3 What ambitions do you hope to achieve in your own life? What achievements are you proud of?

speakout an achievement

5 A 7.8 Listen to someone talking about a recent challenge/achievement. Answer the questions.

1 What was her challenge?
2 Was it a good or bad experience?
3 What did she find easy?
4 What problem(s) did she have?
5 Did she succeed?

B Listen again and tick the key phrases you hear.

KEYPHRASES

I found it [really easy/quite difficult].
It was the … I had trouble with.
[I was/We were] very nervous.
At first, I couldn't … but then I started to …
One thing I tried …
I tried to/experimented with … but it didn't work/I couldn't …
I got very [frustrated/annoyed/tired].
I didn't know how to …
I'm [so] glad/Eventually I managed it.
It was a [really] difficult challenge/good experience.
For me, it was quite an achievement.

C You are going to talk about a recent challenge/achievement. Before you talk, make some notes on the following:

- What was your challenge? (Were you learning a new sport/how to drive, etc?)
- Where were you?
- How did you feel?
- What was the experience like?/What did the challenge involve?
- Who helped you?
- Did you try any special techniques?
- Did you succeed?

D Work in groups and take turns. Tell each other about your experiences. Who had the funniest/most interesting/most embarrassing experience?

writeback an internet post

6 A Read the internet post and answer the questions. What was Jim's challenge? What helped him to learn?

A beautiful language

I was never very good at languages when I was at school so learning Welsh **was a huge challenge for me**. **I wanted to learn** Welsh because I was living in Wales and my wife spoke Welsh. **So, I decided** to enrol for a course at the university and go for classes twice a week. I **soon** fell in love with the language – it's so gentle and musical. **I began to realise** how many people living around me loved and treasured their national language. Welsh has beautiful expressions and has often been called the language of poets. **It's not an easy** language **to learn, but it's very satisfying**. I feel like **I've achieved a lot**. **Now**, when I go into my local shop, I try to speak to people in Welsh. I'm sure **I make a lot of mistakes**, but everyone is very kind to me, and they always smile.

B The My Story website publishes stories from the public about their experiences and achievements. Write your own story (120–180 words) to submit to the website. Use the words in bold above and the key phrases to help.

7.5 LOOKBACK

SUCCESS

1 A Underline the correct alternative to complete the quotes. Which quotes do you think could be important for you? Why?

1 'When you are not *believing/practising*, remember someone else is *believing/practising*, and when you meet him he will win.'
2 'I was seldom able to see *an opportunity/a talent* until it had ceased to be one.'
3 'Focus *on/in* where you want to go, not on what you fear.'
4 'Some people dream of success, while other people wake up and work hard *on/at* it.'

B Work in pairs and discuss.

1 Do you know anyone who is a high achiever? What have they done?
2 What are you focusing on at the moment in your work/studies?
3 How do you think you can get better at speaking English?

PRESENT PERFECT CONTINUOUS

2 A Complete the sentences with the present perfect continuous form of the verbs in brackets.

1 I _____ (practise) my lines. Rehearsals start next week.
2 I _____ (visit) patients in their homes.
3 I _____ (mark) homework for hours.
4 I _____ (try) some new ideas for a recipe.
5 I _____ (research) a news story.

B Think of a job to go with each sentence above. Write two or three sentences that this person could say at the end of a busy day. Use the present perfect continuous.

I've been reading all day. I've been saying my lines out loud.

C Work in pairs. Take turns to say your sentences. Can your partner guess the job?

ABILITY

3 Complete the text with the words in the box.

~~hopeless~~ gifted skilful
useless expert ability have

As a child, I was [1] *hopeless* at school. I was [2] _____ at maths, English, science, everything, because I just didn't [3] _____ an aptitude for that kind of study. One day we were playing football and the ball got stuck in a tree. I climbed the tree to get it, and one of my teachers, John Marston, looking out of the staffroom window, noticed that I was a talented climber. He was an [4] _____ in climbing – he'd been in the Alps and up Mount Kilimanjaro – and he invited me to try it one weekend. I really enjoyed it. After a month, he told me I was a very [5] _____ climber for my age. I left school three years later with no qualifications, but I kept climbing regularly until I became very [6] _____ at it. In my early twenties, I became a professional climber. I'll always remember Mr Marston because he showed me I had an [7] _____ which no one else, including me, knew about.

PRESENT AND PAST ABILITY

4 A Underline the correct alternative.

1 I *can to/am can/can* type fast.
2 When I first heard English, I *not able/not could/couldn't* understand anything.
3 Even when I'm stressed, I'm usually *able to/can/able* sleep.
4 I recently had a problem but I *can able to/was able to/managed* solve it.
5 I *'m not able/was able not/wasn't able* to do the job of my dreams (not yet, anyway).
6 Last weekend I *managed to/managed/am managed to* relax.

B Tick the sentences that are true for you. Compare your answers with other students.

I can't type fast because I don't have to look at the letters when I type.

CLARIFYING OPINIONS

5 A Read opinions 1–4. Find two mistakes in each.

1 In the my opinion, if you want to be a successful parent, you need to be very patient. The reason for I say this is that parenting is a long process.
2 By my view, if you want to be a world-class athlete, it isn't enough to rely on natural talent. For the one thing, other people will be as gifted as you. For another, you need to focus on your weaknesses.
3 I'm do think some people have an aptitude for learning. Let me give you example: my cousin doesn't work hard, but he gets A's in every subject. He's just a gifted student.
4 I must to say, learning an instrument is good for children. For the example, my friend's daughter has been learning the violin since she was three, and she has amazing discipline and focus.

B Work with a partner. Give your opinions on two of the topics below. Include examples of what you mean.

Being a successful parent
Becoming good at a sport
Being a successful student
Learning an instrument

8 communities

NEIGHBOURS p92

MY PLACE IN CYBERSPACE p95

MAKE YOURSELF AT HOME p98

TRIBE p100

SPEAKING **8.1** Describe your neighbourhood **8.2** Compare real-world and online activities **8.3** Discuss social situations **8.4** Design a community

LISTENING **8.2** Listen to descriptions of online communities **8.3** Listen to people describing guest/host experiences **8.4** Watch a BBC documentary about a remote community

READING **8.1** Read an article about neighbours **8.2** Read about the rise of YouTube

WRITING **8.2** Write a website review **8.4** Write a web advert

BBC

INTERVIEWS

What makes a good neighbour?

8.1 NEIGHBOURS

G articles and quantifiers
P stress patterns: compound nouns
V getting on; compound nouns

VOCABULARY

GETTING ON

1 Work in pairs and discuss.

1 Do you know your neighbours? How well do you know them?
2 Do you have a good relationship with them? Why?

2 A Work in pairs. Match sentences 1–5 with the opposite meanings a)–e).

1 I **get on well with** my neighbour – we always say 'hello' and have a chat.
2 I prefer to **mind my own business** so I don't ask the neighbours personal questions.
3 I sometimes **invite** my neighbour **over** for coffee.
4 My neighbour's dog is **a nuisance** – he's always barking early in the morning.
5 We didn't **get to know** our neighbours for years.

a) My neighbour has pets but they never **disturb** me.
b) My neighbour **gets on my nerves** – he's always complaining.
c) We **made friends with** our neighbours immediately.
d) I like to **keep myself to myself** so my neighbour hasn't been in my house.
e) I can be quite **nosy** so I often ask my neighbours about their lives.

B Which sentences are true for you? Tell other students.

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GRAMMAR

ARTICLES

3 A Read the paragraph about neighbours. Are you surprised by any of the information? Why?/Why not?

(a) A study says that 24 percent of Americans know most of their neighbours' names. (b) The study was conducted by a group called Pew Research, and (c) a reporter called Aaron Smith wrote a well-known report on the study. It turns out that (d) parents are more likely to speak to neighbours than non-parents, and (e) the most common way to interact with neighbours is face-to-face. The results of the study are very different to figures in (f) England.

B Look at the underlined words and match a)–f) with rules 1–3.

RULES

1 Use *a/an*:
• the first time something is mentioned (new information). *a*
• with jobs. ____
2 Use *the*:
• when we know which one we are talking about. ____
• with superlatives. ____
3 Use no article:
• to talk generally about people or things. ____
• with most names of places. ____

4 Complete the sentences below with *a/an*, *the* or - (no article).

1 My neighbour has _____ cat that climbs through my window and terrorises my goldfish.
2 My neighbour is _____ writer. He has a gossip column, but he keeps himself to himself.
3 I have _____ nicest neighbour in the world. She invites me over for cakes and tea!
4 _____ People are funny! My neighbour ignored me for years. Now he'll chat all day.
5 My neighbour is _____ old lady who made friends with us as soon as we moved in.
6 My neighbour plays the drums. He's a nice man, but I hate all _____ noise.
7 My neighbour is from _____ Pakistan, and she cooks amazing Pakistani food.
8 My best friend lives next door. She's _____ plumber.

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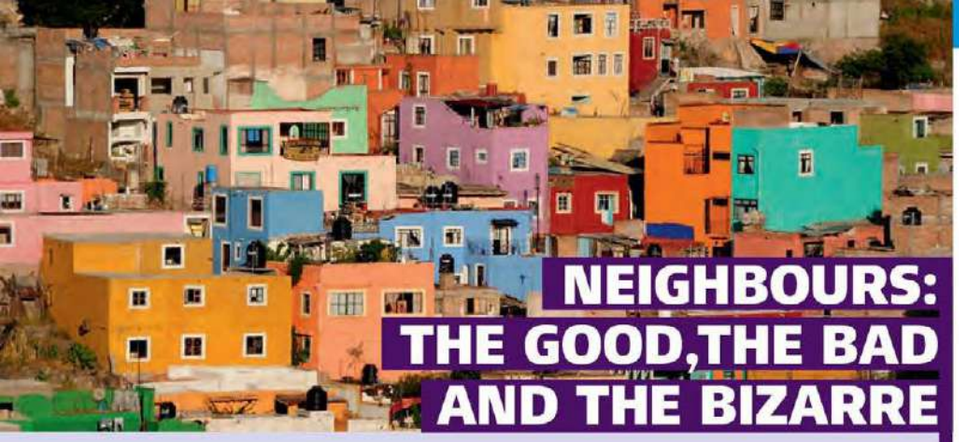

NEIGHBOURS: THE GOOD, THE BAD AND THE BIZARRE

Some people just get lucky. There were the neighbourhood friends in the USA who turned out to be a long-lost brother and sister. There was the man whose house caught fire and who was saved by his neighbour, who scaled a wall, climbed through a window and beat off smoke to reach the victim. And there are all those tales of people who rescue their neighbour's cat, fight off burglars, or do the shopping for their elderly neighbours.

But there are plenty of bad neighbours, too: people who refuse to repair broken fences, let their cigarette smoke drift into your kitchen, or knock on your door to tell you there's a strange car parked outside (probably your guest's) or to remind you to mow the lawn.

In life's lottery, you can only hope you get the Good Guys moving in next door. Here are a few of your stories: the good, the bad and the strange neighbours you've had.

My neighbour keeps his yard full of action figures. He has so many that they cover the grass. He's in his fifties, so I find it very odd, but he's always cheerful and happy so we have no complaints. **Mary Perlmutter**

I was expecting a problem with my neighbour because I have a tree with branches that hang over their fence. One day they knocked on the door and gave me a huge apple pie that they'd baked. Then they said, "This is made from the apples on your tree! We hope you enjoy it." We've been friends ever since. **Max24**

My neighbour has a steam engine in his garden. I think he was a historian or something like that. He keeps it in excellent condition and lets the local kids play on it. **RGH**

My upstairs neighbours hang their washing from the windows of their flat. The clothes drip down onto our washing because we live below them. So one day the mother came down and suggested that we do our washing on Mondays and Thursdays and she does hers on Wednesdays and Saturdays. We tried it and it worked perfectly! **Paulina**

My downstairs neighbours have lots of parties during weekends. I'm half-deaf but even I can hear the noise. I complained once, so they invited me in. I refused. I'm eighty-three. At my age I can't dance like I used to. **Vince**

READING

5 A Discuss with other students.

1 What type of things do good neighbours do?
2 What type of things do bad neighbours do?

B Read the text. Are any of your ideas in it?

C Work with a partner. Which of the five stories from the public describe good neighbours? Which describe bad or bizarre neighbours? Which could be more than one?

6 What do you think the following words/expressions mean?

a) long-lost (paragraph 1)
b) scaled a wall (paragraph 1)
c) drift (paragraph 2)
d) mow (paragraph 2)
e) action figures (paragraph 4)
f) steam engine (paragraph 6)

GRAMMAR

QUANTIFIERS

7 A Read sentences a)–f) from the text. Circle the words that describe quantity.

a) My downstairs neighbours have lots of parties.
b) But there are plenty of bad neighbours too.
c) Here are a few of your stories.
d) We have no complaints.
e) There are all those tales of people who rescue their neighbour's cat.
f) He has so many that they cover the grass.

B Of the words you circled in Exercise 7A, which of them …

1 … mean *a large number/amount*?
2 … mean *a small number/amount*?
3 … means *none*?
4 … two quantifiers can only be used with countable nouns (things we can count)?

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8 Circle the correct alternatives.

How to be a good neighbour

If someone moves in next door, introduce yourself. If they're new to the area, they'll probably have [1]*a little/a lot of* questions, e.g. how [2]*much/many* times per week the rubbish is collected. Get to know them and give them [3]*a bit/plenty* of information about yourself. If you do [4]*all of/a lot of* gardening or if your kids sometimes make too [5]*much/many* noise, let them know. Some families have [6]*several/plenty* pets. Dogs can be noisy, and cats sometimes wander into neighbours' gardens or homes. If it happens only [7]*a few/little* times, that's OK, but if it happens [8]*a lot/much*, it's a problem. People who say they never have [9]*much/many* trouble with their neighbours are usually good communicators. It's easy: tell them about community news and events. Tell them beforehand about your parties. Or, better still, invite them! If they're partying with you, will they complain about the noise? [10]*None!/No!*

B Do you agree with the advice? What else makes a good neighbour?

SPEAKING

9 A Work in pairs. What features where you live do you like/dislike? Use the photos below to help you. Make notes about the following:

- things you like

a beautiful city centre with lots of trees and parks

- things that are nice but not essential

a good local supermarket

- things you hate

graffiti on the buildings

B Think about your neighbourhood. What would make it:

- more beautiful?
- better for your health?
- more interesting?
- safer?
- more of a community?

I'd really like to see a good shopping mall, where people can meet.

My neighbourhood would be healthier if there was less traffic congestion in the mornings.

C Compare your ideas in groups.

VOCABULARY PLUS

COMPOUND NOUNS

10 A Read sentences 1–4 about local features. Find and underline a compound noun in each sentence.

1 I live next to the main road, so it's a bit noisy.
2 There's a wonderful bookshop near where I live.
3 There's a lovely public swimming pool by my house, and it's free for children.
4 Where I live is good for window shopping but too expensive to buy anything!

B Match the compound nouns in Exercise 10A with patterns a)–d) below.

a) noun + noun **c)** verb + noun
b) adjective + noun **d)** noun + verb

speakout TIP

Compound nouns combine two related words. The first word gives us more information about the second, e.g. *shoe shop, history teacher, paper bag.* What other words make compound nouns with *shop, teacher* and *bag*? Compound nouns can be written as one word, two words or with a hyphen. Use a dictionary to check.

11 A Which words complete these compound nouns?

1 _____ { jam / lights }
2 _____ { park / rental }
3 _____ { centre / mall }
4 { super / outdoor } _____
5 { primary / language } _____
6 { sports / city } _____
7 { high / one-way } _____
8 { semi-detached / terraced } _____
9 { housing / industrial } _____
10 { duty-free / gift } _____

B 8.1 **STRESS PATTERNS: compound nouns**
Listen to check your answers. Then think about the stress patterns. Which word is usually stressed: the first or the second? Listen again to check.

C Discuss. Think about the place where you are studying now. Which of the compound nouns does it have nearby?

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MY PLACE IN CYBERSPACE

G relative clauses
P pausing for effect
V the internet

8.2

VOCABULARY

THE INTERNET

1 A Work in groups. Look at the picture. Which type of website would you use to:

1 find out what is happening in the world?
2 book a holiday?
3 contact friends?
4 show your holiday pictures?
5 meet the partner of your dreams?
6 show your wedding video?
7 find out whether a new film or book is good?
8 find out about a big company?
9 share facts about yourself?
10 read and write opinions about anything and everything?
11 read or write factual information about a topic?
12 find information quickly?

B Rank these types of website in order of importance for you. Which are the five most important? Which are the two least important? Compare your ideas with other students.

LISTENING

2 A 8.2 Listen to three people talking about their online communities and answer the questions.

1 What does Speaker 1 use her website for?
2 What does she put on the website during 'a gig' (a concert)?
3 What does Speaker 2 write for his blog?
4 Why does he use Instagram?
5 What does Speaker 3 say is 'probably one of the best uses' of Facebook?
6 What does he like most about Facebook?

B Work in pairs. Listen to each speaker again. When the speaker finishes, take it in turns to use the words and phrases below to explain what the speakers say.

Speaker 1: band promote newsletters photos share reach thousands

Speaker 2: food blog review restaurants photos Instagram different dishes 2,000

Speaker 3: work from home stay in touch parties blanket invitation phone calls family photographs

3 Discuss the questions.

1 Do you think websites are real communities?
2 What are the benefits of online communities?
3 Are there any dangers or problems in spending a lot of time in online communities?

GRAMMAR

RELATIVE CLAUSES

4 Do you know how YouTube started? Read about its origins. Why did it become successful?

The rise and rise of YouTube

In 2005, three friends, Chad Hurley, Steve Chen and Jawed Karim, who were also colleagues, were having problems trying to email a video clip. Within two hours they came up with an idea which would solve the problem and change internet history. They created YouTube. It's a familiar story for anyone who follows the development of the internet: technology-minded entrepreneurs under thirty, a garage or bedroom where dreams become reality, little money and a big need. The site was an instant success. The key was a number of features: links to the videos, which made them easy to email; tell-a-friend functions; a feature that allowed YouTube videos to be played on social networking sites; and another feature that let users comment. This helped to develop a community: YouTube was a place where you posted videos but also chatted about them. Two years after the launch, Google Inc. bought YouTube for $1.65 billion.

5 A Look at the underlined clauses in the sentences below. Which contains essential information? Which contains extra, non-essential information?

a) Chad Hurley, Steve Chen and Jawed Karim, who were colleagues, were having problems trying to email a video clip.

b) YouTube was a place where you posted videos.

B Read rules 1 and 2 to check your answers. Then complete rule 3 with *which*, *who*, *where* and *that*.

RULES

1 Defining relative clauses tell us exactly which thing, person or place we are talking about.

2 Non-defining relative clauses add extra information to a sentence. They tell us what a thing, person or place is or does. The sentence is still grammatically possible without the extra information.

3 _____ is used to talk about places.
_____ is used to talk about people.
_____ is used to talk about things.
_____ can be used to talk about places, people or things (in defining relative clauses only).

C Read the text in Exercise 4A again. Find and underline eight relative clauses. What type of relative clauses are they: defining (D) or non-defining (ND)?

▷ page 142 **LANGUAGEBANK**

6 A Circle the correct alternatives to complete the text.

For people who liked to send and receive very short messages, Twitter.com was a dream come true. This social networking site, [1]*that/which was/who was* the fastest growing site in 2009, became amazingly popular in a short space of time. So how does it work? You write your message, [2]*of which must be/what must be/which must be* no longer than 140 characters, onto your profile via a web, SMS or phone application. Then the message, [3]*what is called/this is called/which is called* a 'Tweet', is sent automatically to your subscribers or 'followers'. The people [4]*use/that use/are who use* Twitter say it's fantastic. Jerry Jones, [5]*who works for/who works where/which works for* an internet company, describes it as 'a mini-revolution'. He says that when Twitter arrived, it was the moment [6]*which online/for online/when online* communication changed. No more boring blogs, [7]*what go/where people go/who people go* on and on about nothing. 'Me and my friends, [8]*who all use/all use/we use* Twitter, have a saying: Keep your Tweet short and sweet!'

B Discuss the questions.

1 Do you or does anyone you know use Twitter?
2 What social networking websites do you know?
3 Which are the most popular now?

7 A 8.3 **PAUSING FOR EFFECT** Listen for the pauses where there are commas. Tick the sentence you hear.

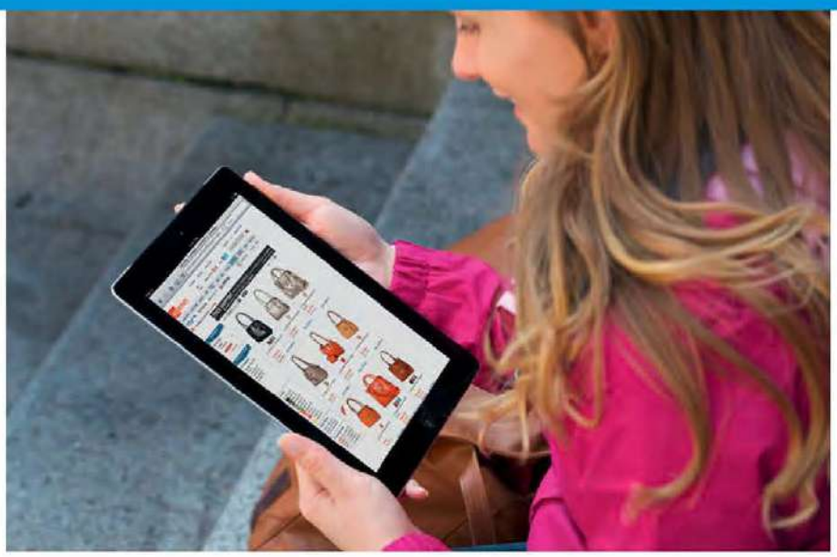
1 a) The travel site which we developed is really popular.
b) The travel site, which we developed, is really popular.

2 a) Those children who spend too much time on the internet don't communicate well.
b) Those children, who spend too much time on the internet, don't communicate well.

3 a) Video sharing sites which are free are a great resource for students.
b) Video sharing sites, which are free, are a great resource for students.

4 a) On that dating site where I met my wife there are hundreds of single people.
b) On that dating site, where I met my wife, there are hundreds of single people.

B Work in pairs. Take turns to choose a sentence from Exercise 7A and read it aloud. Your partner says which sentence you read, a) or b).



SPEAKING

8 Look at the activities in the box below. Do you prefer doing them online or in the real world? What are the advantages/ disadvantages of doing them online? Discuss your opinions with other students.

I prefer shopping online because it's convenient and easy.

shopping	meet new people	find out the news	learn a language
book flights/hotels	watch films/programmes		speak to friends
look up information	explore new places		

WRITING

A WEBSITE REVIEW; LEARN TO USE COMPLEX SENTENCES

9 A Read the website review and answer the questions.

1 What type of website is it?
2 Why does the writer recommend it?
3 Who uses the website? Why?

Archive

Website of the Month for January is **magportal.com**. It's a website which you can use to find magazine articles on lots of different topics. One reason I'd recommend it is the range of subjects, which include health, finance, entertainment, science and technology, sports and even pets and animals.

The best thing about magportal.com is that the design is very simple, which makes it really easy to use. There's a menu of categories and a search engine if you want something specific. Another excellent feature is that you can get articles by typing the date – the most recent ones are shown first – or the name of a specific magazine.

I know several journalists who use magportal.com for research. I suggest that readers try it out; there's something for everyone.

B Number the features of a review in a logical order.

a) Say the purpose of the website. _____
b) Say who you'd recommend the website to. _____
c) Introduce the name of the website. _____
d) Say what special features the website has. _____

C Find and underline three phrases we use to recommend something.

10 A Compare the pairs of sentences. Which sounds more fluent: a) or b)?

1 **a)** It's a website. You can use it to find magazine articles. The articles are on lots of different topics.
b) It's a website which you can use to find magazine articles on lots of different topics.
2 **a)** I know several journalists. They use magportal.com. They use it for research.
b) I know several journalists who use magportal.com for research.

speakout TIP

Think about using complex sentences. Simple sentences can be effective, but when we use many simple sentences together, it sounds childish: *I swim every day. I love the water. It's good exercise.* We can make sentences more complex by using conjunctions (*and, because, but,* etc.) and relative clauses: *I swim every day* ***because*** *I love the feel of the water* ***and*** *it's* ***also*** *good exercise.* How have the b) sentences in Exercise 10A been made more complex?

B Rewrite sentences 1–4 to make them sound more fluent.

1 The website is well-designed. The good design makes it user-friendly.
2 The site has too much animation. This makes it very slow. It takes a long time to upload.
3 The website's content comes from its users. Users send in their photos.
4 The site feels friendly. It has user profile areas. Here, users can say who they are.

C Work in pairs and compare your answers.

11 A What is your 'Website of the Month'? Choose a website and think about the questions below.

1 What type of website is it (photo sharing, social networking, etc.)?
2 Why do you like it?
3 How often do you visit it?
4 Is there a community of users?
5 Who would you recommend it to?

B Write your review (120–150 words). Show it to other students. Which websites sound interesting to you?

8.3 MAKE YOURSELF AT HOME

F being a good guest
P linking words
V welcoming

VOCABULARY

WELCOMING

1 A Read situations a)–f). What expressions might we use in these situations?

a) You are apologising for how your home (or office) looks.
I'm sorry about all the mess!
b) You know someone is tired and you want them to relax.
c) You are inviting someone to sit down, maybe at work.
d) You want someone to feel relaxed in your house.
e) You give permission for someone to use something that is yours.
f) You are offering someone food.

B Match phrases 1–6 to situations a)–f).

1 Make yourself at home.
2 Excuse the mess.
3 Be my guest.
4 Help yourself.
5 Have a seat.
6 Put your feet up.

C 8.4 **LINKING WORDS** Listen to the phrases and notice how words ending in a consonant sound (e.g. /f/) link together with words beginning with a vowel sound (e.g. /æ/ or /ə/) so there is no pause between them. Then listen and repeat.

Make yourself_at home.
*yourse**f a**t home*

D 8.5 Listen to the conversations. Listen again and repeat the final line.

FUNCTION

BEING A GOOD GUEST

2 A Work in pairs. Discuss the questions.

1 When was the last time you were a guest? What was the situation?
2 When was the last time you had a guest? Was he or she a good guest? Why?/Why not?
3 What type of things do good and bad guests do in your country?

B 8.6 Listen to six situations. Which speakers did something wrong? Which speakers are asking for advice?

C Listen again and complete the notes below.

1 She says her family doesn't …
2 He wants to know if he should bring …
3 He should come back in …
4 She forgot to take …
5 In the restaurant you have to …
6 It's Thanksgiving but her family doesn't eat …

3 Look at the phrases in the table and tick the ones you heard in the conversations in Exercise 2. Read audio script 8.6 on page 172 to check.

asking for advice	
question	**answer**
Is it OK if I (do this)?	Yes, of course./No, you'd better not. It's considered a bit rude.
What should we do (in this situation)?	If I were you, I'd …
Do I need to (bring a dish)?	Yes, you should./No, it's not necessary.
Did I do something wrong?	No, of course not./It's OK. We can sort it out./Don't worry about it.
Is this a bad time? I can come back later.	Can you come back in ten minutes?/Not at all. It's fine.
apologising	
Sorry about that. I didn't know …	
My apologies. I didn't realise …	

▷ page 142 **LANGUAGEBANK**

LEARN TO

ACCEPT APOLOGIES

4 A 8.7 **Listen to the extracts from the six situations. Number the phrases a)–f) in the order you hear them.**

a) It's no problem.
b) Not at all.
c) That's all right. *1*
d) You really don't have to …
e) It's fine.
f) It's nothing.

B Work in pairs, Read situations 1–4 below and take turns to apologise and accept the apology.

1 You agreed to meet your partner for dinner. You are thirty minutes late.
2 You accidentally wake up your partner by singing loudly. You didn't know he/she was asleep.
3 You borrowed your partner's book. You accidentally ripped one of the pages.
4 You are buying something in a shop. You accidentally walk in front of your partner because you didn't realise there was a queue.

SPEAKING

5 A Read the situations. Have you experienced any of these? Work in pairs and discuss what you would do/say.

Situation 1

A friend of a friend is visiting your town and staying with you for a week. You don't know her, and she is from a different culture. You want to give her a warm welcome, but you are not sure how to greet her, what food and drink to offer, or what activities to recommend while she is visiting. You phone your friend to ask for advice.

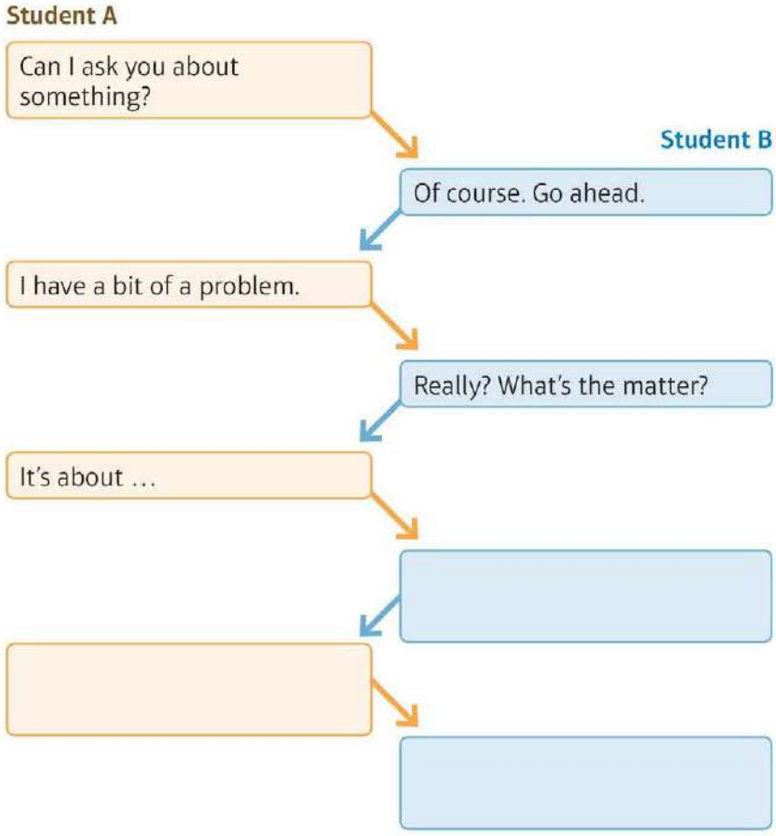
Situation 2

You are staying with a host family abroad. The family seemed nice at first but now there are some problems and they don't talk to you much. You want to study, but the family is very noisy. They smoke inside even though you asked for a non-smoking house. In the morning, there is never any hot water left for your shower. You decide to talk to the mother of the family.

Situation 3

You are a vegetarian. You were invited to a barbecue at your boss's house. When you get there, your boss gives you a large plate of meat to eat. You do not want to offend your boss and her family by not eating their food. A close friend/colleague is at the barbecue, and you decide to ask for his advice.

B Choose one of the situations. Use the flow chart below to plan and role-play your own situation.



C Now choose a second situation from Exercise 5A and role-play that situation.

8.4 TRIBE

DVD PREVIEW

1 A Work in groups. Look at the photos. Where do you think this is? What do you think life is like for people on an island like this? Do you think their lives are changing in today's modern world?

B Read the programme information. What does Bruce Perry hope to learn from visiting the tribe?

Tribe: Anuta

BBC

Tribe is a BBC programme in which presenter Bruce Parry goes to some of the world's most isolated places. In this episode, he goes to the Pacific island of Anuta, one of the most remote communities on Earth. There, he learns about their traditions, and discovers how the community survives. There are just twenty-four families on Anuta. Bruce meets them all, and experiences how their customs help to bind the people together.

2 What do you think the words in the box mean? Match them with definitions 1–6.

tribe	isolated	remote	customs	survive	bind (people together)

1 form a strong connection between people
2 continue to live normally even when there are great problems
3 something that people in a particular society do because it is traditional
4 a group of people with the same race, language and customs, who live together in the same area
5 far away from other places (can also describe a person who is lonely and can't meet other people)
6 far away from other places (usually used to describe places)

DVD VIEW

3 Watch the DVD and number the scenes in the correct order.

a) Bruce meets the children.
b) Bruce meets the community leaders.
c) Bruce catches a fish.
d) Bruce helps to repair a wall in the water.
e) Bruce arrives on the island. *1*
f) Bruce says 'I'm in Paradise'.

4 A Circle the correct answer, a) or b).

1 When visitors arrive in Anuta, what must they do?
   a) Shake everyone's hand.
   b) Bring gifts to the community leaders.
2 What do the community leaders tell Bruce?
   a) Their island is like Paradise and he is welcome.
   b) He can stay on Anuta.
3 What happens during a 'community fish drive'?
   a) The men catch fish and the women cook.
   b) Everyone in the community helps to catch fish.
4 What do they do with the fish?
   a) They put them in a pile together.
   b) Everyone takes home only the fish they caught.

B Watch the DVD again to check.

5 Discuss the questions.

1 Do you think it is good that Bruce visited Anuta? Why/Why not?
2 Would you like to visit this place? Why?/Why not?
3 Can the modern world learn anything from places like Anuta?

speakout design a community

6 A Read the paragraph from a news report. What is going to happen? Why?

Mohamed Nasheed, the new President of the Maldives, has a very difficult task: to find a place for the population to live. Most of the two hundred inhabited islands of the Maldives are about three feet above sea level. Scientists have explained that in the future, the Maldives will be under water because of global warming. No one will be able to live there and nothing will remain.

B What would you do if you had to start a new community? Think about the questions below.

1 Where would it be?
2 Who would live there? Would it be a large or small community?
3 What laws would there be?
4 What type of government would the community have?
5 What special customs would there be? How would these bind the community together?

7 A 8.8 Listen to two people discussing the first three questions above. What do they decide for each question?

B Listen again. Tick the key phrases that you hear.

KEYPHRASES

I'd probably choose …
I'd go for a place that …
It'd need to be somewhere …
They'd need to be able to …
The most important thing would be …
Ideally, there would be …

8 Work in pairs and plan your community. Present your ideas to another pair.

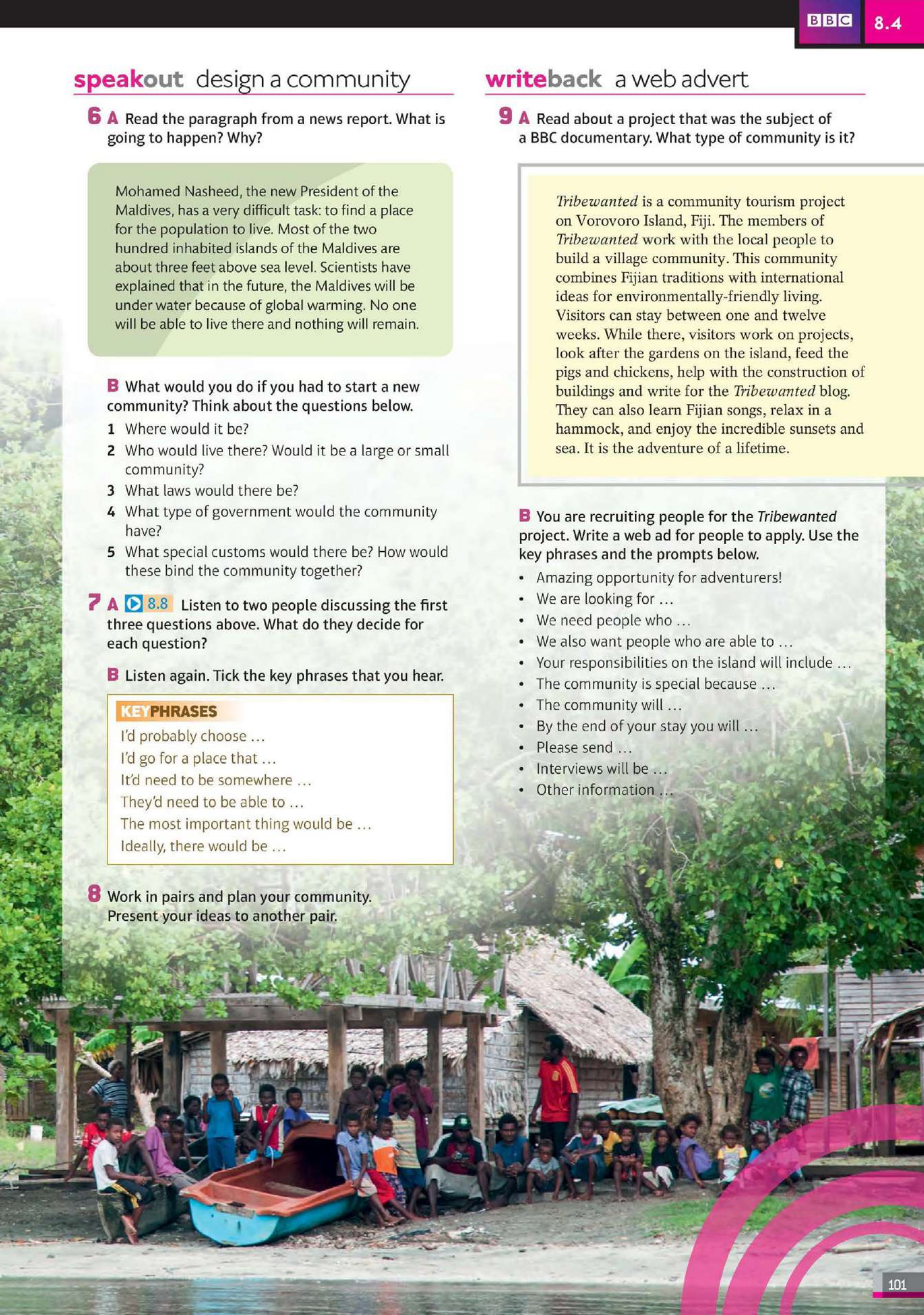
writeback a web advert

9 A Read about a project that was the subject of a BBC documentary. What type of community is it?

Tribewanted is a community tourism project on Vorovoro Island, Fiji. The members of *Tribewanted* work with the local people to build a village community. This community combines Fijian traditions with international ideas for environmentally-friendly living. Visitors can stay between one and twelve weeks. While there, visitors work on projects, look after the gardens on the island, feed the pigs and chickens, help with the construction of buildings and write for the *Tribewanted* blog. They can also learn Fijian songs, relax in a hammock, and enjoy the incredible sunsets and sea. It is the adventure of a lifetime.

B You are recruiting people for the *Tribewanted* project. Write a web ad for people to apply. Use the key phrases and the prompts below.

- Amazing opportunity for adventurers!
- We are looking for …
- We need people who …
- We also want people who are able to …
- Your responsibilities on the island will include …
- The community is special because …
- The community will …
- By the end of your stay you will …
- Please send …
- Interviews will be …
- Other information …



8.5 LOOKBACK

GETTING ON

1 A Use words to make phrases connected with 'getting on'. You can use the words more than once in any order.

get	to	well
disturb	with	business
make	a	nuisance
mind	your	nerves
invite	yourself	nosy
keep	friends	own
know	people	
be	over	
	on	

B Use the phrases to write four questions to ask other students.

Do you get on well with your boss?

ARTICLES AND QUANTIFIERS

2 A Choose the correct option, a), b) or c), to complete the text.

For sixteen weeks, the only thing we saw was [1]_____ sea. One night, fifty miles from [2]_____ Solomon Islands, [3]_____ storm hit us and [4]_____ ship swayed like a drunk soldier. [5]_____ of the sailors were washed into the sea, and [6]_____ of us were exhausted. The next day we found a hundred fish on the deck, a [7]_____ of them still alive, mouths open. We ate them with a [8]_____ bread and salt. A week later, we were attacked by pirates. They didn't kill anyone but they stole [9]_____ our food. The captain said there was [10]_____ for one week, and we were two weeks away from land.

1 a) a b) the c) –
2 a) a b) the c) –
3 a) a b) the c) –
4 a) a b) the c) –
5 a) Little b) Few c) Some
6 a) little b) much c) all
7 a) plenty b) few c) all
8 a) little b) lot c) few
9 a) a lot of b) many c) lots
10 a) plenty of b) too c) enough

B Re-read the story. What do you think happens next? Tell other students.

THE INTERNET

3 A Complete the questions with the words in the box.

sites	blog	search	travel
video	networking		

1 Have you ever booked a holiday using a _____ site? Was it a success?
2 Do you ever use _____ sharing sites, like YouTube? Do you have a favourite clip?
3 What _____ engine do you usually use? Do you know others, apart from Google?
4 Do you like social _____ sites? Do you ever get bored of them?
5 Have you ever contributed to a _____ ? What was the topic and what did you write?
6 What do you think of dating _____ ? Do you know anyone who uses them?

B Work in pairs. Ask and answer the questions.

RELATIVE CLAUSES

4 A Underline the correct alternative.

1 _____ is *which/when/that* four wolves and a lamb vote on what to have for lunch.
2 _____ is a place *that/how/where* animals study humans.
3 _____ is a ship *who/what/that* is big enough for two people in good weather but only one person in bad weather.
4 _____ is the hour *where/which/when* the traffic stops.
5 _____ is a man *whose/where/who* has stopped thinking.
6 _____ is a person *who/whose/which* job is to lend you an umbrella when the sun is shining and take it back when it rains.

B What or who do sentences 1–6 describe? Complete the sentences with the words in the box.

rush hour	an expert	a banker	
friendship	a zoo	democracy	

5 Work in pairs. Look at the list below and take turns to define things. Your partner guesses what/who you defined.

- a person in the room
- an object in your bag
- a room in the building
- a famous book or film
- a famous singer
- an object on the table
- a town or city
- a person in the news

He's the singer who …

BEING A GOOD GUEST

6 A Match comments/questions 1–5 with responses a)–e).

1 Did I do something wrong?
2 Sorry about that. I didn't know that was the boss's chair.
3 My apologies. I didn't realise I had to shake everybody's hand.
4 Is this a bad time? I can come back another time.
5 Do I need to bring gifts?

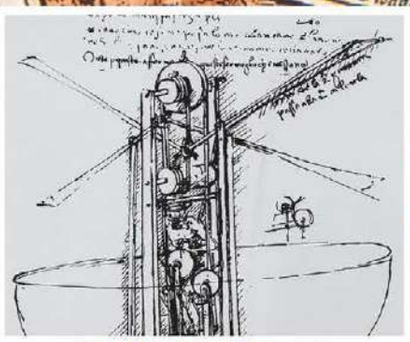
a) No, it's not necessary. We don't expect them in our country.
b) Don't worry about it. She didn't mind at all.
c) No problem. You said hello to everybody, so that's OK.
d) Can you come back tomorrow? I'm busy for the rest of the day.
e) Yes, you did. No one talks during the national anthem, but don't worry – we can sort it out.

B Work in pairs. Cover responses a)–e). Take turns to read the comments/questions in 1–5 and to reply with the correct response or one of your own.

9 history

GIANT LEAPS p104

IN OUR TIME p107



I HAVE NO IDEA! p110

MICHELANGELO p112

SPEAKING **9.1** Talk about important events in history **9.2** Talk about your own history **9.3** Compile and do a quiz **9.4** Describe a person who influenced you

LISTENING **9.2** Listen to descriptions of past decades **9.3** Listen to people doing a quiz about famous people in history **9.4** Watch a BBC documentary about the life and work of Michelangelo Buonarroti

READING **9.1** Read about important moments in history **9.2** Read about time travel **9.3** Read a quiz about famous people in history

WRITING **9.1** Write a short essay **9.4** Write a wiki entry

BBC

INTERVIEWS

Do you think life is better now than in the past?

9.1 GIANT LEAPS

- G hypothetical conditional: past
- P word stress: contractions
- V history

VOCABULARY

HISTORY

1 A Work in pairs. What do you think are the three most important events in history? Which important developments are shown in the photos?

B Read the comments below. Are any of your ideas mentioned?

> A lot of **revolutions** have been important. For example, the Industrial Revolution was a great **turning point** in history.

> The **development** of the internet. The **spread** of the net has been so fast.

> For me, the greatest **advances** in history have been about social justice. There have been some really important **movements**, such as the Civil Rights Movement. These have made the world a better place.

> I'd choose the **invention** of the wheel. It's the **foundation** of most transport and machines.

> Maybe the **discovery** of fire? I think it was the most important thing in human beings' **progress**.

C Put the words in bold above in the definitions below.

1 A moment of great change: *revolution* _____
2 When someone makes or finds something new: *development* _____ _____
3 Something getting better: *advance* _____
4 When a group of people work to achieve an aim, e.g. human rights: _____
5 The basic idea behind something: _____
6 When something increases and affects more people: _____

D 9.1 **WORD STRESS** Listen to the answers to exercise 1C. Circle the stressed syllable on each word. Listen again and repeat.

E Complete sentences 1–5 in any way you choose. Compare with other students.

1 The biggest turning point in my country's history was …
2 A discovery that changed my life is …
3 My favourite invention is …
4 One thing I hope won't spread is …
5 My country has made progress in …

▷ page 156 **VOCABULARYBANK**

READING

2 A Read the introduction to an article from BBC History Magazine. What 'alternative moments' do you think the historians will choose?

> ***Giant Leaps for mankind*** **looks at why we should be celebrating the Moon landing of July 1969 and asks twelve historians to nominate alternative moments in the past that they consider to be giant leaps for mankind.**

B Student A: read the texts on page 105, and make notes using the prompts below. Student B: turn to page 162.

- What was the development?
- Where did it take place?
- When did it happen?
- Why was it important?

3 A Work in pairs. Cover your texts. Look at the notes you made in Exercise 2B. Take turns to tell each other what you read. As you listen, make more notes.

B Work in pairs and answer the questions.

1 Which two books helped the spread of new developments?
2 Which advances help us to study things?
3 Which developments happened mainly because of one person? Which happened because of many people?

C Which of the four big moments did you know about? Which do you think are the two most important?

Galileo explores the heavens

When Galileo became the first person to look at the sky through a telescope, it changed our view of the universe. His discoveries about the Sun, Moon and other planets disagreed with older theories, because he claimed that the Earth revolved around the Sun and was not the centre of the universe. He then wrote a book, *Two World Systems*, published in Italy in 1630, which led to his problems with the Roman Catholic Church, which insisted on the older theory. At his trial, Galileo was found guilty of 'heresy' (anti-religious beliefs). It was only in the twentieth century that the Vatican finally agreed with him. If Galileo hadn't defended his theories, he would have been a free man, but we wouldn't have understood the science of our universe.

The steam engine

For most of human history we were not very different from other animals, which also have language, act as a group, and have organisational systems. But the steam engine gave us the ability to do things faster and to do things that other animals couldn't. This development, which took place in Britain in the 18th century, was not one invention, but many. Different people were involved at different stages: Thomas Newcomen, James Watt and George Stephenson. The steam engine allowed us to transform the way we use energy. It changed so many things, including transportation, manufacturing and communication. Life would have been totally different if we hadn't invented it.

GRAMMAR

HYPOTHETICAL CONDITIONAL: PAST

4 A Read the sentences below. Do they describe an imaginary situation in the past or an imaginary situation in the present?

1 If he hadn't written Doctrinale, education would have remained the same.
2 If Galileo hadn't defended his theories, he would have been a free man.

B Look at the sentence patterns and find one other example in the texts.

If + subject	*had(n't)* + past participle		*would(n't)* + *have* + past participle	
If we	had invented	the wheel earlier, life	would have been	easier.
	hadn't discovered	fire, man's progress		slower.

C Read two more sentences from the article. How is the grammatical structure different from the sentences in Exercise 4A?

1 We wouldn't have become the most imaginative of the animals if we had continued eating only plants.
2 Life would have been different if we hadn't invented the steam engine.

▷ page 144 **LANGUAGEBANK**

5 A Complete the sentences with the correct form of the verbs in brackets.

1 Machu Picchu _____ (remain) unknown if Hiram Bingham _____ (not explore) the Andes in Peru.
2 If the 'I love you' virus _____ (be) found earlier, forty-five million computers _____ (not crash) in 2000.
3 The development of modern medicine _____ (be) different if Alexander Fleming _____ (not discover) penicillin.
4 If John Lennon _____ (not meet) Paul McCartney, they _____ (not form) The Beatles.
5 The invention of the mobile phone _____ (not be) possible if Alexander Graham Bell _____ (not invent) the telephone.
6 If the Nestor Film Company _____ (not open) a film studio there in 1911, Hollywood _____ (remain) a quiet town.

B 9.2 Listen and check your answers.

C WORD STRESS: contractions Listen again and repeat. How are *had, hadn't, would* and *wouldn't have* pronounced in fast speech?

6 Work in pairs. Make a note of three things that have happened to you in the last year. Show your partner. Write sentences about how your partner's life would have been different if these things hadn't happened.

I got a new job.
If Marcela hadn't got a new job, she wouldn't have bought her house.

SPEAKING

7 A Work in pairs. You are going to describe a big moment in history. Choose an important historical event. If you need help, Student A: turn to page 163. Student B: turn to page 162.

WRITING

A SHORT ESSAY; LEARN TO STRUCTURE PARAGRAPHS

8 Read the short essay below and answer the question. What does the writer think would have happened if China had reached the Americas before the Europeans?

WHAT IF ... Chinese explorers had landed in the Americas first?

Once, China led the world in technology. Centuries before Europe, they had printing and gunpowder. They also had the compass, which meant they could navigate without relying on the position of the Moon. Furthermore, they were brilliant shipbuilders. This ability to build large, strong ships went hand in hand with their other talent: exploration.

In 1405, a Chinese explorer called Zheng He went on a journey. The idea was to create new trade routes for China. On his first trip, he took 28,000 men in sixty-two ships. Zheng He landed in India and brought home many things that were new to the Chinese: plants, animals, even people.

Zheng He made seven westward journeys. If he had continued to explore, he would probably have reached the Americas before Columbus and the Europeans. However, for political reasons, China stopped exploring. Its leaders believed that China didn't need to trade with other nations so the country became isolated.

Now, let's imagine Zheng He had reached the Americas first. What would have happened? He would have seen the incredible size of the country and the riches in the ground. He probably would have returned with more men and maybe gone to war with Native Americans in order to steal their land. If the Chinese had won, they would have become rich. The new Chinese colony would have grown and grown, and perhaps they would have later spread to other lands.

Would China have created the next great empire if Chinese explorers had landed in the Americas first? We will never know.

9 Work in pairs. Put the six stages of essay-writing in order.

a) Write a second, final draft. _____
b) Proofread before you submit your work. Look for errors in grammar, spelling and punctuation. _____
c) Look carefully at the task/title you are given. What do you need to do: analyze, compare, argue? _____
d) Check that the sections of the first draft are well-organised. Think about how you can reorganise any unclear parts. _____
e) Brainstorm ideas. Write down lots of thoughts quickly and don't worry if they are not all good ideas. _____
f) Write a first draft quickly – it doesn't have to be perfect. _____

10 A Read the paragraph below. Then read the key.

Chinese ships were extremely advanced compared to ships in other parts of the world. Firstly, they were larger; the biggest was 400 feet long and weighed 1,500 tons. They were also better designed; unlike European ships at the time, they had rooms which were 'watertight' – water could not get inside them. What's more, Chinese ships had better equipment; they all had compasses, which meant the sailors would never get lost.

Key:
= linking words
= topic sentence
= supporting sentence 1
= supporting sentence 2
= supporting sentence 3

B Complete statements 1–3 using the labels from the key.

1 Each paragraph should have a _____ _____ that explains the main idea. Often this is the first sentence.
2 Each paragraph needs several _____ _____ to provide examples that illustrate the main idea.
3 The examples should connect well, using _____ _____.

C Look at the essay in Exercise 8 again. Use the labels in 10A (*linking words*, *topic sentence*, etc.) to label the first paragraph of the essay.

11 A Read instructions 1–4 for a *What if ... ?* essay.

1 Choose an important development in history: an invention, a discovery or an event.
2 Think about the world without this development. How would life be different? How would people's ideas or actions be different? Brainstorm ideas.
3 Plan and write your essay.
4 When you finish, follow the instructions in the Speakout tip.

speakout TIP

1 Check the 'big' things first: did you answer the question in the title? Are the paragraphs in the right order? Is there anything missing?

2 Check the 'little' things second: grammar, spelling, punctuation, missing words.

B Exchange your essay with another student and check each other's work.

GRAMMAR

ACTIVE VERSUS PASSIVE

1 Look at the picture. When do you think it was taken? What do you think life was like for these people compared to the way young people live now?

Maybe the picture is in the 1960s. They probably had more fun than young people now.

2 A Read the paragraph and choose the best title.

1 The best time to live
2 How the young found their voice
3 New generations, new names

After World War II, a generation was born that has come to be known as Baby Boomers. They are thought to be healthier, wealthier and more optimistic than any previous generation. They were followed by Generation X, a name that was invented by photographer Robert Capa. Generation X includes people born between the mid-60s and the early 80s. This generation is sometimes called the MTV Generation, as it supposedly grew up watching music videos. Generation X is known for entrepreneurship and open-mindedness in regard to race, gender, class, and religion. Following Generation X is Generation Y or 'Millennials', who were born between the early 1980s and 2000. They are known for being confident, informal, and desperate to share their lives with others via social networking. They arrived at a time of great technological change and are perhaps the first generation that is being educated for jobs that may not exist at the moment.

B Read the extracts from the text and do questions 1–3.

a) They are thought to be healthier … than any previous generation.
b) This generation … grew up watching music videos.
c) [This] generation has come to be known as Baby Boomers.
d) They arrived at a time of great technological change.
e) The first generation that is being educated …

1 Underline the verbs in each sentence.
2 Three of the sentences don't say who 'did' the action (because we don't know or it's not important). Which three?
3 Which sentences use active verbs? Which use the passive?

C Look at the sentences again. Complete the rule.

RULES

We form the passive with: subject + the verb _____ (in the present, past or other tense) + past participle.

D Find other examples of the passive in the text.

▷ page 144 **LANGUAGEBANK**

3 A Rewrite the sentences below using the passive.

1 Douglas Coupland made the name Generation X famous through his novel, *Generation X: Tales for an Accelerated Culture*.

The name Generation X was made famous by Coupland's novel.

2 Sometimes the media invents names for different generations.
3 Newsweek magazine used the term Generation 9/11 in 2001.
4 Someone gave the people growing up after the war the name 'Baby Boomers'.
5 In the future, people will know today's babies as Generation Z.
6 William Strauss and Neil Howe wrote a book about Millennials (*Millennials Rising: The Next Great Generation*).
7 Sometimes people call the generation born from 1910 to 1920 'The Greatest Generation'.
8 Older people have always criticised younger people for their bad behaviour!

B ▷ 9.3 **WEAK FORMS: *are, has been, was* and *were***

Listen and check your answers.

C Listen again and notice the pronunciation of *are* /ə/, *has been* /həzbɪn/, *was* /wəz/ and *were* /wə/. Then listen and repeat.

D Discuss with other students. What do you think of the idea of different generations? Are there real differences between them? Give examples.

LISTENING

4 A 9.4 **Listen to three people speaking about different decades. Which decades did they grow up in? Generally, do they feel positive or negative about that decade?**

speakout TIP

Before listening, read the task. Which are the most important words? Listen for those words and for their synonyms or words with a similar meaning. For example: *North Americans* = people from the United States; *films* = movies; *environmental problems* = pollution and the hole in the ozone layer; *fashion* = clothes/hairstyles. Read the task in Exercise 4B and listen for the key words and synonyms.

B Listen again and answer the questions.

1 What 'two important aspects' of his life does Speaker 1 mention?
2 What 'celebrations' do you think Speaker 1 is talking about?
3 Where is Speaker 2 from?
4 Which musician was 'an icon' for Speaker 2?
5 What two things did Speaker 3 think he didn't like during the 80s (he later changed his mind)?
6 What trend did Madonna start in the mid-eighties?

5 A Read the underlined sentences in audio script 9.4 on pages 173 and answer the questions.

1 Which decade do you think was good for film and music?
2 What was 'one of the most memorable moments' of the decade in which you grew up?
3 Were things 'developing and getting better' for your generation?
4 What part of your past do you like 'in retrospect'?

B Discuss your answers with other students.

VOCABULARY

PERIODS OF TIME

6 A Put the words and phrases in order from the shortest to the longest periods. Use a dictionary to help you.

a decade a millennium an era a century a quarter-century a fortnight an age the nineteen-seventies/eighties (1970s, 1980s) the seventies/eighties (70s/80s) a generation

B Complete sentences 1–8 with your own words.

1 The best thing about this decade so far has been …
2 The worst thing about this decade so far has been …
3 One thing I know/remember about the nineteen-nineties is …
4 My generation is sometimes criticised for our …
5 One thing that represents my parents' era is …
6 This era is represented by …
7 This is the first century in which …
8 One big change in the next quarter century might be …

C Compare your sentences with other students. Are there any that you agree on?

SPEAKING

7 A Choose a period when you were a child, a teenager or in your twenties. What did people listen to/do/watch/wear? How did it change as you got older? Make some notes about the following:

- music
- fashion
- technology
- sport
- TV and/or films
- issues in the news

B Work with other students and talk about your chosen period of time.

When I was young, only a few programmes were shown on TV. Now there are hundreds.

VOCABULARY PLUS

COLLOCATIONS

8 A Read the text and answer the questions.

1 According to the writer, what do 'normal people' think of time travel?
2 Why is time travel probably boring?
3 Why is it probably not the solution to man's problems?

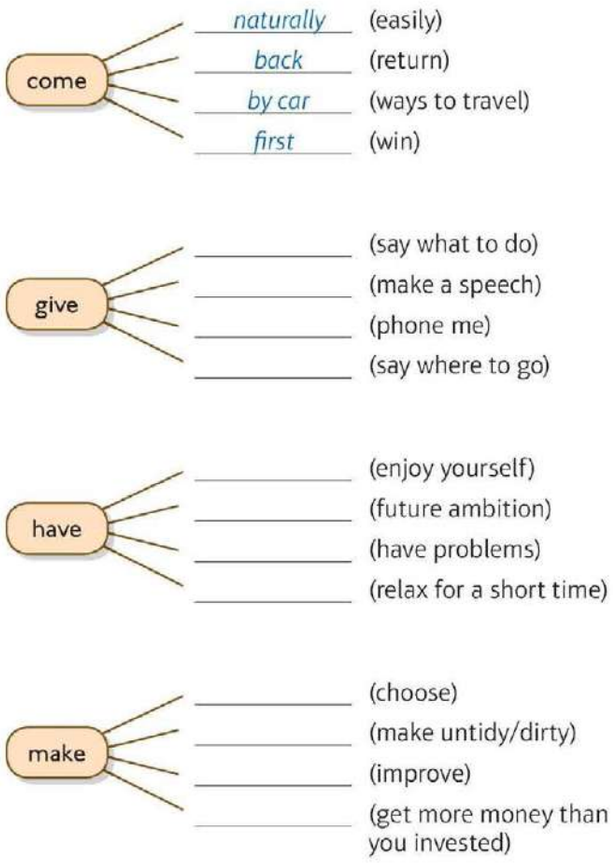
B Read the text again. Find and underline eight phrases with *come*, *give*, *have* and *make*. The first two have been done for you.

Time Travel

All theoretical physicists have the same dream. They want to travel in time. Normal people like you and me have trouble believing that time travel is possible. The idea is outside our imagination and such thoughts just don't come naturally to us. We can't imagine seeing our parents as little children taking their first steps, or our grandparents' youthful faces as smooth and unlined as glass. We can't imagine watching Stone Age men dragging dead animals to their caves, or watching Alexander the Great conquering half the world, or seeing Mozart at his piano. And the truth is, even if we could travel in time, unless we could also choose an exact moment in an exact place, it would probably be very boring. When we read history books, the past always sounds exciting. But humanity makes progress slowly. And Stone Age man didn't own TVs for entertainment.

If time travel is ever possible in the future, time travellers are probably with us now, today. And if they exist, they have come back from a time in the future and are watching while we make a mess of the world. Why don't they give us directions on how to save the planet? Why don't they give instructions about the environment or how to stop war? Here's a sad thought: maybe they don't know the answers either.

C Look at the underlined phrases and add them to the word webs below.



D Look at the words in the box and add them to the word webs above. Then add any other phrases with *come*, *give*, *have* and *make* you can think of.

~~by car~~ ~~first~~ a talk a break a profit a good time a decision (someone) a call

▷ page 156 **VOCABULARYBANK**

9 A Think of a time when you ...

1 ... made really good progress in something.
2 ... gave instructions on how to do something.
3 ... had trouble with a machine or a person.
4 ... had a good time.
5 ... had a break from your normal routine.
6 ... gave a talk to an audience.
7 ... came first at something.
8 ... made an excellent decision.
9 ... made a mess of something.
10 ... had an interesting dream.

B Choose two or three of your experiences and tell other students what happened.

9.3 I HAVE NO IDEA!

F expressing uncertainty
P intonation: showing interest
V describing people

SPEAKING

1 Work in pairs and discuss.

1 What are the most famous quiz shows in your country? Do you like them?
2 What type of questions do they ask (history, general knowledge, culture, etc.)?
3 If you had to answer quiz questions on one subject, which subject would you choose?
4 If you had to answer questions on one famous person in history, who would you choose?

I'd choose Walt Disney because I loved his films when I was young and I read his biography.

VOCABULARY

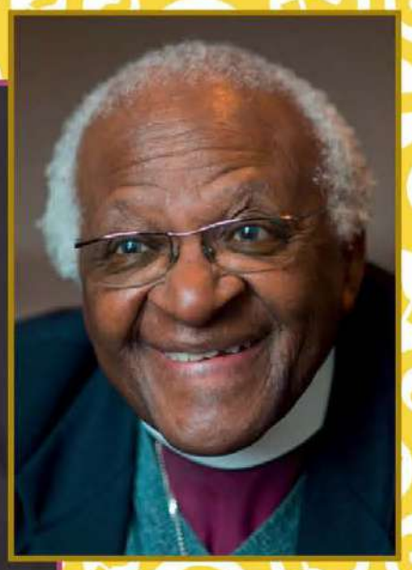
DESCRIBING PEOPLE

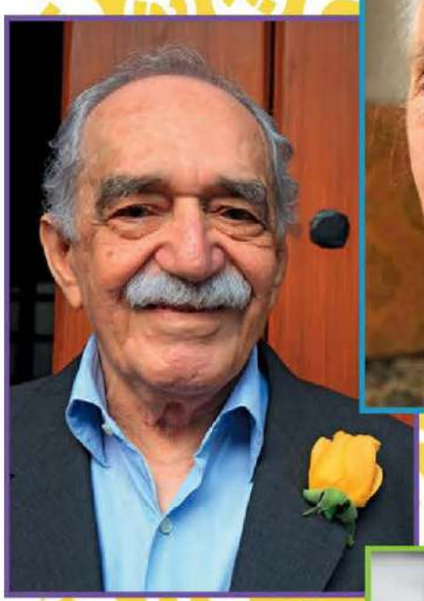
2 Work in pairs. Do the quiz about famous people in history. If you don't know the answers, guess or look at the photos to help.

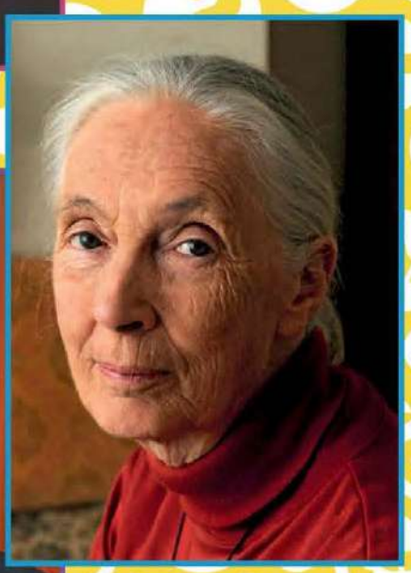
3 A Work in pairs and look at the quiz again. What do the words in bold mean? Use a dictionary to help you.

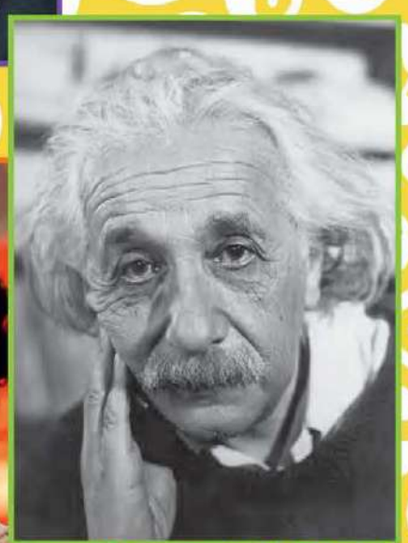
B Choose three or four of the adjectives in Exercise 2 and think of a famous person for each adjective. Compare your ideas with other students.

Diego Maradona – He is probably the most influential sportsperson in the history of Argentina.









1 Which **charismatic** religious leader, who spoke out against racism in South Africa, first worked as an English teacher?
a) Mother Teresa **b)** Desmond Tutu **c)** Pope John Paul II

2 Which **influential** politician was killed by her own bodyguards?
a) Margaret Thatcher **b)** Eva Peron **c)** Indira Gandhi

3 Which **innovative** anthropologist fed bananas to wild chimpanzees to gain their trust?
a) Jane Goodall **b)** Louis Leakey **c)** Margaret Mead

4 Which **inspirational** scientist spent his free time playing the violin when he wasn't changing the world?
a) Galileo **b)** Albert Einstein **c)** Isaac Newton

5 Which **brave** and **exemplary** activist refused to give up a bus seat and helped start the civil rights movement?
a) Che Guevara **b)** Nelson Mandela **c)** Rosa Parks

6 Which amazingly **original** and **creative** writer was banned from entering the United States for years?
a) Isabel Allende **b)** Charles Dickens
c) Gabriel García Márquez

FUNCTION

EXPRESSING UNCERTAINTY

4 A 9.5 Listen to someone doing the quiz. Which questions does he get right?

B Look at the phrases in the box. Match them to the groups of phrases below.

I don't know I know it isn't/wasn't … I'm not sure but I think … I used to know

1 _____, I have no idea, I haven't a clue
2 _____, I'm not a hundred percent certain but it might be …, I'm fairly sure it's …
3 _____, It's definitely not, I'm sure it isn't
4 _____, I can't remember, I've forgotten

C Listen again and tick the phrases you hear.

▷ page 144 **LANGUAGEBANK**

5 A Complete speaker B's responses in the conversations by adding the pairs of words in the box.

~~have no~~ fairly sure percent certain sure it haven't a I've forgotten I can't it's definitely

1 **A:** Which sculptor is famous for the statue of David? Was it Leonardo da Vinci or Michelangelo?
have no
B: I idea. I don't know anything about art.
2 **A:** What's the name of that American politician who made a film about the environment?
B: Oh, um, remember. Was it Rumsfeld? No, um, Bush?
3 **A:** Who was the white South African leader who freed Mandela?
B: I'm it was Botha, wasn't it?
4 **A:** Who's that Mexican actor who was in *Amores Perros?*
B: Oh, his name but I know who you mean. He's quite small and good-looking.
5 **A:** Which company invented the CD-ROM?
B: I'm not a hundred but it might be Sony.
6 **A:** Do you know who wrote *The Lord of the Rings?* Wasn't it William Golding?
B: I don't know, but not Golding.
7 **A:** Who won the last football World Cup?
B: I'm wasn't England.
8 **A:** What was the name of that Steven Spielberg film about dinosaurs?
B: I clue. I don't watch Hollywood movies.

B Work in pairs and answer the questions. Try to use some of the phrases for expressing uncertainty in exercises 4A and 5A. Then turn to page 159 to check your ideas.

LEARN TO

REACT TO INFORMATION

6 A 9.6 **INTONATION: showing interest** Read the extracts from audio 9.5. Then listen and notice the intonation patterns speaker B uses.

1 **A:** It was B, Desmond Tutu.
B: Oh really?
2 **A:** Yes.
B: Oh no, I didn't know that.
3 **A:** It leaves you with A. Very good. It was Jane Goodall.
B: Yes, that's right!
4 **A:** So the last one.
B: That's interesting.
5 **A:** It was C!
B: Excellent, excellent!

B Answer the questions.

1 Which information did speaker B know already?
2 Which information was new?

SPEAKING

7 A Work in pairs. Student A: you are going to ask Student B the questions below. First, add two more questions of your own. The answers can be found on page 159. Student B: turn to page 162.

Geography

1 What's the capital of Australia? Is it Sydney, Melbourne or Canberra?
2 Which country has the second biggest population? Is it China, India or Russia?
3 Which one of these countries is not next to the sea: Venezuela, Ecuador or Paraguay?
4 _____
5 _____

B Discuss with other students. Do you think it's important for people to know facts about the past? Why?/Why not? What do you think we can learn from history? Think of some examples.

9.4 MICHELANGELO

DVD PREVIEW

1 Discuss. What do you know about the painting below, and the artist who created it?

2 Read the sentences about Michelangelo. What do you think the words in bold mean? Which two pairs of words have opposite meanings?

1 His work is **unique** – no one has ever done anything similar.
2 Some said his work was **divine** because only God could create such beauty.
3 His fame is **eternal**. He will never be forgotten.
4 The sculptures are **extraordinary**. They are incredibly beautiful and realistic.
5 Although he was **mortal**, his work will never die.
6 His art is **awe-inspiring**. We feel small when we look at it.
7 His painting on the ceiling of the Sistine Chapel is an incredible **feat**.
8 In those days, many normal men worked with stone, but he was far from **ordinary**.
9 Even as a child, he had **aspirations** to be a great artist.
10 As a young man in Florence he began his **quest** for fame.

3 Read about the BBC programme, *The Divine Michelangelo*. What is the contrast between Michelangelo's life and his art?

The Divine Michelangelo

BBC

This BBC documentary examines the life and work of Michelangelo Buonarroti, one of the greatest artists in history. It looks at his background as a child in Florence, and how he went on to produce works such as the statue of David, the awe-inspiring ceiling of the Sistine Chapel, and the dome of St Peter's Cathedral, described here as 'the jewel in the crown on the Roman skyline'. The programme also reveals Michelangelo's tempestuous life, his fights with rivals and with his own demons, showing that an imperfect life can produce perfect art.

DVD VIEW

4 A Which of these sentences do you think are true?

1 Michelangelo was a sculptor, painter and architect.
2 He said he was divinely inspired (inspired by God).
3 He lived and worked three hundred years ago.
4 His mother died when he was a child.
5 He was from a rich family.
6 His father always wanted him to be an artist.

B Watch the DVD to check.

5 A Read the notes. Which words do you think are missing?

Who was Michelangelo?

... a tempestuous genius ... he wanted eternal fame and [1] *riches*

... an outsider who created works so big and so [2] _____ that nobody believed they were produced by a mortal

... NOT an ordinary labourer or honest, [3] _____ stonecutter

Background

... had an [4] _____ childhood, father, Ludovico, was a lowly-paid local official

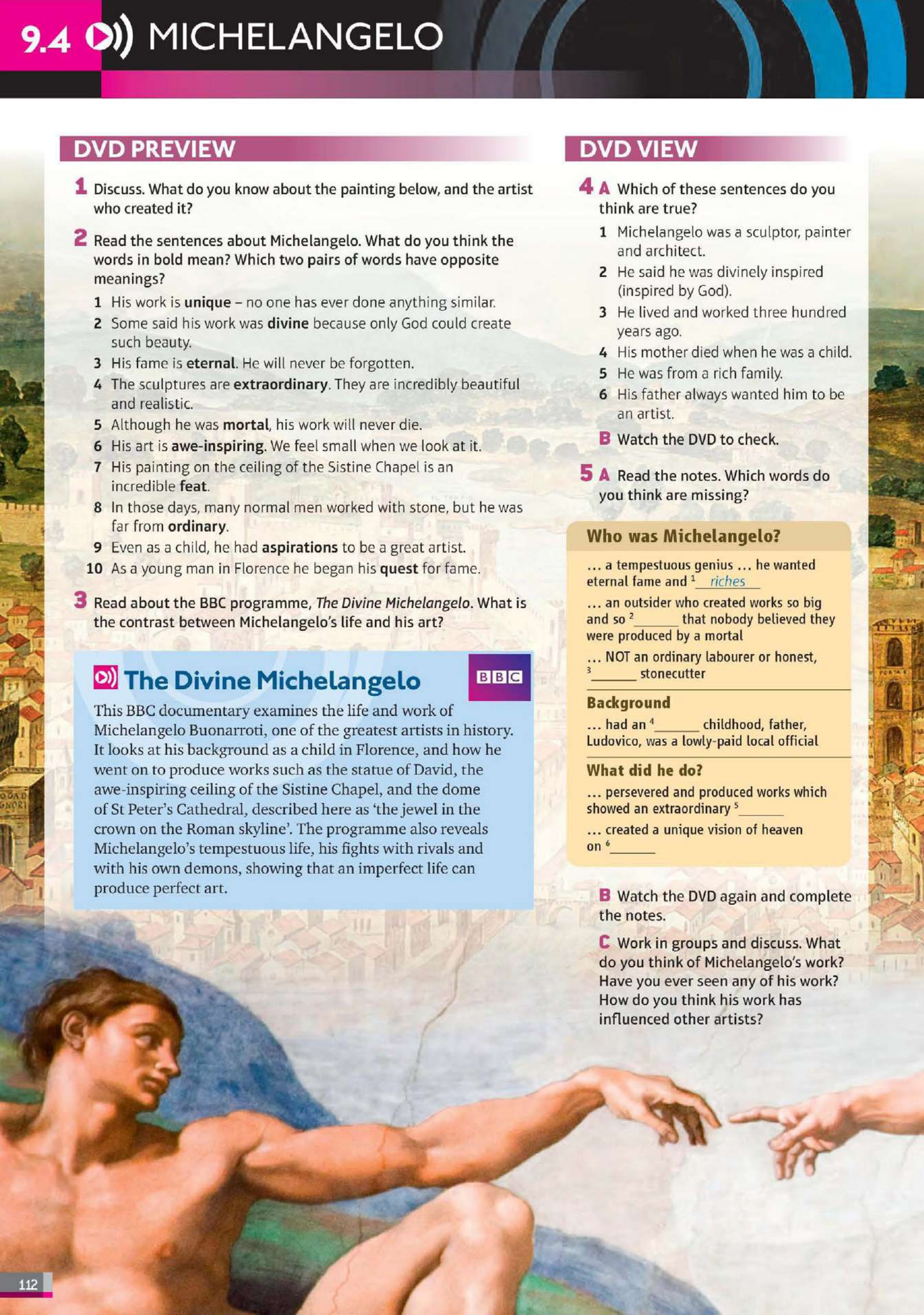
What did he do?

... persevered and produced works which showed an extraordinary [5] _____

... created a unique vision of heaven on [6] _____

B Watch the DVD again and complete the notes.

C Work in groups and discuss. What do you think of Michelangelo's work? Have you ever seen any of his work? How do you think his work has influenced other artists?



speakout influential work

6 A 9.7 Listen to someone talking about someone whose work influenced her. Who does she talk about? How did this person's work change her life?

B Listen again and tick the key phrases you hear.

KEY PHRASES

I fell in love with his novels.
That book really made its mark on me.
It had a big impact on me.
He's one of the best-known writers.
I'm a big fan of that type of writing.
The style is brilliant.
It was very influential.
He/She/Their work [really] inspired/influenced me .../to [do] ...

C Plan to describe someone whose work influenced you. Write brief notes about the following:

- what they did
- their place in history
- what you learnt from them
- how it has influenced the way you do things

D Work in groups and take turns to describe your person.

writeback a wiki entry

7 A Read the proposal.

Subject: proposal

Dear student,

We are compiling a student wiki about world-famous, influential people in the arts and sciences. Please write a short piece (no more than 200 words) including information about where they live(d), when they did their work, their place in history, why they are influential, and who they have influenced. Do not write about political leaders, sports stars or businesspeople. Send your entry to the web address ...

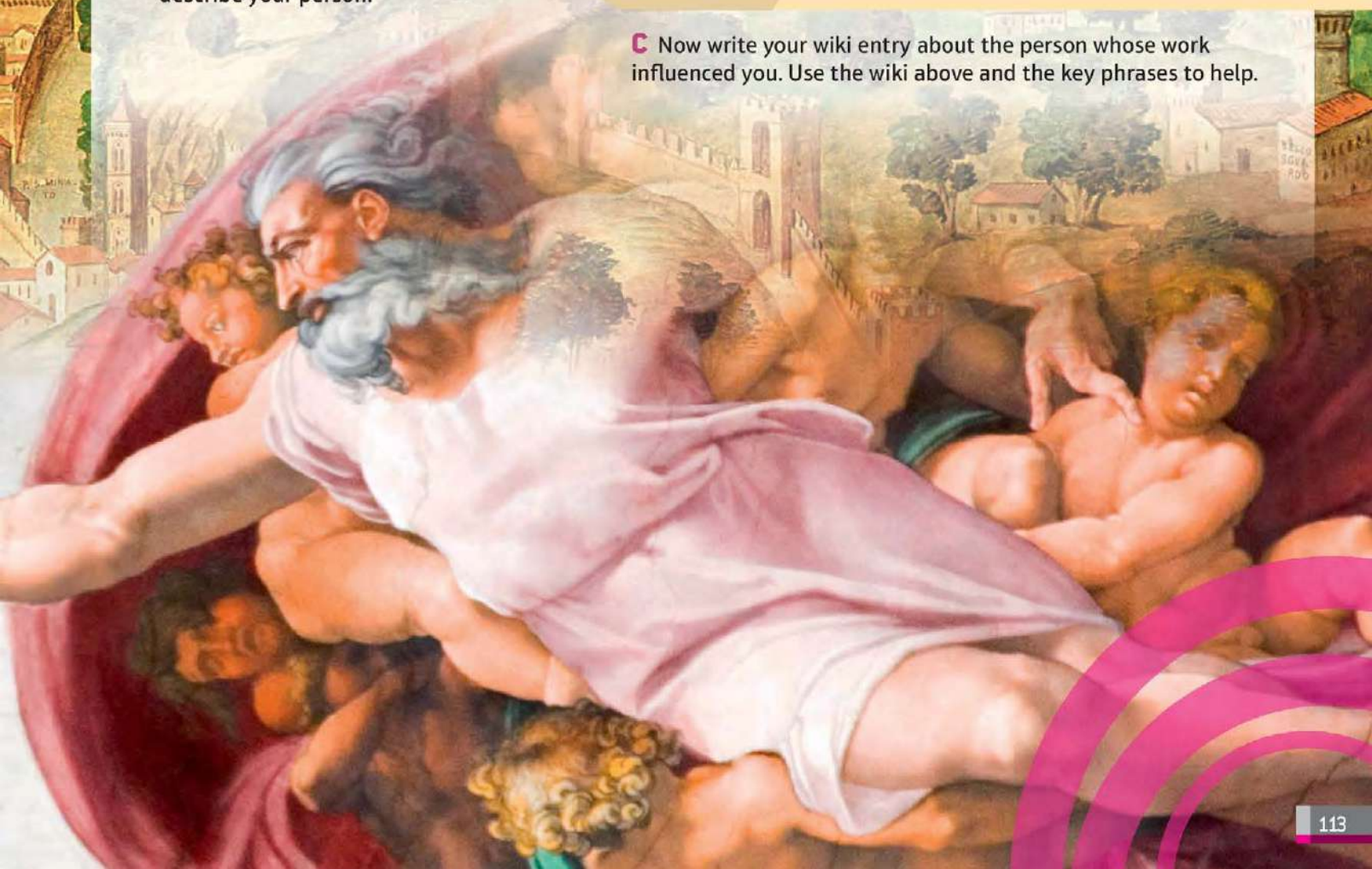
B Read an example entry. Does it fit the requirements in the proposal? Is anything missing?

Ravi Shankar is probably India's most famous musician. A sitar-player, composer, performer, musical director and teacher, he is best known in the west for his collaborations with George Harrison of The Beatles, who studied sitar under him and later produced some of Shankar's records.

Born into a wealthy family in 1920, at the age of ten Shankar went to Paris with his brother's dance group. By thirteen, he was part of the group, working as a dancer and playing different instruments. A few years later he decided to focus full time on the sitar and soon became a master of the instrument. In the 1950s and 60s he toured the world, giving Indian classical music a wider audience. It was during this time that he met and influenced Harrison and other well-known musicians from the UK and the United States.

Shankar wrote film scores and recorded numerous popular albums. He was deeply committed to playing live music, and even performed at Woodstock during the hippie era. In his seventies and eighties he was still performing regularly. He has been very influential because he helped to bring Indian music to the rest of the world.

C Now write your wiki entry about the person whose work influenced you. Use the wiki above and the key phrases to help.



9.5 LOOKBACK

V HISTORY

1 A Work in teams. Use the words in the box to make ten true sentences. Use one word in each sentence.

revolution	turning point	development	
movement	spread	advance	invention
foundation	discovery	progress	

B Write down three of your sentences and read them to the class. Are any of your sentences similar? Which group has the most original sentences?

G HYPOTHETICAL CONDITIONAL: PAST

2 A Read headings 1–6. Write a sentence about your past for each heading.

1 School

I loved school and did well in my final exams.

2 Hobbies and how you began
3 Work: choices or hopes
4 Family and relationships
5 Influences in life
6 Opportunities to do interesting things

B Exchange sentences with a partner. Choose three of your partner's sentences. Write about your partner's life using hypothetical conditionals in the past.

If Dayo hadn't liked school, he probably wouldn't have done so well in his exams.

V PERIODS OF TIME

3 A Complete the sentences with words for periods of time.

1 In which d_____ were you born?
2 What can you remember about the n_____-n_____?
3 How did you celebrate the new m _____?
4 What's your favourite e__ in history?
5 If you could go back in time for a f _____, where and what c_____ would you choose?
6 What do you think your g _____ will be famous for?

B Work in pairs. Take turns to ask and answer the questions.

G THE PASSIVE

4 A Complete the sentences with the correct passive or active form of the verbs in the box.

~~discover~~	assassinate	become	build	climb
declare	destroy	elect	release	identify

1 The tomb of Tutankhamun *was discovered* in the Valley of the Kings, Egypt.
2 US and French scientists _____ the AIDS virus.
3 A wall _____ between East and West Germany.
4 Edmund Hillary and Tenzing Norgay _____ Mount Everest.
5 The Titanic _____ after hitting an iceberg in the North Atlantic.
6 Nelson Mandela _____ from prison.
7 Mahatma Gandhi _____ by a terrorist.
8 Margaret Thatcher, the UK's first female prime minister,_____.
9 The UK and France _____ war on Germany.
10 Two-year-old Pu Yi _____ Emperor of China.

B Match the events above with the dates in the box.

~~1922~~	1908	1912	1939	1948	1953	1961
1979	1984	1990				

1922: The tomb of Tutankhamun was discovered.

C Work in groups. Compare your answers and correct each other's work if necessary.

F EXPRESSING UNCERTAINTY

5 A Put B's words in the correct order to complete the conversations.

1 **A:** What was yesterday's homework?
B: forgotten / sorry, / I've
2 **A:** Is there anywhere you can smoke in this building?
B: allowed / it's / definitely / no, / here / not
3 **A:** What time does this school open in the morning?
B: at / fairly / opens / sure / I'm / it / 7a.m.
4 **A:** What was your last teacher's name?
B: remember / can't / I
5 **A:** Do you know where the nearest restaurant is?
B: clue / sorry, / haven't / I / a
6 **A:** What's the school director's name?
B: it / not / a / might / I'm / percent / but / certain, / be / hundred / Timothy
7 **A:** How far away is the nearest supermarket?
B: isn't / it / sure / far / I'm
8 **A:** Where's the nearest bank?
B: no / I / idea / have / sorry,

B Work in pairs. How many of your partner's questions can you answer?

10 world

ETHICAL MAN p116

WORLD FOOD p119

WHEN YOU TRAVEL, ... p122

THE GREAT MELT p124

SPEAKING **10.1** Discuss ideas for reducing plastic waste **10.2** Recommend a city for food **10.3** Ask for/Give travel advice **10.4** Talk about an endangered place

LISTENING **10.2** Listen to descriptions of the world's best food cities **10.3** Listen to people giving advice/warnings **10.4** Watch a BBC documentary about the Arctic's melting ice caps

READING **10.1** Read about a man who tried to live ethically for a year **10.3** Read advice about what not to do in an airport

WRITING **10.2** Write a restaurant review **10.4** Write an email campaigning for action

BBC

INTERVIEWS

What are the biggest problems facing the world today?

10.1 ETHICAL MAN

G reported speech
P weak forms: auxiliary verbs
V the environment; word building: prefixes

VOCABULARY

THE ENVIRONMENT

1 A Work in pairs and discuss. How important is 'green living' to you?

B Look at the sentences below and try to explain the meaning of the words/phrases in bold. Then use a dictionary to check.

1 How much of the food you buy is **pre-prepared** or **processed**? How much is **organic**?
2 How much of the food you eat is produced in the country you live in?
3 How is your home heated? Do you use **energy-saving light bulbs**?
4 Is your house **insulated** and/or **double-glazed**?
5 Do you turn lights/machines off or leave them **on standby**?
6 When you're buying a product, do you consider how to recycle the **packaging**?
7 How often do you buy, sell or give away **secondhand items**?
8 How much of your rubbish is **recycled**?
9 How many hours a year, on average, do you spend flying?
10 How often do you use a car?

C Answer questions 1–10 above.

D Work in pairs and compare your answers.

▷ page 157 **VOCABULARYBANK**

READING

2 A Justin Rowlatt, a BBC journalist, decided to try living a greener lifestyle for a year. What changes do you think he made?

B Read the article to find out.

C Work in pairs and answer the questions below.

1 Why did Justin decide to try living ethically for a year?
2 Did he and his family enjoy the experience?
3 What kinds of things did they try to change?
4 Why is Justin travelling to America?
5 How does he plan to travel?
6 What sorts of solutions is he looking for?

D Discuss. Do you think the 'Ethical Man' experiment is a good idea? Why?/Why not? How do you think society could reduce carbon emissions?

3 Read the article again. Underline words/phrases in the text that match meanings 1–6.

1 the amount of damage we do (by our actions) to the air, water and land on Earth (paragraph 2)
2 threw away or destroyed (paragraph 2)
3 terrible – like a bad dream (paragraph 2)
4 period of very hot weather (paragraph 2)
5 the effects of trying very hard (paragraph 3)
6 to follow something or someone (paragraph 6)

ETHICAL MAN

1 My name's Juston Rowlatt and I'm the BBC's Ethical Man.

2 My family and I spent a year doing everything we could to try to reduce our impact on the environment. We changed the light bulbs in our house to energy-saving bulbs. We changed the way we heat and power our home. We stopped flying and we got rid of the car. Instead we walked, used bicycles, or took public transport. We did our supermarket shopping online, ate organic vegetables and I even stopped eating meat (for a month). My heavily pregnant wife, Bee, walked two miles to hospital in the middle of the night, to give birth to our third daughter, Elsa. When we went on holiday to France, instead of choosing a two-hour flight, we went on a nightmarish twelve-hour journey on the train, in a heatwave.

3 I had hoped our efforts would demonstrate how normal families could help to reduce their impact on the environment. But despite our best efforts, we only reduced our greenhouse gas emissions by 20 percent. Clearly the efforts of ethical men and women acting alone are not the answer. So what is?

in the USA

4 I've had a new idea. And now I'm travelling across America in search of some solutions. Each American is responsible for twenty tons of carbon dioxide emissions, more than twice that of the average European.

5 The idea of the trip is simple. I think if we can solve it here we can solve it anywhere. But, as Ethical Man, I have to keep my environmental impact to a minimum. Of course I'm going to fly from Britain, but after that my challenge is to get around in the most low carbon way possible. I'll be travelling 6,500 miles, so it's not going to be easy, but I will use public transport wherever possible. During my trip, I'll talk to ordinary people, businessmen and politicians to hear their views on climate change and discuss ways in which we can try to reduce carbon emissions. And I'll drive an electric car.

6 You can track my progress on the map and watch our video reports along the way. Please give me advice; I want your thoughts on what we need to do as societies to make the cuts in emissions that are needed. Do you have an idea for a solution to climate change? Are you inventing the solution in your garage? If you are, please let me know.

GRAMMAR

REPORTED SPEECH

4 A Complete the table to show how tenses change in reported speech.

direct speech	reported speech
'I' [1]_____ across America ...'	He said he **was travelling** across America ...
'I [2]_____ use public transport wherever possible.'	He said he **would** use public transport wherever possible.
'My heavily pregnant wife, Bee, [3]_____ two miles to hospital.'	He said he that his wife **had walked** to hospital.
'I **think** if we can solve it here ...'	He said he [4]_____ **if they could** solve it **there** ...'
'I [5]_____ a new idea.'	He said he**'d had** a new idea.
'I [6]_____ hoped our efforts would demonstrate ... '	He said he **had hoped** their efforts would demonstrate ...
'Do you **have** an idea ... ?'	He asked if anyone [7]_____ an idea ...
'Each American [8]_____ responsible for twenty tons of carbon dioxide emissions'	He said each American **is** responsible for twenty tons of carbon dioxide emissions.

B Check your answers using the article in Exercise 2B.

C Look at the table again. Match each sentence to one of the rules.

RULES

1 When we report speech, we often move the tenses back (backshift), e.g. present simple → past simple, present continuous → past continuous, present perfect → past perfect, *will* → *would*.
2 If what the person says is still true, we can keep the tenses the same, e.g. 'It's the 16th.' → She said it's the 16th.
3 In reported speech, we may also need to change pronouns and time references, e.g. 'I'll see you tomorrow.' → He said he would see her the next day.
4 In reported questions, the word order is the same as that for statements.

▷ page 146 **LANGUAGEBANK**

5 A Complete the sentences by adding one word.

1 We changed the light bulbs in our house. [Justin]
He said they had changed the light bulbs in *their* house.
2 I have a new idea. [Justin to his wife]
He said he _____ a new idea.
3 We're going to live a more ethical lifestyle. [Justin to Bee]
They said that _____ were going to live a more ethical lifestyle.
4 I'm going to take a taxi to hospital. [Bee to Justin]
She said she _____ going to take a taxi to hospital.
5 We're hot. [children to parents]
The children said _____ were hot.
6 We've achieved a lot. [Justin and Bee]
They said they _____ achieved a lot.
7 I didn't eat meat for a month. [Justin]
Justin said he _____ eaten meat for a month.
8 I had expected the car to be slower. [Justin]
He said he _____ expected the car to be slower.

B ▷ 10.1 **WEAK FORMS: auxiliary verbs** Listen to check your answers. Notice how *have/had/was/were* are weak forms or contractions. Listen again and shadow the sentences.

SPEAKING

6 A Work in groups. Group A: look at the photo and read the fact file below. Discuss the questions and make notes about your discussion. Group B: look at the photo and read the fact file on page 163.

THE PLASTIC PROBLEM

Did you know ...?

- The world uses 1 million plastic bags per minute.
- Over the last ten years we have produced more plastic than during the whole of the last century.
- 50 percent of the plastic we use, we use just once and throw away.
- The 'Pacific Ocean Garbage Patch' is an area in the Pacific Ocean filled with waste plastic. The area may be as big as 5 million square kilometres (more than twice the size of the USA). Millions of marine animals die when they eat the plastic, become caught in it, or feed it to their young.
- Enough plastic is thrown away each year to circle the earth four times.

1 Why does the problem exist?
2 What should be done about it?
3 What laws/schemes would you introduce to deal with the problem?

B Look at your notes and prepare to tell another student about your discussion. Use reported speech.

We talked about ... Juan said that ... Caterina thought that ... Akiyo asked if ...

C Work in pairs with a student from the other group. Tell them about the discussions you had in your group, and any ideas you had.

VOCABULARY PLUS

WORD BUILDING: PREFIXES

7 A Look at the example sentences 1–10 and underline the prefixes.

un-
1 It's very unusual to have snow in April.
2 The whole situation was completely unreal.

re-
3 Most glass bottles and aluminium cans can be recycled.
4 Don't throw away the bottles. They are reusable.

dis-
5 I disagree with using the car for short journeys.
6 She would never disobey her parents.

mis-
7 Don't misunderstand me. I want to help.
8 I always mispronounce his name.

over-/under-
9 She hardly eats anything, and she's very underweight.
10 I think I've overcooked the pasta.

B Match the prefixes above with meanings 1–5.

1 not: *un-* and _____
2 again: _____
3 too much: _____
4 too little: _____
5 wrong: _____

8 Add prefixes to the words in brackets to complete the sentences.

1 He's lying. His story about how he cycled across Africa was completely _____ (believable).
2 It's easy to _____ (judge) somebody's character by looking at the clothes they wear.
3 Much of the snow in the Arctic has completely _____ (appeared).
4 These organic potatoes are delicious. Be careful not to _____ (cook) them.
5 Jessica decided not to accept the job because the company's policies were _____ (ethical).
6 I think I've done this all wrong. I probably _____ (understood) the instructions.
7 My house is always _____ (tidy). I don't have enough time to organise my things.
8 She walks to work every day, despite her _____ (ability).

▷ page 157 **VOCABULARYBANK**

speakout TIP

Use prefixes to guess the meaning of words you don't know. Look at the words in bold below. Can you use the prefix to guess their meaning?

9 Work in pairs and take turns. Ask and answer the questions.

1 Which professions in your country do people often **mistrust**?
2 Who in your country is very famous now, but was **unknown** last year?
3 What kinds of documents do you sometimes need to **renew**?
4 Do you believe scientists have **overestimated** or **underestimated** the problem of climate change?
5 Do you **disapprove** of people who drive their cars everywhere? Why?/Why not?

WORLD FOOD

G verb patterns
P weak forms: *to, for, that*
V reporting verbs

10.2

LISTENING

1 Work in pairs and discuss.

1 What's the best street food you've ever eaten?
2 Is there anything you would never eat?

2 A 10.2 Listen to two people talking about their favourite food city. According to the speakers, which city, Hiroshima (H) or Madrid (M), has the following:

1 a small, cheap restaurant which serves wonderful seafood?
2 informal restaurants where you order lots of dishes which everyone shares and eats from the middle of the table?
3 something to eat which is like a cross between a pancake and a pizza?
4 people getting together at Sunday lunchtime to have a few bites to eat?
5 a restaurant which specialises in grilled chicken?

B Listen again and complete the extracts below. Then check your answers in the audio script on page 174.

1 They've got the very famous sushi that everyone thinks about when they think of Japanese food, but they've got so much else to _____.
2 Hiroshima is really _____ for its *okonomiyaki*.
3 *Tempura* is prawns and _____ deep fried in a really light, fluffy batter.
4 I lived in Madrid, in Spain for around _____ years on and off.
5 The quality of the food is _____.
6 *Tarta de Santiago* is a great pastry _____.
7 I once tried pig's ear, which I have to say was possibly the _____ thing I've ever tasted.

SPEAKING

3 A Do you know any cities which are good for food? What types of food are they best known for? Which areas have good restaurants? Plan to talk about your favourite food city. Use these phrases from the listening to make some notes.

My favourite food city is …
They've got all sorts of …
XXX is really famous for its …
It's a kind of …
It's really good (for) …
I think my favourite restaurant in … is …
One of my favourite restaurants is a place called …, which specialises in …
It's a cheap/basic/smart/expensive …
You can get …
I'd love to take you to XXX; you'd love it!
I know a really good … that I should take you to.

B Work in groups and take turns to talk about your favourite food city. Have you been to any of these cities? Do you agree with the other students? Which city would you like to visit?

VOCABULARY

REPORTING VERBS

4 A Match the verbs with the statements.

1 offer
2 warn
3 refuse

a) I can't eat anything else, thank you.
b) Would you like a coffee?
c) Be careful. It's hot.

B Look at the statements/questions below. Rewrite each statement in reported speech using a verb from the box.

warned	explained	refused	promised	invited
suggested	offered			

1 'You have to be careful not to eat too much.'
She _____ us not to eat too much.

2 'Come to Palermo and I'll take you to my favourite restaurant?'
He _____ us to Palermo, and he _____ to take us to his favourite restaurant.

3 'It will definitely be good value for money. I'm sure of it.'
She _____ that it would be good value for money.

4 'I think Lima could be one of the greatest food cities.'
She _____ that Lima could be one of the greatest food cities.

5 'The restaurant specialises in grilled chicken.'
He _____ that the restaurant specialises in grilled chicken.

6 'I don't believe that there is any better food than in Singapore.'
He _____ to believe that there was any better food than in Singapore.

GRAMMAR

VERB PATTERNS

5 A Look at the verb patterns in bold in sentences a)–e). Then complete the table below with the sentences.

a) We **explained that** it was our first trip to the area.
b) He **agreed to show** us around Palermo.
c) She **suggested trying** some of the local dishes.
d) They **promised to cook** for us.
e) He **warned us not to eat** the chillies.

verb + infinitive with *to*	verb + *-ing*
She offered to show us around. 1 _____ 2 _____	They recommended taking the bus. 3 _____
Verb + object + infinitive with *to*	**verb + *that***
They invited us to stay. 4 _____	She decided that she would stay. 5 _____

B 10.3 **WEAK FORMS: *to, for, that*** Listen to the sentences above and underline the stressed words.

C Listen again and check your answers. Pay attention to the weak forms of to /tə/, for /fə/ and that /ðət/. Then listen and repeat.

D Some verbs use more than one pattern. Find two examples in Exercise 4B of verbs which can use different patterns.

*Agree: She **agreed to** show us around. They **agreed that** it was a good idea.*

▷ page 146 **LANGUAGEBANK**

6 Complete the second sentence so that it means the same as the first. Use the correct form of the verbs in bold.

1 'During the festival, street vendors sell nothing but chocolate.' **explain**
She _____ during the festival street vendors only sell chocolate.

2 'People should come to the Tomatina festival in Spain.' **suggest/visit**
Beatrix _____ Spain during the Tomatina festival.

3 'You shouldn't eat anything before the cheese-tasting festivals. There are more than 1,000 cheeses to try.' **warn/eat**
He _____ us not _____ anything before going to the cheese-tasting festivals.

4 'We'll definitely go to the Mango festival in India in July.' **promise/take**
He _____ me to the Mango festival.

5 'Would you like me to show you around the Eurochocolate festival?' **offer/show**
The tour guide _____ us around the Eurochocolate festival.

SPEAKING

7 A Read the comments about food below. Do any of the people have similar ideas to you?

"I love good food, but I never cook it myself. I would rather go to a restaurant."

"Food isn't at all important to me. I just eat when I'm hungry."

"Food is like a passion for me. I love cooking for lots of people."

"People who eat in restaurants are lazy. It's such a waste of money."

"Fast food is the best treat. I love nothing more than a hamburger and chips."

B Work in pairs. Tell your partner how you feel about food and cooking. What kinds of food do you like and dislike? Try to give examples. Take notes.

C Work with another student. Tell them about your last partner. Together decide on a meal which would be good for your previous partner.

D Tell the class about your ideas.

'Davide suggested having pasta because you said you loved it. He promised to make a special seafood sauce for you.'

DEATH BY BURRITO

HOXTON SQUARE

Situated below a live music venue this is a great place to eat contemporary Mexican street food and maybe even enjoy a cocktail. The restaurant has a great atmosphere if you're young and like to enjoy a party. The food is reasonably priced, served on plastic plates with plastic cutlery, but the burritos and tacos are delicious. Beware if you're on a diet though. Even the smaller dishes of nachos, guacamole, black beans and chips will keep you dancing for a while to burn off those calories.

SUPER TUSCAN WINE BAR AND KITCHEN

SPITALFIELDS

This is a small and friendly wine bar tucked down a side street near the market. The décor is Mediterranean as is the menu. There's a selection of typically Tuscan dishes, like lentil or bean soup and bruschetta with porcini mushrooms, as well as all the usual pizza and pasta dishes. The food is cooked simply and tastes great, and there is such an authentic Italian atmosphere. This is a good place to meet up with friends and enjoy a glass of wine and an antipasto, although you'll probably find quite a few cities bankers doing that too.

BACK IN 5 MINUTES

BRICK LANE

You wouldn't find this restaurant unless you were looking. It's hidden behind a clothes shop. Walk through the shop and open a curtain at the back. It will take you down some stairs and into the 1970s-style dining room. Open from Wednesdays to Saturdays only, you can choose from a selection of three starters, three main courses and three desserts. While the food is seasonal and elegant, it isn't cheap. However, the atmosphere is so cosy and welcoming that you could easily forget you're in a restaurant at all. You feel as if you've been invited into someone's house for dinner.

WRITING

A RESTAURANT REVIEW; LEARN TO LINK IDEAS

8 A Match headings a)–e) with questions 1–5 to complete the guide to writing a restaurant review.

a) Information about the price
b) Information about the menu
c) Details of the restaurant
d) Information about the service
e) Information about the atmosphere

1 _____ : Where is it? How can you contact them? How do you get there? What are the opening hours?
2 _____ : What's the décor like? Is it child-friendly? Is it noisy? Is it romantic?
3 _____ : What kind of food does it serve? Are there any specialities? Do they serve vegetarian food? Are there any particular dishes you recommend?
4 _____ : Are the staff friendly? Do you have to wait a long time?
5 _____ : Is it good value for money? How much does it cost per person? Are there any special offers?

B Read the reviews above. Which restaurant would you like to visit and why?

C Try to answer the questions in Exercise 8A for each restaurant.

9 A Look at the examples and answer questions 1–3.

*The food was **so** delicious **that** I didn't mind spending more than usual.*
*It was **such** an enjoyable meal **that** I would recommend this restaurant to anybody.*
*It was so expensive that I wouldn't go back there **unless** I wanted to impress a client.*
***Although** it's a five-star restaurant, the service was appalling.*
***While** the staff are friendly, and the atmosphere is fun, the food isn't anything special.*

1 Which linking words do we use to connect ideas which contrast with each other?
2 Which do we use to talk about the consequences of a situation?
3 Which do we use to suggest a condition?

B Read the reviews in Exercise 8B again. Find and underline the linking words.

C Write sentences to connect the five pairs of ideas below. Use the words in brackets to help.

1 Starbucks has been very successful. Now they want to open new stores in China. (so)
2 The restaurant has had very bad reviews. Nobody wants to go there. (such)
3 The food was very bad. I will only go back there again if they get a new chef. (unless)
4 The food was delicious. The service was poor. (although)
5 The restaurant had a good atmosphere. The food was disappointing. (while)

10 Choose a restaurant in your town/city (or invent a restaurant). Write a short review (80–100 words). Use the guide in Exercise 8A to help you. Use the linking words in Exercise 9B to connect your ideas.

10.3 WHEN YOU TRAVEL, . . .

F giving advice/warnings
P individual sounds: vowels
V airports

VOCABULARY

AIRPORTS

1 A Discuss the questions.

1 Do you ever travel by plane?
2 Do you enjoy it?
3 What do you like/dislike about air travel?
4 Which part of the airport can you see in the picture?

B Complete the questions/statements you might hear in an airport with the words in the box.

proceed	aisle	card	passport	priority	X-ray
hand	gate	check	boards		

1 Can I see your _____ ?
2 Your _____ number is forty-two.
3 In a few moments we will be calling all passengers with _____ boarding.
4 Would you like an _____ seat or a window seat?
5 Your flight _____ at 9.30.
6 Please have your boarding _____ ready for inspection.
7 How many bags do you have to _____ in?
8 Do you have any _____ luggage?
9 Please _____ to gate number thirty.
10 Put your hand luggage through the _____ machine.

C 10.4 **INDIVIDUAL SOUNDS: vowels** Put the words in Exercise 1B next to the matching vowel sound. Listen again and check your answers.

/iː/ (leave) /ɑː/ (car) /ɔː/ (door) /ɒ/ (not)
/aɪ/ (drive) /eɪ/ (plane) /e/ (exit) /æ/ (bag)

D Put the phrases in the order you might hear them in an airport. Where would you hear each phrase?

2 A Work in pairs. Write a list of three things you must and mustn't do in an airport.

B Read the article below. Does it mention your ideas?

C Work in pairs and discuss. Do you agree with the advice? Have you ever experienced any of these problems?

D Can you find any words in the text to add to each phoneme group in Exercise 1C?

Seven things you should NEVER do in an airport

1 Take too much luggage: If the airline says only take one bag of hand luggage, that's what it means. No extra shopping bags allowed.

2 Go to the wrong terminal: Don't wait until your taxi has left you and driven away before checking which airport terminal your flight leaves from.

3 Make jokes about bombs or drugs: The customs officers might not have a very good sense of humour, and you might be arrested.

4 Take too many liquids: You're only allowed 100ml so don't take extra bottles of shampoo and suncream.

5 Waste people's time: Get ready for the x-ray machine. Make sure you take your laptop out of your bag, find your phone and take off your belt so you don't keep everybody waiting.

6 Forget things in the trays: Don't wait until you board the aeroplane before realising you left your keys, wallet and passport in the tray.

7 Sleep: Flying is exhausting, but don't close your eyes. If you're travelling alone, you might wake up to find you missed your flight.

FUNCTION

GIVING ADVICE/WARNINGS

3 A 10.5 **Listen and match conversations 1–4 with situations a)–d).**

a) crime in a city
b) the journey to Heathrow airport
c) travelling in the north of the country
d) arriving at the airport

B Listen again. What problems do they talk about in each conversation?

4 A Match 1–10 with a)–j) to complete the warnings/advice.

1 Watch out for
2 Make sure
3 Don't … (or else)
4 You'd better
5 If I were you,
6 Be careful
7 Don't forget to
8 Whatever you do,
9 You need to
10 The most important thing is

a) when you take trips into the jungle.
b) you find out how much the journey is supposed to cost.
c) watch out for groups of young children on the streets.
d) the taxi drivers who tend to hang around outside the airport.
e) I'd allow about an hour and a half.
f) don't drink the water.
g) leave plenty of time.
h) get in until you've agreed the price with the driver, or else you could …
i) to remember to hold on to your handbag.
j) take your malaria tablets.

B 10.6 **Listen and check. Then listen and repeat the phrases. Which words are stressed?**

▷ page 146 **LANGUAGEBANK**

5 Find and correct the mistakes. There is one mistake in each sentence.

1 The most important thing to remember is not going out alone.
2 If I were you I'll bring waterproof clothes.
3 Make sure if you wear a helmet and protective clothing when you ride a bike.
4 Be carefully when you're on the main roads. They're always very busy.
5 Don't forgetting to keep your luggage with you at all times.
6 Whatever you are do, don't buy food from the street sellers. It's terrible.
7 Watch out for people try to sell you fake watches.
8 You'll better leave your valuables in the hotel.

LEARN TO

MAKE GENERALISATIONS

6 A Look at how the speakers make generalisations. Cross out the alternative which is not possible.

1 Watch out for the taxi drivers who *tend to/are tend to/have a tendency to* hang around outside the airport.
2 You'd better leave plenty of time, because *often/never/usually* there are delays on the tube.
3 Be careful when you take trips into the jungle. *Sometimes/Generally/Always* there are a lot of mosquitoes there, so remember to take mosquito nets and insect cream.
4 *On the whole/It doesn't often happen/It's not very common*, but don't walk around the city obviously carrying money in a big money belt or anything.
5 There isn't really much crime. *On the whole/For the whole/Generally*, it's a pretty safe city.

B 10.7 **Listen and underline the words or phrases the speakers use.**

7 Look at the sentences below. Then make generalisations using the prompts in brackets.

1 I usually travel by train. (tend)
I tend to travel by train.
2 I hate sitting around in airports. (whole)
3 The beaches are clean and safe. (generally)
4 The trains to the airport are sometimes delayed. (not common)
5 Criminals target tourists. (tendency)
6 English people complain about the weather. (often)

SPEAKING

8 A Work in pairs and role-play the situation. Student A: read the instructions below. Student B: turn to page 163.

Student A: you are a tourist. You want to go on a tour in the Australian Outback. Ask the Tourist Information for advice, e.g. Are there any animals to be careful of? What special clothes/equipment do you need?
I'd like some information about going into the Outback. First of all, what animals do I need to be careful of? …

B Change roles and role-play the situation. Student B turn to page 163.

Student A: you work in a diving centre.
A customer would like to go snorkelling on the reef. Give him/her some advice using the phrases in Exercise 4A and the prompts below:

1 Wear a T-shirt so you don't get sunburn. Suncream washes off in the sea.
2 Don't touch the coral. You might break pieces off.
3 Stingrays can give you a nasty sting.
4 There are strong currents. Need to be able to swim to the shore or the boat.
5 Take an underwater camera for photos.

10.4 THE GREAT MELT

DVD PREVIEW

1 Read about the BBC documentary. Why do you think life gets difficult for the polar bears?

Nature's Great Events: The Great Melt

BBC

This BBC nature documentary shows how life changes when the Arctic ice melts in the summer. This is the greatest seasonal change on the planet. During the long winter, the sun never rises, and temperatures plummet to minus 40 degrees. When the ice melts in the summer, the landscape changes completely and life gets difficult for the polar bears.

DVD VIEW

2 Watch the programme and answer the questions.

1 Why is the melting ice a problem for the polar bears?
2 Is the problem worse than it was in the past?

3 A Complete the sentences using the words in the box below.

ice	flicker	rises	drown	summer	sea	islands

1 The Northern Lights _____ across the sky.
2 Polar bears are busy, hunting for seals on the frozen _____.
3 In February, the sun _____ for the first time in four months.
4 At the height of _____, even the permanent ice caps are touched by the power of the sun.
5 Over 7 million square kilometres of ice has melted away, creating thousands of _____, surrounded by open ocean.
6 A mother bear and her cub rest on a small piece of sea _____.
7 If future ice melts are as extreme as this one, bears like these may starve or _____, lost at sea.

B Watch the programme again to check your answers.

4 Work in groups and discuss.

1 Do you think man can do anything to improve the situation? What?
2 Do you think television programmes like this help to change the situation? How?

speakout an endangered place

5 A 10.8 **You are going to give short presentations about 'Places to see before they disappear'. First, listen to someone else's presentation. Which question below does he not answer?**

1 What is the place?
2 Why is it in danger?
3 Why should you go there/see it?
4 How much does it cost to go there?
5 What can be done to change the situation?

B Listen again and tick the key phrases you hear.

KEYPHRASES

One of the most beautiful places … [is under threat]
One of the most endangered places is/has …
One of the biggest problems …
Something that everyone should have the chance to see is …
The problem is that …
Fortunately/Unfortunately, …
Interestingly/Hopefully, …
Many/Much of the … have/has been
We have an opportunity to …
In the past, … but now …
… before it's too late.

6 A Work on your own and plan a three-minute presentation. Do some research if necessary. Use the prompts below and the key phrases to help.

- What is the place?
- Why should you go there/see it?
- Why is it in danger?
- What can be done to change the situation?

B Work in pairs and take turns.

Student A: practise your presentation. Use your notes, but try not to read all the information. Try to look up when you're talking.

Student B: help your partner improve their presentation. Time the presentation. Was it long enough? Give him/her feedback about his/her style and language.

Then change roles, and practise your presentations again.

C Give your presentation to the whole class. Watch the other students' presentations. Which places would you like to visit?

writeback email for action

7 A Read the email and answer the questions. Where is Little Green Street? What is the problem?

Little Green Street is an old cobbled street just outside the centre of London. It is only 2.5 metres wide, and the houses here were built more than 225 years ago. The street, with its pretty, painted houses, and cobblestones, survived World War II. But now it is under threat from a developer who plans to build a car park and houses on the land near to it. The houses on Little Green St are protected by law (nobody can get permission to demolish them), but the street itself is not. In order to build his car park the developer plans to send heavy work lorries and machinery up and down this little old street. We are in no doubt that the lorries would destroy the street, and possibly the houses along with it. If you would like to join us in our protest against these plans, please sign your name at the bottom of the email.
Thank you.

B Write an email calling for action to protect one of the places presented in Exercise 6. Use the email above and the key phrases to help.

10.5 LOOKBACK

THE ENVIRONMENT

1 A Complete the words/phrases in bold with the missing letters.

1 I only eat **o_ _ _ _ c** food because it's grown without using chemicals.
2 I buy **p_ _-_ r_ _ _ _ d** food because I don't have time for cooking.
3 I don't use **e _ _ g _- s_ _ _ g** light bulbs because they're expensive.
4 My house isn't **in_ _ l _ _ _d** very well, so it's always cold in the winter.
5 I try to **r_ _ y_ _ _** glass, plastic and paper, but nothing else.
6 I'm careful to turn the computer and TV off at night, and not leave them **o_ s_ _ _d_ _**
7 I buy a lot of **s_ _ _ _dh_ _ _** clothes – I like them and they're cheap.
8 I think **p_ _ _ _ ss_ _** food is great because you can always make a quick meal at home.

B Write two statements that are true for you using the words/phrases in bold. Compare your sentences with a partner.

REPORTED SPEECH

2 Rewrite the reported conversation using direct speech.

Samantha introduced me (Franco) to Tom who said he was pleased to meet me. I replied that it was a pleasure to meet him, too, and that I hoped Tom was enjoying his stay in Milan. He said he thought Milan was a beautiful city, and he had very much enjoyed his stay there. He said that he had met lots of wonderful people and eaten some delicious food. I asked Tom if he had had the chance to do any sightseeing. Tom told me that unfortunately he hadn't had very much time at all, but that he had enjoyed seeing the cathedral. I asked Tom if he planned to visit Italy again soon. He replied that he would have loved to, but that Italy was a long way from Queensland. I said that was true, and then invited Tom to come and join us for a coffee before he had to leave for the airport. Tom accepted.

Samantha: *Franco, this is Tom.*
Tom: *Pleased to meet you, Franco.*
Franco: *It's …*

3 A Work in pairs. Take turns to ask and answer questions 1–5. Make a note of your partner's answers.

1 What are your plans for your next holiday?
2 Where did you grow up? Is it different there now?
3 What do you usually do on a Saturday afternoon?
4 What are you going to do later?
5 What two promises can you make concerning your English studies?

B Work with another student. Tell them what you learnt about your partner using reported speech.

REPORTING VERBS

4 Student A: choose a word. Don't say the word, but say something in the manner of the word. Student B: listen and guess which word your partner is describing.

explain	refuse	promise	warn	invite
suggest	offer			

A: *If you do that again, I'm leaving.*
B: *warn?*

VERB PATTERNS

5 A Circle the correct alternative.

1 He promised *to give/giving* me back the money.
2 I refused *to answer/answering*.
3 She invited us *to stay/for staying*.
4 He's offered *pay/to pay*.
5 I agreed *it to be/that it was* the best thing to do.
6 They explained *wanting/that they wanted* our address.

B Work in pairs and discuss. When was the last time:

- you promised to do something?
- you agreed with someone's idea?
- someone explained something to you?
- you warned someone about something?
- someone offered to do something for you?

GIVING ADVICE/WARNINGS

6 A Complete the advice/warnings using the words in brackets to help.

1 _____, don't tell the teacher. (whatever)
2 _____ buy a phrase book. (forget)
3 _____ you get fit before you do it. (make)
4 _____ wear that old shirt, ___ you'll never get the job. (else)
5 If _____, I'd buy her some flowers. (were)
6 _____ you don't oversleep and miss the plane. (careful)
7 You _____ look for a hotel on the internet (better)
8 _____ ask your manager who can approve it. (need)

B Match the advice/warnings above with a)–h).

a) I haven't done my homework.
b) I forgot my mother's birthday.
c) I arrive in New York late at night. I don't know where I'm going to stay.
d) My plane leaves at 6a.m., but I don't have an alarm.
e) I'd like to have a holiday but I'm not sure who I have to get permission from.
f) I'm planning to run a marathon, but I haven't done any training.
g) I can't speak the language.
h) I've got a job interview, but I don't have any clean clothes to wear.

C Work in pairs. Give each other advice using a–h above.

IRREGULAR VERBS

Verb	Past simple	Past participle
be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dig	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leap	leapt	leapt
learn	learned/learnt	learned/learnt

Verb	Past simple	Past participle
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
spill	spilled/spilt	spilled/spilt
split	split	split
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

1 LANGUAGE BANK

GRAMMAR

1.1 question forms

object questions

Object questions use the word order: question word + auxiliary verb + subject + infinitive.

question word	auxiliary verb	subject	verb
Where	do	you	work?
What	did	she	say?
When	are	they	coming?

yes/no questions

Yes/No questions don't use a question word. The answer to the question is *Yes* or *No*.

auxiliary verb	subject	verb
Does	he	smoke?
Did	we	win?
Have	they	arrived?

subject questions

When the *wh-* question word is the subject of the question:

- we don't use an auxiliary verb (*do*, *did*, etc.).
- we use the same word order as in an affirmative sentence.

question word	verb	object
Who	wants	ice cream?
What	happened?	
Who	ate	the cheese?

questions with prepositions

When we use a verb + preposition expression (but not multi-word verbs) such as *look for*, *depend on*, *write about*, etc., we usually keep the verb and preposition together:

*What did you **talk about**?* *Who are you **looking for**?*

In very formal English we sometimes move the preposition to the front of the sentence. Compare:

*What does it **depend on**?* *On what does it **depend**?*

1.2 review of verb tenses

present simple

+	He **looks** happy.
–	He **doesn't look** happy.
?	**Does** he **look** happy?

Use the present simple to talk about something that is always or generally true, habits, routines, with *be* and other state verbs (see below).

present continuous

+	We're **staying** here.
–	We **aren't staying** here.
?	**Are** we **staying** here?

Use the present continuous to talk about an activity happening at the time of speaking or a temporary activity happening around now. It may be happening at the moment, but maybe not.

past simple

+	They **worked** hard.
–	They **didn't work** hard.
?	**Did** they **work** hard?

Use the past simple to talk about finished actions, events or situations in the past.

past continuous

+	I **was living** there during the 90s.
–	I **wasn't living** there during the 90s.
?	**Were** you **living** there?

Use the past continuous to talk about an action or situation in progress at a particular time in the past. This action was not finished at that time.

state verbs and dynamic verbs

State verbs are not usually used in the continuous form. The most common state verbs are:

- attitude verbs: *love*, *hate*, *like*, *want*, *prefer*
- thinking verbs: *believe*, *know*, *remember*, *understand*, *mean*, *imagine*
- sense verbs: *see*, *hear*, *sound*, *appear*, *seem*
- belonging verbs: *own*, *possess*, *belong to*, *have*, *contain*, *include*

Some state verbs can be used in the continuous form when they describe actions, e.g. *see*, *have*, *think*:

*I'm **seeing** Phil tonight.* (see = meet)
*We're **having** a party.* (have = organise)
*I'm **thinking** of going to university.* (think = consider)

1.3 talking about yourself

introducing a question
Could I ask a question?
There are a couple of things I'd like to ask about.
Can I ask you about that?
I have a query.

introducing an opinion
For me (the most important thing is) …
I'd have to say …
In my opinion, …
One thing I'd like to say is that …

PRACTICE

1.1

A Write questions for the answers in italics.

1 Where _____?
I live *in Madrid.*
2 Who _____?
Nick won the game.
3 Does _____?
No, he doesn't eat meat.
4 What _____?
They are *sleeping.*
5 What _____?
I'm writing about *my first holiday.*
6 When _____?
We arrived *yesterday.*
7 Who _____?
We ate the chocolate.
8 Did _____?
Yes, we liked the film.

B Put the words in brackets in the correct places to make questions.

1 the President? (killed, who)
_____
2 were you thinking? (what, about)
_____
3 to the old theatre? (happened, what)
_____
4 Where your great-grandparents come? (from, did)
_____
5 your ancestors from here? (come, did)
_____
6 she here for a long time? (worked, has)
_____
7 is all that noise? (who, making)
_____
8 house you looking for? (are, which)
_____

1.2

A Underline the correct alternatives.

'Like most translators, I [1]*'m speaking/speak* several languages. At the moment, I [2]*'m attending/attend* a conference. I [3]*was doing/did* some work for an internet company when I [4]*was hearing/heard* about this conference. I [5]*was arriving/arrived* three days ago and I'm going to stay until Monday, when it ends.'

My best friend is called Gina. We [6]*aren't speaking/don't speak* to each other every day, but we're very close. I [7]*was meeting/met* her on my first morning at university. I [8]*was looking/looked* for the library when she came up to me and asked, 'Excuse me, [9]*do you know/ are you knowing* where the library is?' We [10]*were finding/ found* it together!

B Put the verbs in brackets into the correct tense.

1 Sit down and watch the game! We _____ (win) 2–1. Ronaldo scored two minutes ago.
2 John wasn't here last summer. He _____ (travel) around Africa.
3 Fifty years ago, my favourite writer _____ (die).
4 I didn't do the homework because I _____ (not listen) when the teacher told us what to do.
5 DVDs _____ (not work) very well on my laptop, so I use the TV and DVD player.
6 What's that smell? Can you turn off the oven? I think the food _____ (burn).
7 _____ (see) that film last night? What did you think?
8 Everyone knows that smoking _____ (cause) cancer.

1.3

A Find and correct the mistakes in the conversation below. There are six mistakes.

A: There are a couple of things I'd like ask about.
B: Go ahead.
A: Firstly, which of your films do you think is the best?
B: I'd having to say *Millennium Dreamer*. For me, it's my best film and it was my first comedy.
A: Can I ask you around that? You've never done comedy before. Why not?
B: I don't know. I suppose people think I'm a serious actor.
A: Could I ask question about your image? Is it accurate? Are you really the strong silent type in real life?
B: No. One of thing I'd like to say is that these images are invented by the media. By my opinion, good actors are never just one thing. That's why they're actors.

2 LANGUAGE BANK

GRAMMAR

2.1 present perfect and past simple

Present perfect simple: *have/has* + past participle (*lived, worked, seen* etc.)

+	I've **been** to Poland a few times.
–	He **hasn't worked** here before.
?	**Have** you **bought** a new car?

For irregular past participles see the list of irregular verbs on page 127.

time up to now

Use the present perfect for actions which have happened in your life before now. These are often general experiences. It isn't important exactly when these things happened. Conversations which begin like this in the present perfect usually continue in the past simple as the speaker adds details:

I've been to Colombia. Really? Where did you go?
He's played in an Indie band. What were they called?

We often use the adverbs *ever* and *never* with the present perfect:

We've never been to China. Have you ever been to the Opera?

recent events

Use the present perfect to talk about events which happened a short time ago. We often use the adverbs *just, yet* and *already*:

I've just finished his book. It was brilliant.
We've already eaten.
Have you done your homework yet?
We've seen a lot of Jude recently.

present perfect or past simple?

Use the past simple to talk about a specific event which happened at a specific time:

I've been to Sweden.
(At some time in my life up to now. We don't know when.)
We went to Stockholm in 2002.
NOT ~~*We've been to Stockholm in 2002.*~~
(This is a specific occasion and date, so we use the past simple.)

2.2 narrative tenses

past simple

Use the past simple for states and actions in the past. We often specify the time when they happened:

I left university in 1996. He didn't know the way to Sal's house.

past continuous

Use the past continuous to talk about the background information for a story. Use the past simple to talk about the main events.

BACKGROUND INFORMATION past continuous		MAIN EVENT past simple
I was walking through the park … *The sun was shining …* *The birds were singing …*	*WHEN*	*… I heard a noise*

past ~~~~~ now

As I was walking through the park, the sun was shining and the birds were singing. Suddenly, I heard a loud noise.

Often the past continuous action is interrupted by another action (in the past simple):

I was having a bath when the phone rang.

We can use conjunctions like *as* and *while* to talk about two actions which were happening at the same time:

While I was reading the paper, I watched the women buying vegetables in the market.

For more information on state and dynamic verbs section 1.2, page 128.

past perfect

+	I **had finished** my work.
–	They **hadn't had** time.
?	**Had** they **been** there before?

Use the past perfect to make it clear that one action happened before the other.

past perfect — past simple — present
I lost my wallet. I didn't have any money.
past —|—|— now

I didn't have any money because I had lost my wallet.

When *before* or *after* is used in the sentence, it's already clear which action comes before the other, so we can use the past simple instead of the past perfect:

She had lived in London for five years before she moved to New York.
She lived in London for five years before she moved to New York.

We often use the past perfect with 'thinking' verbs like *remember, realise, think, discover, find out*, etc.:

When I got to the school, I realised I'd left my books at home.

2.3 telling a story

beginning the story	This happened when … In the beginning, …
describing what happened	Well, … Anyway, … Before long, … So, … And then, all of a sudden … The next thing I knew, …
ending the story	In the end, … Finally, …

questions to keep a story going	So, what happened? What did you do? What happened next? Really?
responses to show interest	I don't believe it! Oh no. / Oh dear. How embarrassing! That's really funny. You must be joking. Yes, I know.

PRACTICE

2.1

A Tick the correct sentences, a) or b).

1 a) I've been to India last year.
b) I went to India last year.
2 a) I finished my studies in 2005.
b) I've finished my studies in 2005.
3 a) Did you have lunch yet?
b) Have you had lunch yet?
4 a) Did you ever see *Metallica* play live?
b) Have you ever seen *Metallica* play live?
5 a) Is this the first time you've tried judo?
b) Is this the first time you tried judo?
6 a) It's the most beautiful place I've ever been to.
b) It's the most beautiful place I ever went to.

B Use the prompts to make short conversations.

1 A: you / be / here / before? (ever)
B: no / not
2 A: you / see / the film *The Reader*?
B: no / not / see (yet)
3 A: he / be / to Budapest?
B: yes / go / last summer
4 A: you / finish / that book? (yet)
B: yes / start / the next one (already)
5 A: you / see / Maria?
B: yes, she / leave / a message for you
6 A: he / decide / what job / want to do? (yet)
B: no / have / not

2.2

A Underline the correct alternatives to complete the story.

I remember when Marvin Gaye [1]*died/had died*. I [2]*had been/was going* to one of his concerts a few months before. In fact, he [3]*hadn't played/wasn't playing* very well and I was disappointed. I also remember when JFK was shot. I [4]*had lived/was living* with my parents in New York and I [5]*studied/was studying* at the time. I remember the cleaning lady [6]*came/was coming* into the room, and said to me, 'Hey, President Lincoln has been shot.' I [7]*replied/was replying*, 'I know that.' 'No,' she said. 'President Lincoln has been shot!' So I said, 'What do you mean?' And she said, 'Oh no, I mean … President, you know, what's his name, the one now. President Kennedy's been shot.' So then I [8]*was turning/turned* on the radio.

B Find and correct the mistakes. One sentence is correct.

1 I was leaving the room when I had heard someone shouting.
2 I couldn't open the door because I left my keys at home.
3 We drove through the tunnel when the car broke down.
4 As soon as the film started I realised I seen it before.
5 I never been to Egypt before, so I was really excited to see the pyramids.
6 By the time we arrived at the party, everybody else is leaving.
7 We had waited for nearly an hour before the waiter took our order.
8 I looked through some old photographs when I found this one of you.

2.3

A Complete the conversation with the words and phrases in the box.

In the end don't believe it The next thing I knew this happened when So, what happened Well really funny Anyway You must be joking So

A: Well, [1]_____ I was working in a photographic store.
B: [2]_____?
A: [3]_____, one day a woman came in and asked if we could fix the problem she had with a photograph. [4]_____ I asked her what the problem was.
B: OK.
A: [5]_____, she had taken this old photo out of her bag which showed an old man sitting behind a cow, milking it. [6]_____, when I asked her what she wanted us to do to the photo, she said, 'Can you move the cow?' 'Move the cow?' I asked. 'Yes,' she replied. 'I want to see what my grandfather looked like.' She pointed to the feet sticking out from under the cow.
B: Oh no. [7]_____.
A: No, seriously. She wanted us to move the cow, so that she could see her grandfather's face.
B: I [8]_____! So, what happened next?
A: [9]_____, when I told her we couldn't do it, she got quite angry, and left the shop saying, 'Then I'll have to take it to someone else.'
B: That's [10]_____.

3 LANGUAGE BANK

GRAMMAR

3.1 the future (plans)

be going to

+	I'm **going to** start university next year.
–	He **isn't going to** get a job this year.
?	Where **are** you **going to** stay?

When using be going to use the word order: subject + *am/are/is* + *going to* + infinitive without *to*. Use *be going to* to talk about future plans or intentions. When the verb is *go* or *come*, we often use the present continuous:

We're going to (go to) Spain. We're going to Spain.
I'm going to come and see you later. I'm coming to see you later.

present continuous

+	I'm starting my course in September.
–	We're not going away for very long.
?	What time **are** you leaving in the morning?

The present continuous is formed: subject + *am/are/is* (*not*) + verb + *-ing*. Use the present continuous to talk about future plans, when arrangements have already been made. We usually specify a future time such as *next week, on Friday*, etc., unless it is already clear that we are talking about the future:

We're flying to Greece on Friday. (We've already bought the tickets.)
She's staying in a hotel near the airport. (The hotel is already booked.)

In some cases it doesn't matter if it's the present continuous or *be going to*:

I'm playing football on Saturday.
I'm going to play football on Saturday.

will

+	We'll **meet** you at the station.
–	I **won't see** you tomorrow.
?	**Will** you **want** a taxi?

When there is no plan or arrangement (when we make a decision at the time of speaking), we often use *will*: *I'm tired. I think I'll go to bed.* (subject + *will* + infinitive)

For use of *be going to* and *will* for prediction, see section 3.2 below.

might

+	I **might go** out later.
–	We **might not be able** to finish all this work tomorrow.

Use *might* + infinitive without to to talk about plans, when we are unsure what the plan is:

I might stay at home and watch a DVD.
(But I'm not sure. I might go out.)

spoken grammar

We do not usually use *might* + infinitive without *to* in the question form. It seems old-fashioned and formal:

Do you think you might see Evelyn?
NOT ~~*Might you see Evelyn?*~~

3.2 the future (predictions)

will

Use *will* to make predictions:

Smartphones will organise our lives.
She's so talented that I'm sure she'll become famous.

We often use *I think* and *I hope* with *will*:

I think John will become a doctor.
She hopes she will work in the theatre.

be going to

Use *be going to* to make predictions when there is present evidence:

We only have two cars. It's going to be difficult to take eleven people tomorrow.

We use *probably* to make the prediction less certain. *Probably* usually comes after *will*:

The dollar will probably get stronger this year.

Probably comes after *to be* when we use it with *be going to*:

E-readers are probably going to become cheaper.

may* and *might

Use *may* or *might* to make predictions which are less certain. The negative forms are *may not* and *might not*:

Some of our workers may lose their jobs because of the restructuring.
We might not go away this year because we don't have any money.

could

Use *could* to make predictions which are less certain:

Global warming could destroy large parts of Asia in the next thirty years.

be likely to

Use *be likely to* to make predictions when something is probable. The negative is *be unlikely to* or *not be likely to*:

Regina is likely to be late because she works until seven.
We're unlikely to reach Paris before lunch because of all the traffic.
Are you likely to be hungry later?

Likely/Unlikely are adjectives:

Will we start at 5.00? It's unlikely.

spoken grammar

Might is more common than may in spoken English.
May is a little bit more formal.

3.3 dealing with misunderstandings

saying you didn't hear something	I didn't catch any of that.
saying you don't understand someone's opinion	You've lost me. I don't get what you're saying.
asking someone to explain something more clearly	What exactly do you mean? Do you mean to say …?
asking someone to repeat something	Can you say that again? Could you repeat the last part/name/thing you said?

PRACTICE

3.1

A Complete the conversation. Use the prompts in brackets where necessary.

A: Where [1]_____ you going?
B: I'm [2]_____ to Paul's house. We' [3]_____ going to watch the football.
A: OK. Who [4]_____? (play)
B: Real Madrid versus Barcelona.
A: I see. And what time are you [5]_____ home? (come)
B: I don't know.
A: How [6]_____ getting home?
B: I'm not sure. I [7]_____ his dad to drive me home, or I [8]_____ catch the bus. (ask/might)

B Find and correct the mistakes. There is one mistake in each sentence.

1 Will you going out this weekend?
2 I'm sorry I can't come. I playing tennis after work.
3 I don't feel very well. I think I stay at home.
4 What you going to do?
5 We go for a picnic, so I hope it doesn't rain.
6 Is that the phone? Don't worry – I'm going to get it.
7 They might going to a concert.
8 I'm sorry we can't come, but we going to visit my mother this weekend.

3.2

A Rewrite the sentences below using the words in brackets.

1 We probably won't win the cup this year. (might)
We _____
2 I may be late. (likely)
I'm _____
3 That company will close in July. (going)
That company _____
4 He probably won't call after 10.00. (unlikely)
He _____
5 I'm not going to give up exercise. (won't)
I _____
6 We might have a problem with the flight. (may)
There _____
7 She'll get angry when she sees this. (going)
She _____
8 Are you going to visit us? (will)
_____
9 I would love it if he comes to the party. (hope)
_____
10 It is thought prices will rise if they complete the development. (could)
Prices _____

B Put the pairs of words in the box into the correct place to complete the sentences.

will be	aren't going	won't know	might not
likely to	may arrive	is going	not likely

1 Jenny be able to meet us tonight because she has to work late.
2 Several of our workers are lose their jobs this year because of the economic recession.
3 In twenty years' time, cars able to fly.
4 The predicted storm at any moment.
5 The children to stay with me because I'm busy.
6 I my exam results until August.
7 It's that we'll arrive before 6.00 because there are train delays.
8 Watch out! That painting to fall off the wall!

3.3

A Match 1–7 with a)–g) to make sentences and questions.

1 I didn't catch	a) you're saying.
2 You've lost	b) you mean?
3 I don't get what	c) that again?
4 What exactly do	d) to say …?
5 Could you repeat the	e) any of that.
6 Do you mean	f) last name?
7 Can you say	g) me.

4 LANGUAGE BANK

GRAMMAR

4.1 *must, have to, should* (obligation)

must, have to

+	I **must** get up at 5 tomorrow. They **have to** start work early. We **must** start on time. She **has to** get there early.
–	You **mustn't** do that! We **don't have to** worry. They **mustn't** be late. He **doesn't have to** bring anything.
?	Do I/we/you **have to** bring …? (**Must** you go so early?)* **Does** he/she/it **have to** go?

*Question forms with *must* are not very common, and sound quite formal. We usually use *Do I have to …?* instead.

Use *must* and *have to* to talk about obligations. These things are necessary or important. *Must* is often used for a personal obligation (something we have decided for ourselves that we must do):

*I **must** give up eating chocolate.*

Must is also used in written rules:

*All applicants **must** provide proof of identity.*

Have to is used for external obligation:

*We **have to** wear a uniform.* (It's a company rule.)

Often you can use *must* or *have to* with the same meaning, but in spoken English *have to* is more common.

Don't have to and *mustn't* have different meanings.

Mustn't means 'it is not allowed'. *Don't/Doesn't have to* means it is not necessary, but you can do it if you want:

*You **mustn't** smoke cigarettes anywhere in the building.* (It is not permitted and it's dangerous.)

*You **don't have to** work after 6.* (It's not necessary.)

Must can only be used to talk about present or future obligation. To talk about a past obligation, use *had to*:

*We **had to** get up early to catch the plane.*

spoken grammar

Have/Has got to means the same as *have/has to* in the context of obligation and is used a lot in spoken English:

*I**'ve got to** get some money from the bank.*
*She**'s got to** get another job.*

should/shouldn't

+	I/You/He/She/ It/We/They	**should** see this film.
–		**shouldn't** smoke in the house.
?	Do you think we **should** …?*	

**Should we …* is more formal, and not very common.

Use *should* to talk about weak obligations (not as strong as *must* or *have to*). Often it is used for things which you think are a good idea (advice):

*You **should** come to work in smart clothes.*

Use *shouldn't* to talk about things which are not a good idea:

*You **shouldn't** go to bed so late.*

Ought to has the same meaning as *should*, but is not usually used in the negative or questions:

*You **ought to** call her.* = You should call her.

4.2 *used to, would*

used to

+	I/You/He/She/ It/We/They	**used to** live in France.
–		**didn't use** to see my parents.
?	Did they **use to** visit?	

Use *used to* to talk about past habits/states, which have often changed or are not true now. You can also use the past simple.

*As a child, I **used to** love eating sweets.*
*As a child I **ate** a lot of sweets.*

We can also use *would* to talk about past habits, but not to talk about past states.

*I **would** go to the sweet shop every day.* (habit)
*As a child, I **was** very happy.*
*As a child I **used to be** very happy.* (state)
NOT ~~*As a child, I would be very happy.*~~ (state)

Do not use *used to* to talk about things that happened only once, or for a specific number of times/length of time. Use the past simple for this:

*My family **moved** to America last year.*
NOT ~~*My family used to move to America last year.*~~
*We **went** to Italy twice on holiday.*
NOT ~~*We used to go to Italy twice on holiday.*~~
*I **studied** at university for three years.*
NOT ~~*I used to study at university for three years.*~~

spoken grammar

Never used to is more common in spoken English than *didn't use to*.

*We **never used to** see them, except for during August.*

In short answers in spoken English, we often leave out the verb or phrase after *used to*.

*Do you smoke? No, **I used to**, but I don't any more.*

4.3 reaching agreement

giving opinions
I (really) feel that …
The way I see things, …
The way I see it, …

suggestions
What about …?
I suggest we focus on …
I think we should think about …
I suggest we think about …
How about if / Why don't we (call it)…?

commenting on other opinions	
That's a good idea.	I (don't) see what you mean.
That's a good point.	I'm not sure that I agree, actually.
That's fine by me.	I'm not sure that … is a good idea.
That's OK by me.	
Exactly!	

PRACTICE

4.1

A Underline the correct alternative to complete the text.

The worst jobs in the world?

If you like travelling to exotic places, perhaps you [1]*should/shouldn't* try this job. Helge Zieler is a mosquito researcher. In order to study the biting habits of the mosquito which spreads malaria in Brazil, Helge [2]*has to/doesn't have to* sit inside a mosquito net while hundreds of mosquitoes bite him. Every time he sees a mosquito land on his body, he [3]*must/have to* suck it into a tube in his mouth, and then blow it into a container. On a good evening, Helge can catch 500 mosquitoes in three hours. But to do this, he receives 3,000 bites (an average of seventeen bites per minute for 180 minutes). He [4]*mustn't/must* forget his anti-malaria tablets. Once he caught malaria and it took him two years to recover.

You [5]*shouldn't/don't have to* drive too fast on the roads, especially when you're driving in the countryside. Why? Because more than 400 million animals are killed on the roads every year. Joanne Keene knows, because she [6]*has to/shouldn't* remove them. Car drivers [7]*don't have to/must* pick the animals up, so Joanne drives around in a huge truck full of dead cats and raccoons. 'It's a hard job,' she says, 'because we work very long hours. We [8]*mustn't/must* be on call 24 hours a day.'

B Match 1–8 with a)–h) to make sentences.

1 It's a good job but we …
2 I love Saturday mornings, because I don't have to
3 I think you should
4 The doctor told me that I
5 You mustn't
6 You don't have to
7 Francois is very lucky. His father is very rich, so he
8 I really must

a) have to work hard.
b) should do more exercise.
c) come to work dressed in jeans. You have to look smart.
d) doesn't have to work at all.
e) give up smoking. It's not good for my health.
f) get up for work. I can stay in bed until 10a.m.
g) send the forms in until September, but it's a good idea to send them early.
h) think about whether you really want to apply for the job.

4.2

A Cross out the alternative which is not possible.

1 I *used to play/played/play* a lot of tennis when I was younger.
2 After school I *would take/used to take/take* the bus home.
3 He *never used to play/would play/played* the guitar, but he doesn't play any more.
4 I *didn't use to enjoy/didn't enjoy/wouldn't enjoy* school, but I worked hard anyway.
5 Tim *used to have/would have/had* long hair.
6 I *studied/used to study/didn't use to study* French for five years.

B Make sentences with used to or would using the words in brackets. Sometimes both may be possible.

1 In Ancient Greece, people _____ (think) the world was flat, but Aristotle thought it was round.
2 In the olden days, people _____ (not have) cars, so they rode horses.
3 _____ people really _____ (enjoy) watching gladiator fights in Ancient Rome?
4 In the sixteenth century, ladies _____ (put) a white powder containing lead on their faces. It was poisonous.
5 Two hundred years ago, they _____ (not use) anaesthetics to perform operations.
6 Before iron was invented, soldiers _____ (fight) using bronze swords, but they weren't very strong and often changed shape in battle.
7 The Romans _____ (make) themselves sick, so that they could eat more during their huge banquets.
8 Why _____ people _____ (eat) garlic in Ancient Egypt? It was to cure toothache.

4.3

A Using the words in italics, rewrite the second sentence so it has the same meaning as the first.

1 Let's begin.
I think we _should begin_.
2 I suggest we look at the emails first.
Why _____?
3 I don't understand.
I _____ *you mean.*
4 I agree with that idea.
It's _____ *me.*
5 From my point of view, it works very well.
The way _____ *things, it works very well.*
6 I agree with what you have just said.
That's _____ *point.*

5 LANGUAGE BANK

GRAMMAR

5.1 comparatives and superlatives

one-syllable adjectives and two-syllable adjectives ending in -y

adjective	comparative	superlative	notes
cheap fast	cheaper faster	the cheapest the fastest	*+-er/the +-est*
easy friendly	easier friendlier	the easiest the friendliest	*-y* changes to *-i* *+ -er / the +-est*
big	bigger	the biggest	adjective ending in *CVC double final consonant
large	larger	the largest	adjective ending in *-e*, add *-r / the + -st*

*CVC – consonant, vowel, consonant

two-syllable and longer adjectives

adjective	comparative	superlative	notes
important	more/less important than	the most/least important	*+ more/less … than*, or *the most/the least … in the …*

irregular adjectives

adjective	comparative	superlative
good	better	the best
bad	worse	the worst
Far	further/farther	the furthest/farthest

ways of comparing

Here are some common expressions used for making comparisons: *It's exactly/about the same as …, It's very similar to …, It's not as … as:*

*It's **exactly the same as** the one we had.*
*It's **very similar** to somewhere I stayed.*
*He's **not as tall as** I expected.*

It's a lot/much/far more + adjective:
*It's **far more beautiful** than I imagined.*

It's a little/a little bit/slightly:
*It's **slightly smaller** than the last flat I lived in.*

using superlatives

Here are some common expressions used with superlatives: *by far the most …, one of the most …, the second (third/fourth) most …*

*It's **by far the most** delicious meal I've ever eaten.*
*It's **one of the most** beautiful places in the world.*

We often use superlatives with a phrase beginning *in the …*:

*She's by far the best student **in the class**.*
*It's one of the tallest buildings **in the world**.*

5.2 question tags

To make question tags, add auxiliary verb + pronoun at the end of the question. For a positive sentence, use a negative tag: *You **play** tennis, **don't you**?* For a negative sentence use a positive tag: *They **weren't** here, **were they**?*

Use contractions in the tag, not the full verb: *He's nice, isn't he?* NOT ~~*He's nice, is not he?*~~ N.B. Use a comma before the question tag and a question mark after it.

	positive verb + negative tag	negative verb + positive tag
present	You're twenty, aren't you?	She doesn't swim, does she?
past	They came back, didn't they?	You didn't see Tim, did you?
present perfect	You've lost it, haven't you?	He hasn't seen us, has he?
future	I'll be back by 10.00, won't I?	We won't lose, will we?

Use question tags to check information that you think is true. Also use question tags to sound less direct (a way to sound polite).

If we are sure of the information, the intonation falls on the question tag:

You're coming tomorrow, aren't you? ↘
(expect the answer 'yes'.)

If we are really not sure, the intonation rises on the question tag:

She's from Europe, isn't she? ↗
(maybe she isn't)

5.3 polite requests

request	responses
Could you carry this bag **for me**? **Could you** bring your laptop with you?	Yes, of course. I'm afraid I can't/ I'm sorry, I can't.
Could you tell me the way to the hotel? **Could you tell me** what time it is?	Yes, I can. It's … Let me have a look.
Do you know what time the shops open? **Do you know** how to get there?	I'm not sure.
Would you mind coming a little bit earlier? **Would you mind** booking us a table?	Of course not. OK/Sure.

watch out!

Could you tell me …? and *Do you know …?* are not direct questions; the word order is the same as for statements:

Could you tell me what time it is?
NOT ~~*Could you tell me what time is it?*~~
Do you know what time the shops open?
NOT ~~*Do you know what time do the shops open?*~~

Would you mind … + -ing:
Would you mind watering my plants when I go away?
NOT ~~*Would you mind to water …?*~~

Would you mind …? is followed by a negative response:
Would you mind helping me? No, of course not.
(I'm happy to help you) NOT ~~*Yes, of course.*~~
(I would mind helping you = I'm not happy to help you)

PRACTICE

5.1

A Complete the sentences with the comparative or superlative form of the adjectives in brackets.

1 We usually fly to Italy instead of going in the car, because it's _____. (quick)
2 They had to travel _____ than they wanted to find a hotel. (far)
3 When I was a teenager, I was much _____ than I am now. (not confident)
4 He's one of _____ children in the class. (naughty)
5 Exams are much _____ now than they were when I was at school. (easy)
6 Sweden is _____ than Norway. (big)
7 K2 is the second _____ mountain in the world. (high)
8 This book is slightly _____ to understand than his last book. The plot is very complicated. (difficult)
9 He used to be a teacher, but he's decided to become a firefighter. It's a much _____ job. (dangerous)
10 It's by far _____ film I've ever seen. (good)

B Rewrite the sentences using the words in bold, so that they have the same meaning.

1 My brother is slightly taller than I am. **bit**

_____

2 The journey to the coast took much longer than we had expected. **far**

_____

3 It's easily the most expensive restaurant I've ever been to. **by**

_____

4 Your shoes and my shoes are almost the same. **similar**

_____

5 People here are much healthier now that they have clean water. **lot**

_____

5.2

A Match 1–8 with a)–h) to make tag questions.

1 Clive was an engineer,	a) have they?
2 You're from Ethiopia,	b) won't he?
3 Shania isn't an actress,	c) has she?
4 They haven't been here before,	d) aren't you?
5 He'll be home soon,	e) is she?
6 You work here,	f) will they?
7 She hasn't met you,	g) wasn't he?
8 They won't finish on time,	h) don't you?

B Find and correct the mistakes. There is one mistake in each question.

1 You weren't happy, weren't you?
2 It'll probably rain, doesn't it?
3 She researched her roots, didn't her?
4 They always ask tricky questions, they don't?
5 I take after my dad, doesn't he?
6 You've met Kevin's fiancée, have not you?
7 I put my foot in it yesterday, haven't I?
8 My mentor will give me a hand, he won't?
9 You had a lot on your mind, doesn't you?
10 Phil and Luke are on holiday, are not they?

5.3

A Find the mistakes and correct them. There is an extra word or two in each line.

1 A: Excuse me, could you is hold the door for me?
B: Yes, I do of course.
2 A: Do you know when the next train does to leaves?
B: I'm not OK sure.
3 A: Would you to mind staying behind after the meeting?
B: It's sure. That's fine.
4 A: Could is possible you tell me what Tim's phone number is?
B: Let me have a to look.
5 A: Would you mind to looking after my bag while I go to the bathroom?
B: No, of course not mind.
6 A: Could you tell for me the way to the station?
B: Yes, so I can.

6 LANGUAGE BANK

GRAMMAR

6.1 real conditionals

When we talk about situations which are always true, or events which are possible or probable in the future, using *if/when*, we can call these 'real conditionals'. They are also often referred to as zero (0) conditionals (always true) and first (1) conditionals (possible or probable in the future).

real conditional (zero)

if/when +	present simple +	present simple
If/When	You* **heat** water to 100° Centigrade,	it **boils**.

* Here you is a general subject meaning 'anyone' or 'people in general'.

Use the real conditional (zero) to talk about a general situation, or something which is always true (a fact):

*If plants **don't have** water, they **die**.* *Ice **melts** if you **heat** it.*

(*You* here refers to 'anyone', or people generally, not 'you' specifically.)

If/When can come at the beginning or in the middle of the sentence:

If I'm not in the office by 8a.m., my boss gets angry.
My boss gets angry if I'm not in the office by 8a.m.

If and *when* have the same meaning in zero conditional sentences. In this case *if* means 'when this happens' or 'every time this happens':

When I'm feeling stressed, I eat chocolate.
If I'm feeling stressed, I eat chocolate.

real conditional (first)

if/when +	present simple +	*will/could/might* + verb
If	you **give** me your phone number,	I'll **call** you when we're ready.
When	you **go** into the kitchen,	you'll **see** the keys on the table.

Use the real conditional (first) to talk about possible situations in the future and their consequences. If you are sure about the result, use *will/won't*. If you're not sure, use *could/might*.

We can change the order of the sentence, but *if/when* is always followed by the present simple:

*If my train **arrives** on time, I'll meet you at ten o'clock.* OR *I'll meet you at ten o'clock **if** my train arrives on time.* NOT ~~*if my train will arrive on time.*~~

In first conditional sentences, *if* and *when* have different meanings. Use *if* when you are not sure if the situation will happen:

*If I pass my exams, **I'll be very happy**.*

Use *when* for a situation which you know will happen: *When I pass my exams, **I'll have a party**.*

Unless has the meaning of 'if not' or 'except in this situation':

*I'll go straight to the restaurant, **unless** you call me first.* (I will go straight to the restaurant, if you don't call me first.)

Note the difference between zero and first conditional in the sentences below:

*If you sit in the sun, you **get** sunburn.*
(Zero conditional for a general situation/fact. 'You' means anyone, or people in general.)

*If you sit in the sun, you'll **get** sunburn.*
(First conditional for a specific situation. I'm talking to you (personally) about what will happen today.)

6.2 hypothetical conditional: present/future

if +	past simple +	*would* clause
If	I **worked** longer hours, he **was** the President, we **bought** the house,	I **would** make more money. he'd **make** a lot of changes. we'd **need** to sell our car.

Use the hypothetical conditional to talk about an unreal or imaginary situation and its consequences. In conditional sentences, the past tense is used to indicate that something is hypothetical or imaginary.

In spoken English, *would* is contracted in the positive and negative form:

I'd be there if I had time. *If she had enough food, she'd feed us all.*

Would is not usually contracted in the question form:

*If you passed your exam, **would** you go to university?*
Would you help me if I paid you?

Use *If I were you …* to give advice:

If I were you, I'd change teams.

Instead of *would*, we can use *could* or *should*:

*If you got really fit, you **could** probably play again.*

It is common to use other expressions in the *would* clause: *would be able to*, *would need to* and *would have to*

*If I lost my job, I'd **need to** find another one!*
*We **would have to** cancel the game if it rained.*
*If you bought a larger quantity, we'd **be able to** offer you a better deal.*

6.3 giving news

good news	I've got some good news (for you). I'm really pleased to tell you … You'll never guess what.
bad news	Bad news, I'm afraid. I'm sorry to have to tell you, but … I'm afraid/Unfortunately, … I'm afraid I've got some bad news … There's something I've got to tell you.
good or bad news	You know …? Well, … I've/We've got something to tell you.
responding to good news	Wow! That's fantastic/great news. Congratulations! You're joking! You lucky thing! Well done. Have you?/Did you?
responding to bad news	That's a shame. That's terrible/awful. That's really annoying. I'm really sorry to hear that.

PRACTICE

6.1

A Complete the sentences with the correct form of the verbs in brackets.

1 If I _____ (pass) my exams, my teacher _____ (be) very surprised.
2 When we _____ (visit) my mother, she usually _____ (look after) the children.
3 When Gaby _____ (leave) her job in the summer, she _____ (worry) about what to do next.
4 If I _____ (not find) any cheap tickets, we _____ (not go) to Malta.
5 If you _____ (not water) plants, they _____ (die).
6 I _____ (be) surprised if Martha _____ (come) to the party. She said she wasn't feeling well.
7 If you _____ (get) lost, do you usually _____ (ask) someone for directions?
8 They _____ (not come) unless you _____ (invite) them.

B Underline the correct alternative.

1 You can't come to the conference *unless/if/when* you're invited.
2 I'm not talking to you *unless/if/when* you calm down first.
3 They'll arrive as soon as dinner *is/will be/won't be* ready.
4 They'll cancel the flight *if/unless/when* the weather is bad.
5 If you eat all of that chocolate mousse, you *'ll feel/feel/won't feel* ill.
6 We'll organise a taxi when we *know/will know/might know* what time the concert starts.
7 When I see a spider, I always *scream/might scream/will scream.*
8 I'll get some money as soon as the bank *will open/opens/might open.*

6.2

A Complete the sentences with the correct form of the verbs in brackets. Use contractions where possible.

1 If I _____ (sell) my house now, it _____ (not/be) worth very much.
2 _____ (your parents/come) if I _____ (organise) a party?
3 He _____ (not/be) able to study here if _____ (not/pass) that exam.
4 If you _____ (lose) your passport, _____ (need) visit the consulate.
5 They _____ (be) healthier if _____ (not/eat) so much junk food.
6 If you _____ (write) a novel, what _____ (call) it?
7 If the students _____ (not/have) internet access, _____ (find) it difficult.
8 We _____ (not/work) there if the boss _____ (not/give) us a lot of freedom.
9 Where _____ (she/live) if _____ (have) to move to a different country?
10 If he _____ (can) study on Tuesdays, _____ (not/need) to come on Wednesday.

B Write answers to the questions using the prompts. Use contractions.

1 A: Can we walk to the game?
B: No. (be/late)
If we *walked to the game, we'd be late*.
2 A: Why doesn't the team enter the competition?
B: (it/lose)
If the team _____.
3 A: Can I borrow his car?
B: No. (get/angry)
If you _____.
4 A: Why don't we call her now?
B: No. (we/wake her up)
If we _____.
5 A: Why can't we start the project again?
B: (waste/money)
If we _____.
6 A: Can we extend our holiday?
B: No. (miss/school)
If we _____.

6.3

A Complete the conversations.

1 A: You'll never g*uess* what.
B: What?
A: I'm moving to Australia.
B: You're j_____!
A: No, I'm leaving in March.
B: You l_____ thing.

2 A: I've passed my exams!
B: H_____ you? Congratulations!
A: Yes, I got the results this morning.

3 A: There's s_____ I've got to tell you.
B: What is it?
A: I've decided to leave my job at the university.
B: I'm s_____ to hear that. What's the problem?

4 A: I'm a_____ we're going to be late.
B: Why? What's happened?
A: The flight's been delayed.
B: Oh, that's a s_____. That's really a_____.

7 LANGUAGE BANK

GRAMMAR

7.1 present perfect simple versus continuous

present perfect continuous

+	I She	've/have 's/has	been	reading a book. playing the piano.
–	You	haven't		listening to me.
?	Have	you		going there for a long time?

Use the present perfect simple or continuous for actions/activities which started in the past and continue until now:

I've studied German for six years.

I've been studying German for six years.

Often, there is little change in meaning between the two tenses (especially for verbs such as *live, work, teach, study*):

I've lived here for years.

I've been living here for years.

Use the present perfect continuous to emphasise the length or duration of an activity:

I've been doing yoga for years. (but I'm still not very good at it)

He's been playing football since he was three.

As with other continuous forms, do not use the present perfect continuous with state verbs (e.g. *love, hate, enjoy, know*, etc.). With these verbs, use the present perfect simple:

I've known him for ages.

NOT ~~*I've been knowing him for ages.*~~

We often use *for, since* and *How long have you ...?* with the present perfect simple and continuous:

How long have you been waiting for?

She's been working here since 2010.

7.2 present and past ability

modal verbs to talk about ability

	present	past
+	I **can** cook.	I **could** run fast.
–	I **can't** drive.	He **couldn't** do maths.
?	**Can** you **speak** Spanish?	**Could** you **cook** when you were younger?

We can also use *be able to* to talk about ability.

	present	past
+	She's **able to** write well.	Aged three, I **was able to** read.
–	He's **not able to** drive.	Aged two, he **wasn't able to** walk.
?	Is he **able to** speak French?	**Were** you **able to** get a job?

expressions to talk about ability at a particular moment

We can use be *able to* to talk about one particular situation:

We are able to offer you a special discount on the fridge today.

She didn't answer her phone so I wasn't able to speak to her.

Use *manage to* to show that an action is/was difficult.

	present	past
+	I usually manage to finish my work on time.	We managed to book a great hotel.
–	I don't always manage to speak to my parents every week.	She didn't manage to pass the exam.
?	Do you manage to see the grandchildren regularly?	Did you manage to finish washing the dishes?

7.3 clarifying opinions

giving opinions
The reason I say this **is that** he didn't ask our permission.
For me, there are two options here.
In my view, we should stop selling the product.
I do think we should talk to them first.
I must say I agree with Robert.

giving examples
For example, she forgot her keys yesterday.
Let me give you an example: there was a festival last week.
For one thing, I don't like caviar.

PRACTICE

7.1

A **Complete the sentences with the present perfect simple or continuous form of the verbs in the box. Where both forms are possible, choose the present perfect continuous.**

do	sit	(not) listen	hate	(not) watch	study	teach
(not) know	read	live	wait			

1 I'm tired. I _____ in boring meetings all day.
2 They _____ for their exams since five o'clock this morning.
3 I'm glad you're here. We _____ for you all day.
4 I can't listen to jazz. I _____ always _____ it.
5 He _____ karate for nearly twenty years.
6 You _____ to me. You haven't heard what I said.
7 She's got a new job. She _____ economics at the university since June.
8 How long _____ you _____ in the UK? When did you move here?
9 I _____ TV. I _____ my book.
10 We _____ each other for very long.

B **Underline the correct alternative to complete the sentences.**

1 Hi Tariq. I haven't *seen/been seeing* you for ages!
2 I have been *knowing/known* Justin since we were at school.
3 Yes, we've *met/been meeting* each other before.
4 I *'ve been playing/did played* the guitar for as long as I can remember.
5 My brother *has been travelling/ have been travelled* around the world for the last two years.
6 He has always *been enjoying/enjoyed* travelling.
7 Excuse me. I *'ve been waiting/have wait* for this phone call all morning.
8 I *have studying/have been studying* Mandarin for more than ten years, and I still find it difficult.

7.2

A **Find and correct the mistakes. There are five mistakes in the text.**

Johnny isn't able make full sentences but he can to say several words such as Mama and Dada, which he couldn't a month ago. He able to understand various commands like 'No!' and 'Come here' and he recognises his name. He's becoming more mobile; yesterday he managed crawl from the living room to the kitchen. He's also getting better with his hands. He can hold a pen and he sometimes manages to drawing simple pictures.

B **Rewrite the sentences using the words in brackets. Write three words (contractions are one word).**

1 She knows how to ride a motorbike.
_____ a motorbike. (can)
2 I'm not able to play any instruments.
_____ any instruments. (can't)
3 Seyi and Denia couldn't come last night.
They _____ come last night. (able)
4 Were you able to take any photos?
_____ to take any photos? (manage)
5 Can you make pizza?
_____ to make pizza? (able)
6 I can usually sleep for eight hours even on a plane.
Usually I _____ for eight hours even on a plane. (manage)
7 Were you a fast runner when you were a child?
_____ fast when you were a child? (could)
8 I haven't finished my homework.
I _____ finish my homework. (managed)

7.3

A **Underline the correct alternative.**

1 Jackie has been so nice. *For example,/For me,* she took us to the cinema.
2 You all think that new restaurant is great, but *for one thing/in my view* the food isn't that good.
3 Ibrahim said the concert was disappointing, and *I must say/the reason I say* I agree.
4 Shakespeare borrowed most of his stories. *Let me give you an example:/I must say the plot of King Lear* is taken from a much older story.
5 I like that laptop. *For one thing/I do think* it's a bit heavy, though.
6 People love the Rolling Stones, but *for me,/ the reason I say this is* Led Zeppelin is the greatest rock band.
7 Dogs are the best pets. *For another/The reason I say this is* because they are so faithful.
8 You should buy that mobile. For one thing, it looks fantastic. *For another,/For example,* it's cheap.

8 LANGUAGE BANK

GRAMMAR

8.1 articles

We use articles in front of nouns for various purposes:

Use ***a/an*** (indefinite article):
- the first time something is mentioned.
- before singular nouns. *She's watching **a** film.*
- with jobs. *I'm **a** doctor. He's **an** artist.*

Use ***the*** (definite article):
- when there is only one of something.
- when something has been mentioned before.
- with seas, oceans, rivers and country names that are plural or use extra words like Kingdom, e.g. *the United Kingdom*
- before the names of some areas, e.g. *the south of France, the coast of Italy*
- with superlatives. *Ali was the greatest boxer.*
- with some defining expressions, e.g. *the first, the only*
- in some phrases with prepositions, e.g. *in the morning, at the end, by the next day*
- with dates in spoken English, e.g. *the 5th of May.*

Use **no article** (zero article):
- to talk generally about things or people.
- with most names of towns, cities, and countries.
- before plural nouns. *I bought six books.*
- in some phrases with prepositions, e.g. *on Monday, at work, for lunch, on foot*
- with sports. *I like tennis. He plays football.*

quantifiers

Use ***some*** when talking about 'a limited amount/number' (not a large or small amount/number). We often use *some* in positive sentences. In this instance *several* can also be used:
*I have **some** close friends. I have **several** close friends.*
We also use *some* in questions, especially in requests and offers:
*Can you give me **some** sugar? Do you want **some** help?*
We often use ***any*** in negatives and questions: *I don't have **any** children.*
We sometimes use *any* in positive sentences when we want to emphasise that there are no limits: *I can come **any** time.*
Use ***much*** and ***many*** in questions and negatives.
Much is used with large amounts of an uncountable noun: *How **much** time do we have?* *Many* is used with large numbers of a countable noun: *I don't have **many** friends.*
All means 'everything/everyone'. We can use it with or without of.
We use ***a lot***, ***lots of***, and ***plenty of*** with large amounts/numbers. We usually use these in positive sentences. *Plenty* of means 'more than enough' (so there won't be a problem): *I spend **a lot of** time in Paris.*
Too and ***too much/many*** mean 'more than necessary'. We use *much* with uncountable nouns. We use *many* with countable nouns.
Enough means 'as much as we need'. We use it in positive and negative sentences and questions:
*There isn't **enough** time. Do you have **enough** sugar? I have **enough**.*
None and ***no*** can mean 'zero'. We use *none of* + noun/pronoun.
We use *no* + noun (without article or possessive adjective).
A few means 'a small number'. We use it with countable nouns.
We usually use it in positive sentences: *She knew **a few** actors.*
A little and ***a bit of*** mean 'a small amount'. We use them with uncountable nouns. We usually use them in positive sentences.

8.2 relative clauses

There are two types of relative clauses: defining and non-defining.

defining relative clauses

Use relative clauses to talk about what a person, place or thing is or does.

Use relative pronouns to join the main clause and the relative clause:
- *who* for people *He's the man **who** sold me the coat.*
- *where* for places *This is the town **where** I was born.*
- *which* for things *It's the hat **which** he lost.*
- *when* for times *This was the moment **when** Mr Moran knew he was in trouble.*
- *whose* for possessions (it means 'of which or of who') *This is Sarah, **whose** husband you met.*

We can use *that* instead of *which* or *who*:
*Are you the lady **who/that** I spoke to on the phone?*
We can leave out *who*, *which* and *that* when these words are not the subject of the relative clause. Compare: *She's the girl (who) I saw yesterday.* (The subject of the relative clause is I (not *who*). So we can omit *who*.) with: *She's the girl who speaks French.* (The subject of the relative clause is *who*. So we cannot omit *who*.)

non-defining relative clauses

Use non-defining relative clauses to add non-essential information.
- The sentence is grammatically correct without the non-defining relative clause.
- Use a comma before the clause and a comma or full-stop after it.
- We do not omit the relative pronoun (*who*, *which*, etc.):
  *I saw Tim, **who** looked happy.*
- We cannot use that instead of *which* or *who*:
  *I saw the film, **which** was great.*

8.3 being a good guest

asking for advice	
Is it OK if I (do this)?	Yes, of course./No, you'd better not.
What should I do (in this situation)?	If I were you, I'd …
Do I need to (take off my shoes)?	Yes, you should./No, it's not necessary.
Did I do something wrong?	It's OK. We can sort it out./Don't worry about it.
Is this a bad time?	No. Come in./Can you come back later?

apologising
Sorry about that.
I didn't know (you were in a meeting).
My apologies. I didn't realise (you were busy).

PRACTICE

8.1

A **Find and correct the mistakes. There is one mistake with articles in each sentence.**

1 Are you ready to go? Flight leaves at 6.00 p.m.
2 Bobby's girlfriend is engineer.
3 Thousands of people were at the game, so there was lot of noise.
4 I saw a doctor about my pain. Fortunately, a doctor said it was nothing serious.
5 Laila was hungry so she ate bit of bread.
6 The women live longer than men.
7 We went to a party but there weren't the many people there.
8 We looked up and saw an aeroplane in sky.
9 I work as cleaner in an office block.
10 My wife and I have lived in United States for several years.

B **Read the story. Do you get the joke? Complete the story with the words in the box.**

much	many	few	little	lot

An old man reaches his 120th birthday. A journalist comes to interview him. 'What is the secret of your long life?' he asks. 'Well,' says the old man, 'I don't have [1] _____ problems, I don't drink [2] _____ alcohol, I eat a [3] _____ of good food, and I spend a [4] _____ time every day relaxing. But do you want to know my real secret? I never disagree with anyone.'

'That's ridiculous!' says the journalist. 'There must be another secret.'

A [5] _____ moments later, the old man says, 'OK, you're right.'

8.2

A **Complete the sentences with *who*, *which*, *where*, *when* or *whose*.**

1 I met a man _____ house had burned down.
2 This was the moment _____ we knew we would win.
3 I spent several months in Rome, _____ is my favourite city.
4 The village, _____ Teresa grew up poor but happy, was very small.
5 The girl _____ sold you the carpet is from Morocco.
6 That blog, _____ he writes every day, is one of the most popular in the country.
7 Jill married a guy _____ she met on a dating site.
8 I don't want to be with someone _____ whole life is spent surfing the net.

B **Rewrite the sentences using relative clauses. Use the words in italics and the words in the box.**

~~that~~	who (x2)	which (x2)	where	when	whose

1 What's this programme? Did you want to watch it?
Is this the programme _____ *that you wanted to watch* _____*?*
2 Last year I met a translator. She spoke six languages.
Last year I met a translator _____.
3 It was six o'clock on the fifth of August. At that moment, the world changed forever.
It was six o'clock on the fifth of August _____.
4 They gave Jodie an apple. She ate it quickly.
They gave Jodie an apple, _____.
5 You see that apartment? Felipe lived there.
That's the apartment _____.
6 She spent a month in Manchester. She loved it.
She spent a month in Manchester, _____.
7 The boss's office is next to mine. He's always shouting!
The boss, _____.
8 My boyfriend is coming to visit me. He lives in Barcelona.
My boyfriend, _____.

8.3

A **Put the words in the correct order to make conversations.**

1 A: Do I need to shake everyone's hand?
B: no, / necessary / not / it's
2 A: is / if / it / I / into / take / meeting / coffee / OK / the / ?
B: Yes, of course.
3 A: I / to / realise / didn't / I / send / by / the / information / had / email.
B: It's OK. We can sort it out.
4 A: Did I do something wrong?
B: don't / it / about / worry
5 A: What should I do if I'm late?
B: if / you / I / were, / I'd / an / train / earlier / catch
6 A: sorry / that / about. I / you / know / here / were / didn't
B: No problem.

9 LANGUAGE BANK

GRAMMAR

9.1 hypothetical conditional: past

if clause	*would* clause
if + *had* + past participle	*would have* + *past participle*
If I had seen my friend,	I *would have spoken* to her.

Use the hypothetical conditional past to talk about hypothetical or imaginary situations in the past. It describes an unreal or impossible situation, e.g.
Real situation = I woke up late. Hypothetical situation:
If I had heard my alarm clock, I wouldn't have woken up late.
(I didn't hear my alarm clock. I woke up late.)
We can start sentences and questions with the *if* or *would* clause:
*They **wouldn't have been** late if they had caught the bus.*
*If they **had caught** the bus, they **wouldn't have been** late.*
***What would** you **have done** if I hadn't called? **If I hadn't called**, what **would you have** done?*

Note: The past perfect tense (*had* + past participle) is used to show that the action was in the past. Compare this to hypothetical conditional, present/future where the past simple tense shows an action is hypothetical.
Note: When the sentence starts with *if*, we use a comma after the *if* clause.
In written and spoken English, we use contractions with hypothetical conditional sentences in the past, except in very formal documents:
***She'd** have told us if **she'd** heard anything.*
*We **wouldn't** have left early if **we'd** known you were coming.*
The defendant would not have been caught if he had stayed in his home. (formal)

9.2 active versus passive

the passive

	active	passive
present simple	The shop **doesn't** accept **credit** cards.	Credit cards **aren't accepted** here.
present continuous	**Is** anyone **using** that computer at the moment?	**Is** that computer **being used** at the moment?
past simple	Someone **told** us to be here at 8.00.	We **were told** to be here at 8.00.
present perfect	No one **has asked** us about the date.	We **haven't been asked** about the date.
will	Someone **will give** me a car on my next birthday.	**I'll be given** a car on my next birthday.

Use the active voice to talk about the things people do:
Sam ate the chicken.
To make the passive, use subject + *be* + past participle.
Use the passive voice:

- to talk about what happens to things or people.
  Khaled has been given a prize.
- when we don't know the doer (the person or thing that does the action):
  The film star was murdered.
- when the identity of the doer of the action is not important:
  This cheese is made in Italy.
  (It's not important who actually makes it.)
- if the doer of the action is obvious:
  The thief was arrested.
  (The police are the only people who could arrest the thief.)

If we want to say who does/did the action, we use *by*:
The microwave oven was invented by Percy LeBaron Spencer.
We sometimes use the passive to emphasise a particular part of the sentence. Compare:
Frank Lloyd Wright designed the Guggenheim Museum of Art in New York.
with
The Guggenheim Museum of Art in New York was designed by Frank Lloyd Wright.
In the second sentence, the emphasis is on Frank Lloyd Wright.
The passive is often used in newspaper reports and other formal writing.

9.3 expressing uncertainty

saying you don't know
I have no idea.* I haven't a clue.* I'm sorry but I'm really not sure. I don't know but I can try and find out.

*These are both informal.

saying you are not sure, but you have an idea
I'm not a hundred percent certain* but it might be … I'm fairly sure* it's …

**Sure* and *certain* mean the same thing. We can use either of them in these expressions.

saying you know what it isn't
It's definitely not … I'm sure it isn't …

saying you used to know
I can't remember. I've forgotten.

PRACTICE

9.1

A Match 1–8 with a)–h) to make sentences.

1 If we had arrived earlier,
2 I wouldn't have told her
3 If he hadn't fallen asleep,
4 We would have called you
5 If I'd done all my homework,
6 John would have brought a present
7 If the teacher hadn't helped him,
8 I would have bought that computer

a) he would have failed the exam.
b) if he'd known it was your birthday.
c) he wouldn't have crashed the car.
d) we wouldn't have missed the plane.
e) if it had been on sale.
f) if I'd known it was a secret.
g) I would have passed the course.
h) if we'd had your number.

B Rewrite the sentences using the third conditional.

1 Maya was late for the meeting. Her car broke down.
If Maya's car hadn't _____.
2 She felt ill so she didn't come to the concert.
She would _____.
3 I didn't get the job. I wasn't qualified.
If I had _____.
4 They didn't buy the house. They didn't have enough money.
They would _____.
5 We lost the game. Our best player was injured.
If our best player hadn't _____.
6 You didn't tell me you were coming so I didn't cook a meal.
I would _____.

9.2

A Underline the correct alternative.

1 Oh no! My wallet *has being stolen/has been stolen/has stolen*!
2 Were those documents *be sent/send/sent* by email or by post?
3 Not many houses *are been built/are being built/are being build* at the moment.
4 That piano *isn't been played/hasn't be played/hasn't been played* for years.
5 Cars that are parked illegally *will be removed/being removed/to be removed.*
6 Are those toys *make/be made/made* by hand?
7 We *weren't employed/not were employed/weren't employ* by the government until 1998.
8 We can't use the photocopier because it's *being repaired/repairing/be repaired* right now.

B Complete the sentences with the active or passive form of the verbs in brackets. Use the verb tense in italics.

1 The magazine _____ (read) mainly by teenagers. It _____ (publish) every month. *present simple*
2 Most of his programmes _____ (not film) in Europe; he usually _____ (work) in Asia. *present simple*
3 The book _____ (write) by an ex-soldier. It _____ (describe) the war in Vietnam. *past simple*
4 My last company _____ (make) clothes. It _____ (buy) by a multinational company called Zed. *past simple*
5 The buildings _____ (clean) and the walls _____ (paint). *present perfect*
6 I _____ (give) a new office but I _____ (not move) my things in there yet. *present perfect*
7 Today this dish _____ (not cook) in the oven. Instead, we _____ (use) the grill. *present continuous*
8 English _____ (not spoken) everywhere in future. Lots of people _____ (not speak) it. *future (will)*

9.3

A Underline the correct alternative to complete the sentences.

1 What's my PIN number? *I'm forgetting/I forgotten/I've forgotten.*
2 Can you smoke in the restaurant? *I'm sure isn't/I sure it isn't/I'm sure it isn't* legal.
3 What is this drink? It's *definitely am not/definitely not/definite not* orange juice.
4 How old is he? I'm *surely fair/fair sure/fairly sure* he's twenty.
5 What's Maria's second name? I *haven't the clue/have a clue/haven't a clue.*
6 What's the world's biggest building? I *have no idea/have not idea/am no idea.*
7 Where do the Smiths live? I *not remember/can't to remember/can't remember.*
8 When does the game start? I'm not *a hundred per cent certain/certain hundred per cent/the hundred per cent certain* but it might be at 2.00.

10 LANGUAGE BANK

GRAMMAR

10.1 reported speech

direct speech (actual words)	reported speech
'I always **buy** organic food.'	He said (that) he always **bought** organic food.
'I'**m going** to see my mother **tomorrow**.'	She told me she **was going** to see her mother **the next day**.
'I'**ve passed** my exams.'	He said he **had passed his** exams.
'We **saw** her at the station.'	They said they **had seen** her at the station.
'I'**ll** meet you **here**.'	He said he **would** meet me **there**.
'I **can't** hear you.'	She said she **couldn't** hear me.
'We **might** be late.'	They said they **might** be late.
'I **must** leave at midday.'	He said he **had to** leave at midday.

Use reported speech to report what someone said earlier. After a past tense reporting verb, e.g. *said*, *told*, etc., the original verb often moves one tense back (this is sometimes called 'backshifting').

There may be other changes to pronouns, possessive adjectives, and to references of time or place:

'I'll go.' → *She said she would go.* 'It's my car.' → *He said it was his car.*
'We'll see you tomorrow.' → *They said they would see us the next day.*
'I'll be here.' → *She said she would be there.*

Must changes to *had to*, but *mustn't* doesn't change:

'We mustn't be late.' → *They said they mustn't be late.*
NOT ~~*They said they didn't have to be late.*~~

Could, *would* and *might* also don't change in reported speech:

'We might see you later.' → *They said (that) they might see us later.*

Say and *tell* are the most common reporting verbs. Note the different verb patterns:

He told me that he'd be late. *She said (to me) that she wanted to stay.*

Sometimes there is no need to change the tenses (no backshift). This is the case when the reporting verb is in the present tense:

'I'll meet you at the airport.' → *He says he'll meet us at the airport.*

If the information we are reporting is still true in the present, we do not need to change the tenses but if the reporting verb is in the past, we can:

'It's a great film.' → *She said that it's a great film.* (This is still true now.) or *She said that it was a great film.* (Implies she's seen it and thought it was good at the time.)

reported questions

Reported questions have the same tense and word changes as reported statements. To report a *yes/no* question, use *if/whether* after the reporting verb:

'Do you live in Peru?' → *She asked me if I lived in Peru.* or *She asked me whether I lived in Peru.*

To report a *Wh-* question, use the question word:

'Where is the restaurant?' → *She asked me where the restaurant was.*

In reported questions, the word order is the same as for statements. We do not use an auxiliary *do/does/did*:

'Do you like eating sushi?' → *She asked me if I like eating sushi.*

10.2 verb patterns

Many different structures can follow a verb in English. Some verbs are followed by an *-ing* form, and some are followed by the infinitive:

I can't stand listening to opera.
He learned to speak Mandarin when he moved to China.

verb + infinitive with *to*: *agree, ask, tell, expect, learn, manage, help, decide, offer, promise, want, refuse, need*:

We managed to get to the theatre on time.
They agreed to give us cheap tickets.

verb + *-ing*: *like, love, hate, can't stand, (be) keen on, look forward to, miss, enjoy, fancy, give up, practise*:

I miss spending time with my friends and family.
We look forward to seeing you.

Reporting verbs use many different verb patterns, so it's important to learn the patterns. Some verbs can use more than one structure, e.g. *suggest*.

He suggested that we meet at 6p.m.
She suggested having lunch in the cafeteria.

verb + infinitive with *to*: *offer, promise, refuse, agree*:

They offered to give us a lift to the station.
They promised to phone when they arrive.

verb + object + infinitive with *to*: *invite, warn, tell, ask*:

They invited us to stay for the weekend.
He warned them not to tell anyone.

verb + *-ing*: *suggest, recommend*:

They suggested trying another restaurant.
He recommended eating at Café Fish.

verb + *that*: *explain, warn (someone), promise (someone), suggest*:

She explained that she had to leave the meeting.
He promised that he would take me out tonight.

10.3 giving advice/ warnings

Advice	Warnings
Make sure you … / If I were you, I'd …	Watch out for … / Be careful to/of …
Don't forget to … / You need to …	Don't … (or else …) / You'd better …
The most important thing is to …	Whatever you do, don't …

PRACTICE

10.1

A Complete the reported statements using tense changes (backshift).

1 'We're going to have a baby.'
He said (that) _____ _____ going to have a baby.

2 'I've lived here for more than twenty years.'
She _____ that she had lived _____ for more than twenty years.

3 'We grew these carrots in our garden.'
They told us that they _____ grown the carrots in _____ garden.

4 'I have to go to the dentist tomorrow.'
He said (that) he _____ to go to the dentist the _____ day.

5 'I've lost my passport.'
She said that _____ had lost _____ passport.

6 'I'm feeling a bit stressed.'
She _____ me that she _____ feeling a bit stressed.

7 'We'd never been to the US before.'
They said that _____ _____ never been to the US before.

8 'I can't stay long because I have to go to a meeting.'
She said that she _____ stay long because she _____ to go to a meeting.

B Read the pairs of sentences. Then correct the mistakes in the reported speech.

1 'I think that La Tasca's is my favourite restaurant.'
She said she thought that La Tasca was their favourite restaurant.

2 'I'm going to meet Mr Susuki this afternoon.'
He told me that he met Mr Susuki that afternoon.

3 'Maja called me yesterday.'
He said that Maja has called him the day before.

4 'We'll meet you here tomorrow.'
They told us that they will meet us there the next day.

5 'We haven't received your application.'
We told her that we hadn't received your application.

6 'I might see you at the party, Matt.'
She told Matt that she will see him at the party.

7 'I've already sent you an email explaining the situation.'
He said that he already had sent an email explaining the situation.

8 'I can't type very fast.'
She told her boss that she could type very fast.

10.2

A Complete the reported statements below with the verbs in the box and any other necessary words

~~refuse~~	agree	promise	suggest	offer	warn	invite	explain

1 'I'm afraid I'm not going to pay for this meal.'
He _____ *refused to pay* _____ for the meal.

2 'You need to show your passport to immigration,' she said to him.
She _____ he _____ his passport to immigration.

3 'If you book your tickets in advance, you'll get two for the price of one,' she told us.
She _____ our tickets in advance.

4 'I'll pick you up on the way to the station.'
He _____ pick me up on the way to the station.

5 'Why don't you all come for lunch on Sunday?'
She _____ us _____ for lunch on Sunday.

6 'I'll definitely cook something for dinner.'
He _____ something for dinner.

7 'Be careful to hold on to your bags at the station.'
She _____ on to our bags at the station.

8 'Yes. It's a good idea to have the meeting on Tuesday.'
He _____ the meeting on Tuesday.

B Find and correct the mistakes. There are mistakes in six of the sentences.

1 The company has agreed that pay for the trip.
2 They recommended going to a different hotel.
3 I suggested to that she look for another job.
4 She suggested to call an ambulance.
5 We offered helping, but there was nothing we could do.
6 The manager refused let us leave the hotel before we met his wife.
7 We promised to sending her a postcard.
8 I explained that there had been a delay.

10.3

A Make sentences giving advice/warnings using the prompts.

1 forget / set / alarm.
2 you / need / buy / ticket / before / get on the train
3 if I / you / call them / before you leave
4 watch out / speed cameras. There / lots on the road.
5 make sure / apply for a visa
6 whatever / do / don't / leave valuable items / the room
7 important / thing / check / flight times
8 forget / take your mobile phone

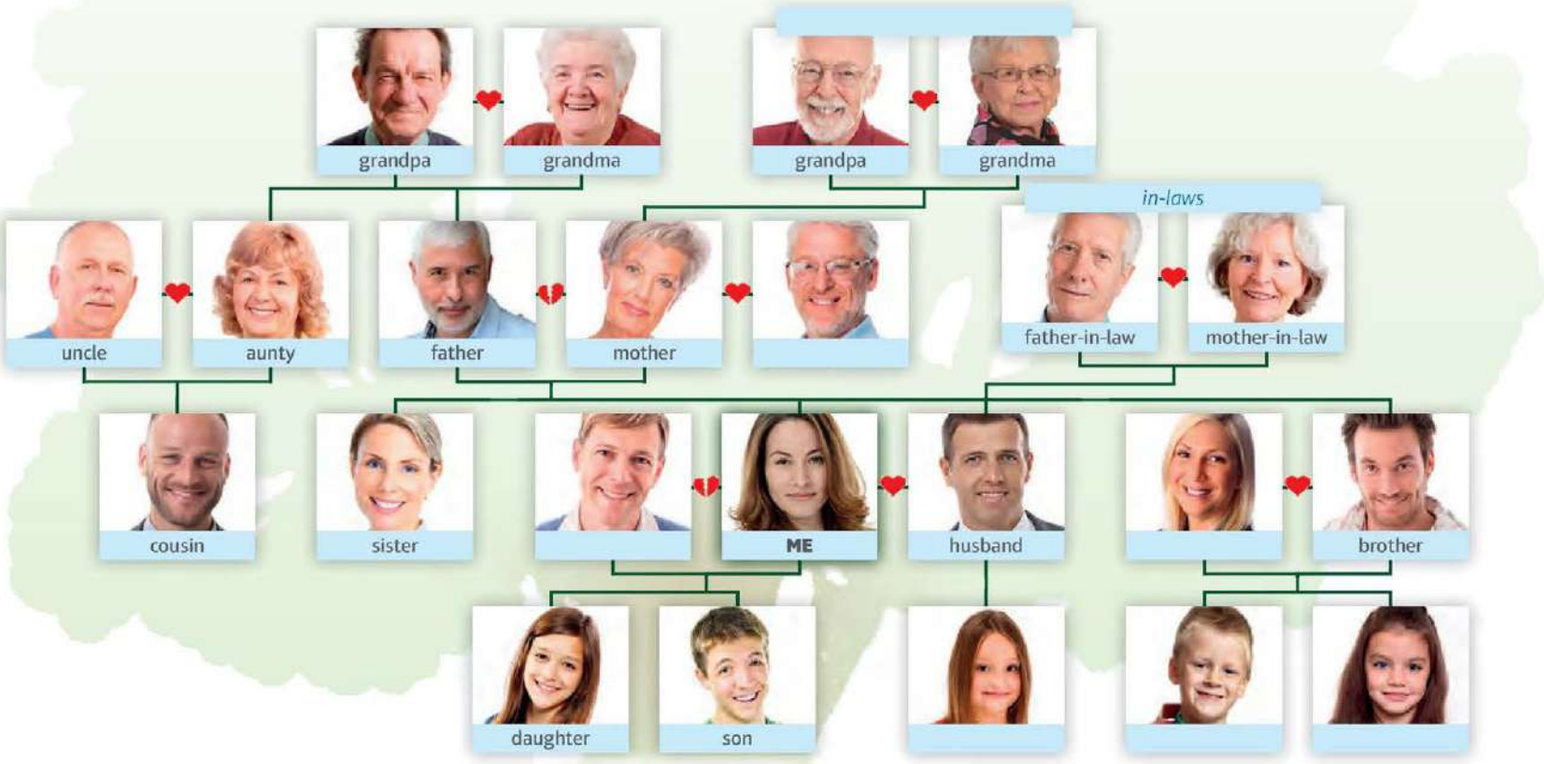
VOCABULARY BANK

Lesson 1.2 RELATIONSHIPS

1 A Complete the family tree with the words in the box.

~~in-laws~~ sister-in-law niece nephew grandparents on my mother's side ex-husband stepfather stepdaughter

B Tell your partner about one or two people in your family.



Lesson 1.2 COLLOCATIONS with *take, get, do* and *go*

1 Write the words and phrases in italics in the correct places in the word webs below.

1 *your best, exercise, nothing for you, the cleaning*

do

hobby	(action)
well	(good effort)
the washing up	(something at home)
you good	(be affected)

3 *a look, the blame, sugar, ages*

take

medicine	(swallow)
ten minutes	(use time)
a photo	(action)
responsibility	(accepting something)

2 *fired, a prize, excited, food poisoning*

get

a good salary	(earn)
a job	(change your work situation)
flu/a cold	(become ill)
depressed	(become)

4 *on holiday, crazy, together, badly*

go

blind	(become)
well	(happen)
by bus	(travel)
with	(fit)

Lesson 2.1 PREPOSITIONS of place

1 Match descriptions 1–5 with pictures A–E.

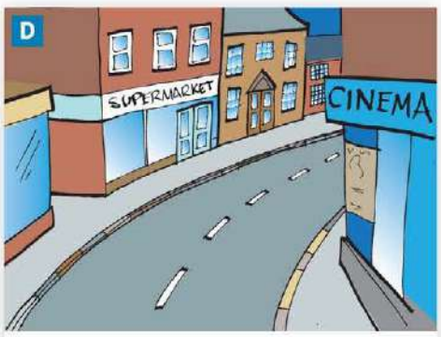
1 They drove along the motorway, and over the bridge.
2 They went around the city.
3 They drove through the main square, past the post office and turned left by the station.
4 The hotel is near the city centre, between the National Museum and the cathedral.
5 The house is next to the supermarket, opposite the cinema.

A

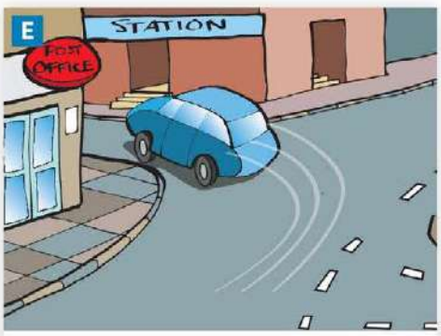
B

C

D



E



Lesson 2.2 THE NEWS

1 A Read the text and match the words and phrases in bold with definitions 1–10 below.

1 a group of criminals who work together _____
2 thieves carrying weapons _____ _____
3 an attack by criminals on a bank, shop, etc., to steal money or valuable things _____
4 (doing something) while threatening to shoot someone _____ _____
5 people whose job it is to protect people or a place, or to make sure that a person does not escape _____ _____
6 leave a place or dangerous situation when someone is trying to catch you _____
7 people who saw the crime _____ _____
8 took people who were involved in a crime away (to a police station) _____
9 warn people that something bad is happening _____ _____ _____
10 made someone do this _____

Two **security guards** were kidnapped and held hostage for twelve hours by a **gang** of **armed robbers**, who attempted to **raid** a security depot. The robbers held the guards **at gunpoint** and **forced** them to hand over keys and security information. They then proceeded to fill a lorry with more than £53 million in notes. Another £150 million was left behind because there was no more room in the getaway vehicle. Luckily, one of the guards managed to **raise the alarm**, and the police arrived and **arrested** the gang before they could **escape**. **Eye witnesses** said that they saw at least eight men being arrested.

B Divide the words and phrases into two groups: people and actions. Which words do not fit in either group?

C Tell your partner about a crime you've heard about. It can be from the news, a film or your own experience.

VOCABULARY BANK

Lesson 3.1 EXPRESSIONS with *get*

1 A Look at the examples for the different uses of *get*.

get + noun = obtain
*Sophie **got a new job** yesterday.*
get + noun = receive
*He **got a letter** from the company.*
get + noun = buy
*Can you remember to **get some milk** on the way home?*
get somewhere
*What time did you **get here?***
get + adjective
*I'm **getting bored** of this.*
get in phrasal verbs
*I really need to **get on with** my work.*

B Underline the expressions with *get* in sentences 1–6. Match each sentence with the correct use of *get* in Exercise 1A

1 He gets money by selling furniture on the internet.
2 I don't know when I'll get around to finishing that book.
3 We need to get permission to use the room.
4 I'm getting tired. Shall we finish there?
5 Did you manage to get some new trousers?
6 What time does the train get to Budapest?

Lesson 3.2 IDIOMS

1 A Match pictures A–F with the idioms in the box.

be in two minds	let your hair down	break the ice	travel light	learn (something) by heart	go window shopping

A

B

C

D

E

F

B Complete the sentences with the idioms above.

1 Tomorrow there's a test on this poem. I have to _____ it _____ _____.
2 I'm _____ _____ _____. I don't know if I want the black one or the red one.
3 Everyone was nervous, so Jackie told a few jokes to _____ _____ _____.
4 He always _____ _____. He only takes one suitcase even for long trips.
5 I've got no money at the moment but we can go _____ _____ if you want.
6 You've been working non-stop. Why don't you go out and _____ _____ _____ _____?

C What do you think the idioms mean? Use a dictionary to help you.

Lesson 4.1 PERSONAL QUALITIES

1 A Complete the sentences with the adjectives in the box.

reliable	sensible	easy-going	
aggressive	bright	honest	keen
punctual	moody	independent	

1 She is very _____. She works well by herself.
2 You never know what to expect. She's very _____, so one minute she's happy, and the next minute, she's shouting at you.
3 She's very _____. I'm sure she will know what to do if there's a difficult situation.
4 He's extremely _____. He is never late for appointments.
5 My new manager is very _____. She doesn't mind what time we get to work, what we wear. She never looks stressed.
6 He always tells the truth. He's very _____.
7 She's always looking for extra jobs to do. She's very _____.
8 He's very _____. He learns very quickly.
9 You know that you can trust and depend on him. He's hard-working and very _____.
10 He nearly attacked one of his employees when he arrived late for the meeting. He's very _____.

B Look at the adjectives in the box again. Do they describe positive or negative characteristics? Do you have any of these characteristics?

Lesson 4.1 WORKING LIFE

1 A Match descriptions 1–3 with jobs A–C.

1 I work as a _____ for a large corporation. I usually **work nine-to-five**, but sometimes I have to work late. My job involves checking and responding to emails, **answering phone enquiries** and **organising** my boss's diary.

2 I'm an _____. I tend to **work long hours**. **I'm responsible for** a small team of people. I spend a lot of my time attending meetings, and **dealing with problems**. I **advise clients** on their accounts and **write updates and reports** for the website.

3 I'm a _____. Lots of people wouldn't like what I do, because it's **an outdoor job**, and it's a **physical job**, but I love it. I **work for myself**, so I can be very independent, and I **work flexible hours**, which is good for me. It's a very sociable job, too. I talk to people all day long. I couldn't do **an office job**. I would die of boredom!

Window cleaner

Personal assistant

Accountant

B Work in pairs. What do the phrases in bold mean?

Lesson 4.1 CONFUSING WORDS

1 A Choose the correct option from the words in bold to complete the pairs of sentences.

1 **actually · currently**
a) I expected the first week in my new job to be awful, but _____ it was fine.
b) I am _____ working in London, but before I was working in Paris.

2 **career · course**
a) She's doing a Spanish _____ at the moment, and she's really enjoying it.
b) Ted spent most of his _____ as a teacher.

3 **borrow · lend**
a) Do you think you could _____ me a pen?
b) I had to _____ some money from a friend.

4 **argument · discussion**
a) We had an interesting _____ about the Prime Minister and we all agreed he should resign.
b) I had an _____ with my mother. She's always telling me what to do!

5 **miss · lose**
a) Hurry up, or we'll _____ the bus.
b) Why do I always _____ my car keys?

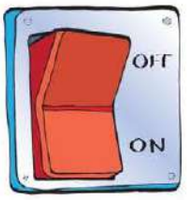
B Check your answers in a dictionary.

VOCABULARY BANK

Lesson 5.1 TECHNOLOGY

1 Match words and phrases 1–10 with pictures A–J.

1 plug it in
2 press the button
3 have an injection
4 have an operation
5 run out of petrol
6 break down
7 (not) get a connection
8 restart/reboot the computer
9 do an experiment
10 switch it on/off

A 

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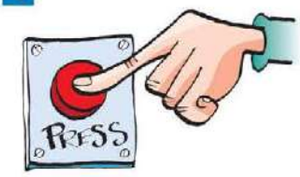
C 

D

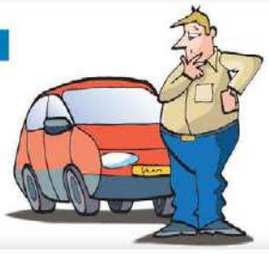
E

F

G

H

I

J 

Lesson 5.2 WORD BUILDING

noun (suffixes)

1 A Look at the table in Exercise B. It shows six different suffixes used to form nouns from verbs and adjectives.

B Underline the stressed part of each word in the table. What patterns do you notice about where the stress occurs?

In -ation words, the stress always comes on the a of -ation.

-ation	education relaxation imagination immigration
-ion	pollution instruction depression competition
-ment	entertainment improvement employment agreement
-ing	running smoking laughing eating
-ness	weakness loneliness happiness kindness
-ity	creativity stupidity sensitivity responsibility

C Cover the table and complete sentences 1–10 with the correct form of the verbs and adjectives in brackets.

1 I think a bit of _____ (compete) in schools is a good thing.
2 There has been a great _____ (improve) in his work recently.
3 Dealing with problem clients is not my _____ (responsible).
4 _____ (lonely) is one of the worst aspects of getting old.
5 He suffers from _____ (depress).
6 Try to use your _____ (imagine).
7 I couldn't believe my own _____ (stupid)!
8 There is live _____ (entertain) from 8p.m.
9 I was amazed by his _____ (kind).
10 I didn't hear the last _____ (instruct).

pay
imitate
heavy
skate
informal
direct
achieve
quote
dance
fit
promote
secure

2 Change the words above to the correct noun form and add them to the table.

Lesson 6.1 -ING/-ED ADJECTIVES

1 Complete definitions 1–10 with the correct form of the adjectives in the box.

exciting/excited terrifying/terrified astonishing/astonished tiring/tired fascinating/fascinated disappointing/disappointed disgusting/disgusted frustrating/frustrated depressing/depressed interesting/interested

1 you want to know more about it and you give it your attention:
I was _____ in what he had to say.

2 being happy, interested and hopeful because something good has happened, or is going to happen:
The kids are getting really _____ about the trip.

3 very surprising:
It's _____ that you didn't know about this!

4 making you feel that you want to sleep or rest:
It was a long, _____ journey.

5 extremely interesting:
Istanbul is a _____ city.

6 unhappy because something you hoped for did not happen:
I was _____ that I hadn't won.

7 making you feel sad:
It's a very _____ book. I didn't like it at all.

8 extremely unpleasant and making you feel sick:
What's that smell? It's _____!

9 feeling annoyed, upset or impatient because you cannot control/change a situation:
He gets _____ when people don't understand what he's saying.

10 very frightened:
I'm absolutely _____ of spiders!

Lesson 6.1 MULTI-WORD VERBS

1 A Match the phrasal verbs in sentences 1–10 with meanings a)–j).

verb + *off*

1 I called him on the phone but we got **cut off**.
2 They had to **call off** the football match because of the weather.
3 I have to do this work. I can't **put it off** any longer.

verb + *out*

4 I'd like to **check out** some other options.
5 He's wearing a pink jacket so he'll **stand out** from the crowd.
6 I can't **work out** what to do about the problem.

verb + *after*

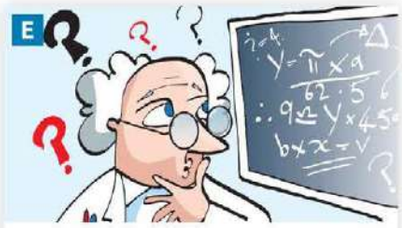
7 My neighbour is **looking after** my cats when we go away.
8 He **takes after** his father. They are both very good-looking.

verb + *in*

9 Can you print out and then **fill in** the form and send it back to me?
10 Saskia, please **let me in**!

a) delay doing something
b) the phone suddenly stopped working.
c) look/behave like an older member of the family
d) get more information about something
e) allow someone to come in
f) decide that a planned event won't happen
g) be easy to see/notice
h) take care of something or someone
i) write the necessary information in an official document
j) decide/plan something to solve a problem

B Label pictures A–E with sentences 1–10.



VOCABULARY BANK

Lesson 7.1 SUCCESS

1 A **Match expressions 1–8 with definitions a)–h).**

1 be on a shortlist *b*
2 come first
3 be nominated
4 win an award
5 be on the winning team
6 win a medal
7 be a runner up
8 get an 'A'

a) win
b) be named in a list (chosen from a larger group) to be considered for a prize or job
c) be officially suggested as a possible prize winner (or candidate for an important job)
d) receive a prize/money/title because of an achievement
e) receive a valuable piece of metal because of success in a competition (or bravery, e.g. in war)
f) be part of a group that wins a game/competition
g) come in second place in a competition, race, etc.
h) get the highest grade for a piece of academic work

B **Look at the situations opposite and complete the captions with the words in the box.**

winning	medal	award	got	nominated
runner up	shortlist	not come		

'I [1] _____ first.'
'I was the [2] _____.'
'I won the bronze [3] _____.'

'I won a prize for best student! I [4] _____ A's in all my exams!'

I was [5] _____ for Best Actor but I didn't win. The Oscar was awarded to Rick Rooney.'

'My book was on a [6] _____ for Book of the Year, but it didn't win. I've never won an [7] _____.'

'I was on the [8] _____ team!'

Lesson 7.1 VERB PHRASES with prepositions

1 A **In each sentence the same preposition is missing twice. Complete the sentences with the prepositions in the box.**

to	on	in	for	about	with

1 I couldn't cope _____ my boss any more so I decided to part _____ the company.
2 The journalist wrote _____ the farm workers, who were protesting _____ their low salary.
3 Always stick _____ what you believe in; this will lead _____ true happiness.
4 She worked _____ a rich family, and her job was to care _____ the sick grandmother.
5 The scientists started working _____ a project, but without any money they couldn't go _____.
6 Aged ten, she took part _____ a play and this resulted _____ her love of the theatre.

B **Match the verb phrases in Exercise 1A with definitions a)–k).**

a) create a text *write about*
b) look after
c) refuse to change your mind
d) be involved in
e) be employed by
f) cause something to happen (two phrases)
g) spend time and effort doing something
h) leave
i) continue
j) deal with a difficult problem or situation successfully
k) show publicly that you think something is wrong

Lesson 8.1 GETTING ON

1 A Match 1–6 with a)–f) to complete the sentences.

My neighbour:

1 is very helpful. For example,
2 sometimes borrows my tools
3 pops over most days, because
4 lends me sugar or milk
5 is really unfriendly. She
6 is always gossiping

a) but he never gives them back!
b) he fixed my car last year.
c) doesn't even say 'good morning'.
d) she likes to chat.
e) about people who live in the street.
f) if I need it.

B Underline the words and phrases in 1–6 which match definitions a)–f).

a) comes to my house (informally)
b) not friendly
c) uses my possessions
d) gives me things (which I will later return)
e) helps a lot
f) talking about other people (usually bad things)

C Are any of the sentences in 1A true of your neighbours?

Lesson 8.1 COMPOUND NOUNS

1 A Put the words in the box next to the correct key word to make compound nouns. Which compound nouns are written as one word? Use a dictionary to check.

~~racket~~ office barrier cream code shop machine player lab tan court cup learner card glasses

1 tennis — *racket* / _____ / _____
2 coffee — _____ / _____ / _____
3 post — _____ / _____ / _____
4 language — _____ / _____ / _____
5 sun — _____ / _____ / _____

B Put the key words in the box in the correct places. Which compound nouns are written as one word? Use a dictionary to check.

book machine phone room shoes

1 running / sports / high-heeled — _____
2 cheque / picture / text — _____
3 bed / dining / changing — _____
4 sewing / washing / drinks — _____
5 mobile / pay / cell — _____

VOCABULARY BANK

Lesson 9.1 HISTORY

1 Use one word from each row in the table to complete sentences 1–12.

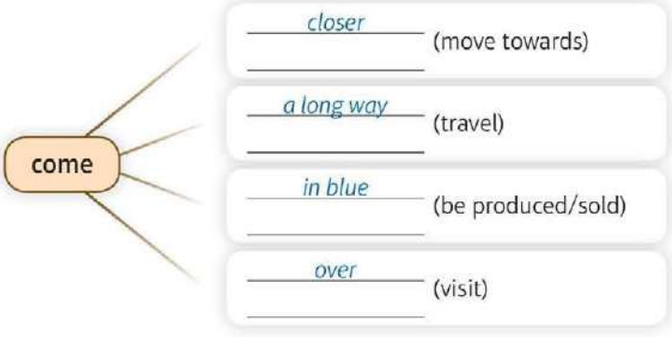
	noun	verb	adjective	person
1	~~invasion~~	invade		invader
2	history		historical historic	historian
3	colonisation/ colony	colonise		coloniser
4	democracy	democratise	democratic	democrat
5	liberation	liberate		liberator
6	discovery	discover		discoverer
7	leadership	lead		leader
8	politics		political	politician
9	development	develop	developing	developer
10	invention	invent	inventive	inventor
11	foundation	found	founding	founder
12	independence		independent	

1 1066 is the date of the Norman *invasion* of Britain.
2 Edward Gibbon was a great _____. He wrote *The History of the Decline and Fall of the Roman Empire.*
3 India was a _____ of Great Britain until 1947.
4 South Africa's first _____ elections, in which black people could vote, took place in 1994.
5 In the eighteenth and nineteenth centuries, William Wilberforce led a movement to _____ slaves.
6 Alexander Fleming is known for his _____ of penicillin.
7 Fidel Castro was the _____ of the Cuban revolution of 1959.
8 The Kennedys and the Bush family are known for their involvement in American _____.
9 The World Bank lends money to _____ countries, particularly in Asia and Africa.
10 In 1901 Wilhelm Rontgen won the Nobel Prize in Physics for his _____ of the X-ray.
11 Bill Gates is the _____ of Microsoft.
12 Angola gained its _____ from Portugal in 1975.

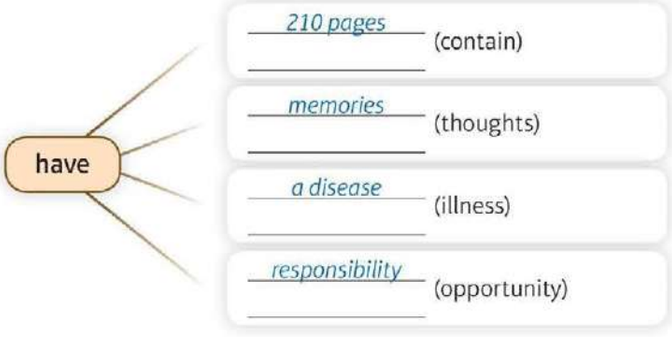
Lesson 9.2 COLLOCATIONS with *come, give, have* and *make*

1 Write the words and phrases in italics in the correct places in the word webs below.

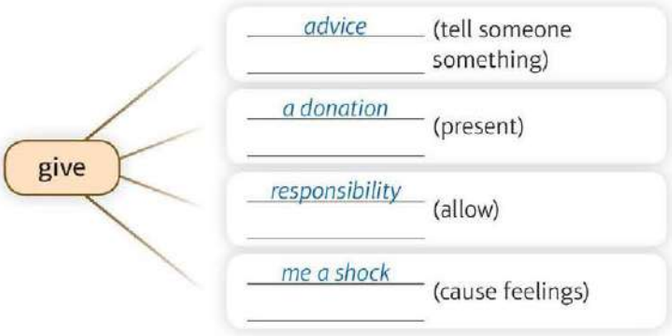
1 *across the mountain, with instructions, to dinner, nearer*



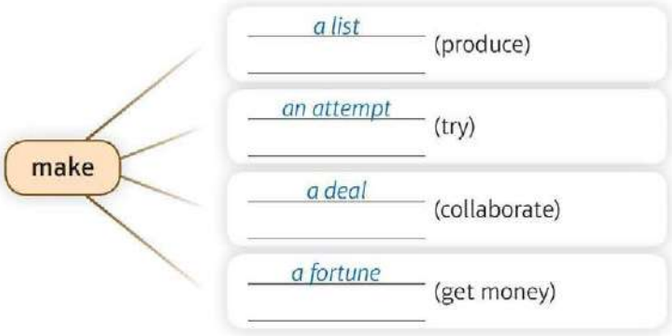
3 *a cold, a chance, ideas, 100 calories*



2 *a prize, permission, orders, me a headache*



4 *a living, an agreement, a film, an effort*



Lesson 10.1 THE ENVIRONMENT

1 A Complete the text with the words and phrases from the box with the same meaning as the words and phrases in brackets.

~~global warming~~ pollution aerosol cans protect industrial waste factory smoke natural resources destroys the environment harmful environmentally-friendly car exhaust fumes destruction of the rainforest

Many people are worried about the state of the planet, and the effects of [1] *global warming* (an increase in world temperatures, caused by an increase in carbon dioxide around the Earth). A growing human population is putting pressure on the Earth's [2] _____ _____, (things that exist in nature and can be used by people, for example oil, trees, etc.) like food and water. Also, a lot of human activity is [3] _____ (causes damage), either because it causes [4] _____ (dirty air, water or land), or because it [5] _____ _____ _____ (damages the air, water and land so badly that it might not recover). Some of the most common causes of damage are:

- [6] _____ _____ (chemicals and unwanted materials which factories throw away)
- [7] _____ _____ and [8] _____ _____ _____
- [9] _____ _____ (which contain CFCs – a chemical which damages the ozone layer)
- [10] _____ _____ _____ _____ – which increases the amount of carbon dioxide in the atmosphere.

Environmentalists try to [11] _____ the environment (keep it safe from harm) by encouraging people to change the way they live (recycling more, using [12] _____ _____ or 'green' products which do not damage the environment, wasting less, etc.) and persuading governments to take environmental issues more seriously.

B Complete the table with words from the text in Exercise 1A.

noun	verb
1 _____	destroy
protection	2 _____
3 _____	pollute
4 _____	damage
waste	5 _____

Lesson 10.1 WORD BUILDING prefixes

1 Look at the prefixes in the table and complete sentences 1–12 with a suitable form of the words in brackets.

in-	invisible inappropriate inaccurate inadequate inability
im-	immature impossible impolite immobile immoral
ir-	irresponsible irregular irrelevant irrational
ex-	ex-girlfriend ex-Prime Minister ex-husband ex-boss ex-wife

1 The number is not correct. It's _____. (accurate)
2 Let me introduce you to my _____, Amelia. (wife)
3 I can't do it. It's _____! (possible)
4 It's difficult to travel because the buses and trains are very _____. (regular)
5 You can't leave without saying goodbye. It's _____. (polite)
6 She behaves like a child. She's very _____. (mature)
7 You can't come to the office dressed like that. It's _____. (appropriate)
8 He left his laptop on the train. He's very _____. (responsible)
9 I used to work for him. He's my _____. (boss)
10 There is no good reason for it. It's completely _____. (rational)
11 It doesn't do the job. It's _____. (adequate)
12 She refused to move at all. She was _____. (mobile)

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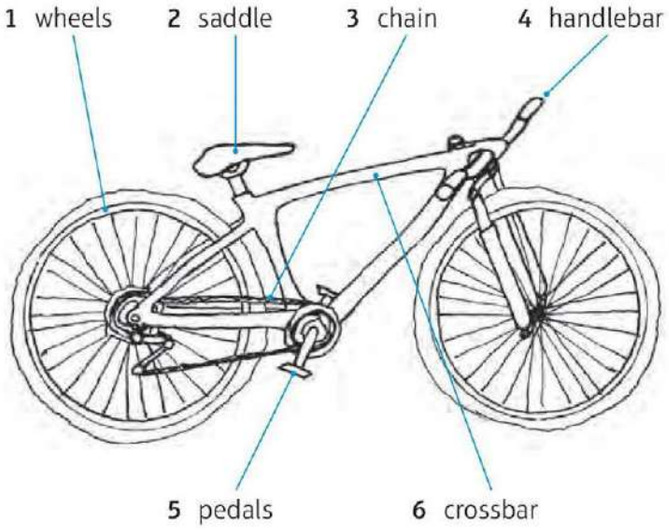
Lesson 1.2

3 C Look at your drawing. Does it include these things?



Lesson 1.2

7 B Read the text and check your answers.

Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about everything from their eating habits to their relationships and family values, to find out what they really think. Here are some of the results.

Eighty percent of women say that losing their health is their greatest concern, followed by putting on weight (52%) and losing their jobs (24%). It seems that British women aren't too happy with their bodies: twenty-three percent of women are on a diet now and fifty-eight percent have **gone on a diet** in the past. Only four percent of women **do** more than seven hours' **exercise** per week, while twenty-one percent do no exercise at all.

The biggest challenge for modern women is balancing home and work life (82%), followed by bringing up happy children (56%) and finding time for themselves (52%).

As for their love lives, nine percent of women aged 45–54 met their husbands through the internet, and forty-nine percent of women believe that the best age to **get married** is between 25 and 29.

And what about the relationships between men and women? Fifty-nine percent think fathers should **take more responsibility** for their children. These women are also less than content with their husbands' efforts at home: fifty-one percent say they currently **do** over seventy-five percent of the **housework**. Despite this, over seventy percent of women would prefer to have a male boss than a female.

And their heroes? The woman they most admire is ex-Prime Minister Margaret Thatcher (7%), followed by the Queen (5%).

Lesson 1.3

8 A Student A: read your instructions below.

You work for a famous business school. Student B wants to do a course at the school. Interview him/her. Use the following prompts and ask about:

- his/her reason for doing the course
- his/her work experience
- his/her expectations of the course
- his/her plans for the future

Prepare the questions. Remember to ask your partner why he/she is a good candidate for the school and, at the end, if he/she has any queries about the business school.

B Change roles and role-play the interview again.

Lesson 2.1

1 B Read and check your answers.

HOLLYWOOD versus history

Fact or fiction:

1 **Fiction:** the film *The Last Samurai* does tell the story of the samurai rebellion, but the character Nathan Algren did not exist.

2 **Fiction:** in truth, we know very little about William Shakespeare's personal life, or what provided his inspiration.

3 **Partly true:** the film *Braveheart* does tell the story of how William Wallace fought to free Scotland, but kilts were not worn in Scotland until 300 years later. And there are many other historical inaccuracies.

4 **Partly true:** the film *Apollo 13* was praised for its accuracy. Much of the dialogue was taken directly from recordings. However, the pilot's exact words were, 'OK, Houston, we've had a problem here'.

Lesson 2.1

8 A Student B: write *Have you ever ...?* questions using the prompts in the box below.

win a competition/some money
eat something very unusual
break a bone in your body
lock yourself out of the house
ride a horse/motorbike
climb a mountain/run more than two kilometres

Lesson 2.4

6 B Student A: Look at the picture story. What happened? Why was the robbery attempt a failure? Prepare to tell your story to your partner using the phrases in Exercise 5C.

Lesson 3.3

6 B Change roles and role-play the situation.

Student B

You are a guest at a hotel. Your room is too small. Ten minutes ago you called reception to ask if there are any suites available. Then room service arrived with a trolley of sweets (cakes, ice cream, etc.). Call reception to make your complaint.

Student A

You are a receptionist at a hotel. A guest calls to make a complaint. Start the conversation by saying *'Reception. How can I help you?'*

Hello. Yes, I'm afraid I have a problem … Explain the problem again and ask if there is a suite available.

Apologise for the misunderstanding. Explain that there are no suites available at the moment, but there will be tomorrow.

Check details and thank the receptionist for their help.

Confirm details, apologise again and end the call.

Lesson 3.2

7 D Check your answers.

1 False. Compare: *This is absolutely correct.* (formal) *This hits the nail on the head.* (informal)
2 True. The order of the words in *hit the nail on the head, let's face it, close to my heart,* etc. cannot be changed.
3 True. They don't have much time. *They're running out of time.* (present continuous) *We didn't finish. We ran out of time.* (past simple)
4 True. *It's close to my heart* = I feel passionate about it.

Lesson 9.3

5 A Check your answers.

1 Michelangelo 2 Al Gore 3 FW de Klerk
4 Gael García Bernal 5 Philips and Sony
6 JRR Tolkien 7 Germany won in 2014
8 *Jurassic Park*

Lesson 9.3

Student A

7 A Check Student B's answers to your questions.

1 Canberra 2 India 3 Paraguay

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Lesson 4.1

6 A Work out your score. Add up the number of points (0, 1 or 2) for each answer. Use your total to find out if you work like a millionaire.

Question 1	**a)** 0	**b)** 1	**c)** 2
Question 2	**a)** 1	**b)** 2	**c)** 0
Question 3	**a)** 0	**b)** 1	**c)** 2
Question 4	**a)** 1	**b)** 2	**c)** 0
Question 5	**a)** 0	**b)** 1	**c)** 2

Key:

Score 8–10 **You work like a millionaire!**
You are very ambitious and enjoy your work. Keep going. Sooner or later all your hard work will pay off and you can live like a millionaire, too.

Score 6–7 **You have millionaire potential!**
You understand hard work, and if you make it your top priority, you could be a millionaire, too. Keep focused on your goal.

Score 0–5 **You don't work like a millionaire!**
The clearest characteristics of self-made millionaires is that they work hard and they enjoy their work. You seem to prefer a work–life balance, where work and money are not your top priorities.

Lesson 4.1

8 B Read the vocabulary notes and check your answers.

remember • remind

If you **remember** something, a fact or event from the past, or something you earlier decided to do, comes back into your mind:
He suddenly remembered he had to go to the bank.
If someone **reminds** you to do something, or something reminds you of something, they make you remember it:
Can you remind me?

forget • leave

If you want to talk about the place where you have left something, use the verb **leave**, not the verb **forget**. Compare:
I've forgotten my book and I've forgotten my keys.
I've left my keys in the car.
Don't say: *I've forgotten my keys in the car.*

listen • hear

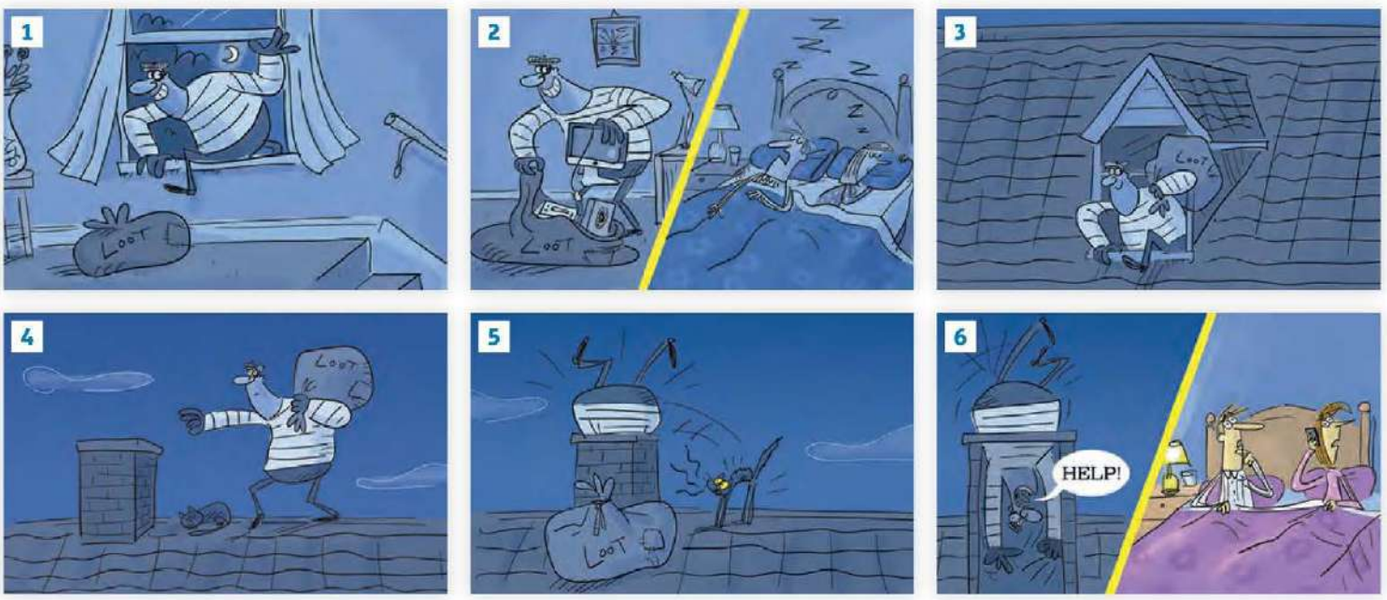
If you **hear** something, you know that sound has been made, and can often recognise what it is:
Did you hear that noise?
If you **listen** to something or someone, you pay attention to the words, sounds and music that they are making:
Can you say that again? I'm sorry, I wasn't listening.

fun • funny

Use **fun** to talk about events and activities that are enjoyable, such as games and parties. We can also use it to talk about events that aren't enjoyable.
Being ill on holiday isn't much fun.
Funny is an adjective that describes someone or something that makes you laugh:
Bob's jokes are really funny.

Lesson 2.4

6 B Student B: Look at the picture story. What happened? Why was the burglary attempt a failure? Prepare to tell your story to your partner using the phrases in Exercise 5C.



Lesson 4.2

11 Choose one of the job advertisements below and write your covering letter.

JOB OPPORTUNITIES

FASHION DESIGNER WANTED:

We are looking for a graphic designer with a background in the fashion trade. You should have relevant experience and be up-to-date with fashion trends. Strong hand illustration as well as computer design is essential.
Please submit a copy of your CV with relevant samples of work.

TEACHING ASSISTANT, BAHAMAS

Primary school is looking for a teaching assistant to start ASAP. The school is a short walk from the beach. No formal qualifications are necessary; however, a genuine love for the job is required.
Please forward CVs or contact me for further information.

TRAVEL WRITER REQUIRED.

Travel writer wanted to join our small team. The successful applicant will travel around the world, staying in luxury hotels, and dining in fine restaurants. He/She will need to send a weekly update, including a short review. No previous experience required, but good communication skills and a love of travel essential.

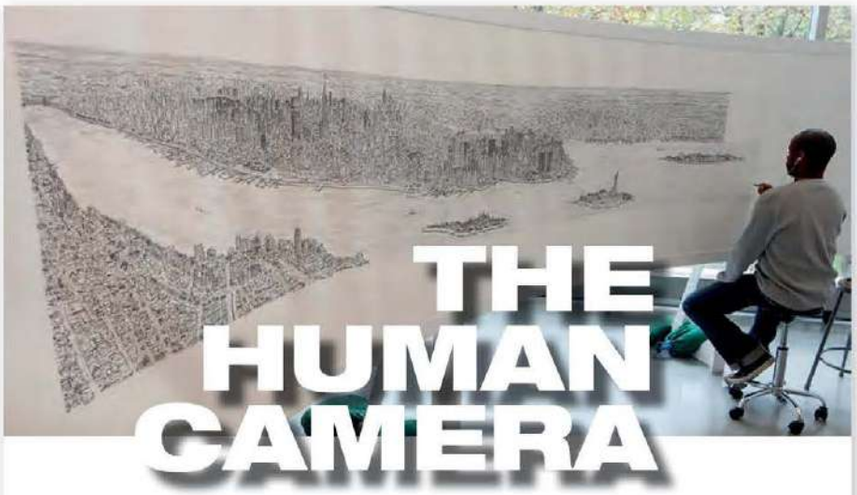
Lesson 5.2

1 C Check your answers.

1 Nobody has ever done it, but in theory, yes it is possible.
2 Because it is made of frozen water. It must be below zero degrees Celsius to freeze.
3 Yes. If you travel, you'll notice that you can see different constellations of stars. This is because the surface of the Earth is curved.
4 When we cut an onion, it releases a substance called lachrymatory-factor synthase. When a very small amount goes in your eye it irritates the eye. We then produce tears (we cry) to wash the substance away.
5 Neither hot nor cold. A rainbow is an optical phenomenon caused by the refraction and reflection of sunlight by water. It is the same temperature as the air around it.
6 Because the heavier you are, the more difficult it is to push you out of the ring (which is how you win a sumo wrestling match).

Lesson 7.2

4 B Student B: read the text below to see if your ideas are mentioned.



THE HUMAN CAMERA

There is no one quite like Stephen Wiltshire. Born in 1974, Stephen was always different. As a child, he couldn't make friends. In fact, he talked to nobody, showed no interest in school subjects and wasn't able to sit still. Stephen was diagnosed as autistic[1]. He didn't learn fully to talk until he was nine years old and he didn't manage to pass his exams, but he found one thing he liked doing: drawing. Art became his way to communicate.

He started by drawing funny pictures of his teachers, but soon began to draw buildings. His eye for detail was perfect. He could see a building just once and remember everything about it. In 1987, aged twelve, he saw a train station in London called St Pancras. Hours later, in front of TV cameras, he managed to draw this complicated building, with the time on the station clock saying 11.20, the exact time when he was there. The drawing showed every detail perfectly.

Since that television programme made him famous in the UK, many great things have happened to Stephen. He has become a well-known artist, published several books of his drawings, taken helicopter rides above the world's great cities – including London, Rome, Hong Kong and New York – and drawn amazing pictures of them, and opened his own art gallery, where he now works, in London.

His drawings are incredibly accurate – he always manages to draw everything in the right place – but also beautiful to look at. In 2006, he was given an MBE[2] by the Queen of England for services to art.

[1]**autistic** /ɔːˈtɪstɪk/ adj – having a mental condition that makes it hard for someone to understand other people and form relationships
[2]**MBE** – Member of the British Empire, an award given by the Queen for outstanding achievements

C Read the text again and answer the questions.

1 How was his behaviour different from the other children?
2 What special talents does he have?
3 How did the public learn about his special talents?
4 What country/countries has he been to and what did he do there?
5 What has he published?
6 What is his 'job' now?

D Tell your partner about your text. Use questions 1–6 to help.

COMMUNICATION BANK

Lesson 9.1

Student B

2 B Read the texts below and make notes using the prompts below.

- What was the development?
- Where did it take place?
- When did it happen?
- Why was it important?

Learning to eat meat

Humans are badly designed animals. We are slow, we have weak teeth, and we don't have tails. That's why we need something extra to match other animals. And that's why eating meat – a development that probably started in Africa around 2.5 million years ago – became so important. Meat gives you fats and proteins that you can't get with other food. But more importantly, meat-eating led to hunting, and hunting helped to develop our imaginations. When you hunt, you need to see what isn't there, to see what's behind the next tree or over the next hill. We wouldn't have become the most imaginative – and the most intelligent – of the animals if we had continued eating only plants.

Teaching people to read

Until the end of the twelfth century, Latin was very difficult to learn. Students read and memorised texts for years. Then a Frenchman called Alexander de Villedieu developed a fast method to teach Latin: he used simple rules and wrote them in verse so the students could remember them more easily. Seeing the success of his method, Alexander wrote a grammar book, *Doctrinale*, published in France in 1199. It became a bestseller and spread quickly through Europe, and started a great literacy movement. This new type of learning became the foundation of modern education. If he hadn't written *Doctrinale*, education would probably have remained the same for hundreds of years.

Lesson 9.1

Student B

7 A Look at the notes and describe a big moment in history. Think about the questions below.

The rise of the computer

- 1981 – IBM launched the first personal computer. Microsoft wrote the software.
- By 1984 IBM was selling three million PCs a year. Apple launched a rival, the Macintosh, which used a mouse and icons.
- 1985 – Microsoft launched Windows and used some of the same tools.

1 Why was this event important?
2 What happened before and after the event?
3 Would the world be different if this event had not happened?

B Describe your big moment to other students.

Lesson 9.3

Student B

7 A You are going to ask Student A the questions below. First, add two more questions of your own. The answers can be found on page 163.

HISTORY

1. Which football team won the first World Cup in 1930? Was it Brazil, Argentina or Uruguay?
2. What was discovered in the Alps mountain range in 1991? Was it the body of a 5,000-year-old man, the body of a hairy elephant, or a World War II aeroplane?
3. When did the European Union introduce the euro? Was it 1979, 1989 or 1999?
4.
5.

Lesson 1.3

8 A Student B: read your instructions below.

You want to do a course at a famous business school which is well-known for its practical courses. It will give you contacts in the business world. Think about these things:

- the business you want to start
- relevant work experience you have with another company

Student A will interview you for the course. He/She will ask about your:

- reason for doing the course
- expectations of the course
- work experience
- plans for the future

Prepare your answers and think of some questions to ask about the school.

B Change roles and role-play the interview again.

Lesson 10.1

Group B

6 A Look at the photo and read the fact file below. Discuss the questions and make notes about your discussion.

THE CARBON PROBLEM

Did you know ...?

- Transport is responsible for 25 percent of the UK's carbon footprint, and that doesn't include flying. In the UK, there are more cars than the number of households. In California, there are more cars than the number of people living there.
- Currently cars are used for 18 percent of trips under a mile and for 62 percent of trips of between one and two miles. 38 percent of car trips are taken by one person alone, and 34 percent are shared by two people.
- Lighting and household appliances like washing machines are responsible for around 35 percent of the carbon pollution from your home, and most of your electricity bills. If every household in the UK put a solar panel on their roof, we would produce more electricity than we need as a nation.

1 Do you think every family needs to have access to a car? Why/Why not?
2 What do you think should be done to reduce the number of miles people drive in cars/fly in aeroplanes?
3 Do you think people should generate their own electricity using wind/solar power, etc., or should governments choose options like nuclear power?
4 What laws/schemes would you introduce to deal with these problem?

Lesson 10.3

8 A Student B: read the instructions below.

You work in the Tourist Information centre. A customer would like to visit the Australian Outback. Give him/her some advice using the phrases in Exercise 4A and the prompts below:

1 Don't approach dingoes. They can bite. Throw away any leftover food.
2 There are some poisonous snakes. If see one, move slowly away.
3 Flies can be a problem. You could buy a fly net to fix onto your hat.
4 You need to wear a hat and use suncream. Take plenty of water / drink.
5 Don't wear high heels / new, expensive clothes. The land is rough and rocky.

B Change roles and role-play the following situation.

Student B: you are a tourist. You want to go snorkelling on the reef. Ask the dive instructor for advice, e.g. Are there any special clothes you should wear? What equipment do you need?

I'd like some information about going diving. First of all, what clothing do I need to wear?

Lesson 9.1

Student A

7 A Look at the notes and describe a big moment in history. Think about the questions below.

Twenty-first-century natural disasters

- Boxing Day Tsunami, 2004, killed 230,000 in eleven countries. Badly affected India, Thailand, Indonesia and Sri Lanka. Underwater earthquake measured approximately 9.2 on the Richter scale (second largest recorded in history).
- Hurricane Katrina, 2005, killed 1,836, affected mainly poor blacks in New Orleans, USA.
- Earthquake in L'Aquila, Central Italy, 2009, killed over 300 people.

1 Why was this event important?
2 What happened before and after the event?
3 Would the world be different if this event had not happened?

B Describe your big moment to other students.

Lesson 9.3

Student B

7 A Check Student A's answers to your questions.

1 Uruguay
2 the body of a 5,000-year-old man
3 1999

AUDIO SCRIPTS

Unit 1 Recording 3

Part one

Is your brain male or female? Well, you might think it's a strange question but some researchers have found that men and women's brains are actually wired differently. So, let's do a test to see if your brain is male or female. In a moment, we're going to ask you to draw a picture of a bicycle. So, make sure you have a pen or pencil ready.

Part two

OK, so I want you to draw a picture of a bicycle. You have exactly one minute, starting now … Make it as beautiful or normal as you like. Include as much detail as you can. You've got forty-five seconds left … You've got another fifteen seconds …
You've got five seconds left … four, three, two, one, zero, stop. Right, stop drawing please. Now, write down on your piece of paper, whether you, the artist, are male or female. That's all we need to know for the experiment. Now turn to page a hundred and fifty-eight to see what a real bike looks like.

Unit 1 Recording 4

Part three

Now, count up the parts on your drawing. Did you include wheels? A handlebar? A saddle? A chain? A crossbar? Pedals? Did your bike have at least five parts? And could it work? Now for the difference between the men's drawings of a bicycle and the women's: female drawings often include a person riding the bike; men's drawings don't usually include a person. This is a clear indication that women think people are important. Men, on the other hand, are more interested in getting the machine right. So, how did you do? Is your brain male or female?

Unit 1 Recording 5

Conversation 1

S = student T = teacher

T: And what about your expectations of the course?
S: Well, as I said, I've studied English for many years and spent time in Britain, but that was a few years ago. So for me the most important thing is to just refresh … and try to remember my English and practise speaking and listening.
T: OK. You've got a very good level of English so we'd put you in the advanced class. Is there anything else?
S: Could I ask a question?
T: Of course.
S: I can take the morning class from nine to twelve. Is that right?
T: Yes, that's right.
S: And in the afternoon there are options? Optional classes?
T: Yes, these are special classes with a special focus like English idioms, conversation, pronunciation. We have the full list here.
S: I see. Thank you.
T: No problem. OK, well, thank you very much.

Conversation 2

I = Interviewer A = Applicant

I: There are a couple of things I'd like to ask about, Jade. Your CV says you have some experience of looking after children?
A: Yes, I was a tutor on a summer camp last year.
I: Can I ask you about that? What type of things did you do?
A: Um, well, I organised games.
I: Games for?
A: The children.
I: OK. And what age were the children?
A: Um … seven to ten.
I: OK. And you enjoyed it?
A: Yes.
I: What aspect, what part did you enjoy, would you say?
A: I suppose I'd have to say I liked the games best.
I: And any problems?
A: Um, no.
I: What about the different ages? We often find that different ages together can be difficult.
A: It depends. In my opinion, you can usually get the older children to help the younger ones.

Conversation 3

I = Interviewer S = Student

I: I think that's about it. Do you have any questions? Any queries?
S: Um, yes, actually I do have a query.
I: Yes, go ahead.
S: It's about online classes at the university.
I: Right.
S: If I'm accepted, I saw that there are … urm, that it's possible to take some courses online.
I: That's right.
S: So I wouldn't need to attend classes?
I: Not for the online courses. But, erm … well, one thing I'd like to say is that the online courses are, in many ways, more difficult than face-to-face courses. Certainly in terms of reading and writing, they're really quite demanding.

Unit 1 Recording 7

OK so I'm going to tell you something about myself. My name is Monica Nielson and I live in a small town near Bologna, in Italy. I think three words that describe me would be happy, talkative and hard-working. One of the things I love about my lifestyle is that I love the house where I live. I live in an apartment with my boyfriend, and it's an old apartment in the historical part of town, so it's very beautiful. It's quite small, so I suppose that's one thing I don't like. My favourite smell is the smell of the sea. We live quite far from the sea here, but in the summer, I love to drive to the coast, and breathe the sea air. It makes me feel good. And, finally … if I could change one thing about the past, I would bring my grandmother back. She was a lovely lady and I miss her a lot.

Unit 2 Recording 3

P1 = Presenter 1 P2 = Presenter 2 R = Rosie (a film historian)

P1: Hi and welcome to The Film Show, where today we're looking at the Hollywood biopic and why it's become so popular. Now, Hollywood has always used true stories in its films. In fact, they began making successful films in the 1920s, and since then there have been thousands of films based on true stories.
P2: That's right, but in recent years, there've been more and more biopics. Directors have turned to the lives of famous people as a source of material. So, why is it that some of the best films in recent years have been based on real events, or inspired by real people?
P1: Today, we're talking to Rosie Truman, an actor and a film historian. Rosie, why do you think Hollywood is doing so many biopics?
R: Well, one reason is that audiences really enjoy films about people that they already know something about, but they want to know more. So, from these films we've learnt something. We've learnt about the difficult lives of some of the biggest music legends, like Ray Charles and Johnny Cash. And we've learnt about the lives of politicians, like George Bush, or sporting heroes, like Muhammad Ali. It's a way in which Hollywood can actually teach us about history in an entertaining way. And it's interesting.
P2: Yes, I think that's right.
P2: But what about the actors, Rosie? I mean, many of the actors have won Oscars for their roles in these films. What's it like for them?

R: Well, I think actors just love these roles. It's very exciting to be asked to play a character who everyone already knows. Look at Helen Mirren. She won an Oscar for her role playing the Queen, and it's probably one of her greatest successes.
P1: Oh, absolutely! So, how do they do it? How does an actor prepare for a role like this? Do they meet the person that they're going to play?
R: Well, yes, obviously, if that person is still alive, then that's a great way for the actor to study the character, to see how they move and how they talk. In fact, I know that Helen Mirren met the Queen for tea, you know, very English. And that really helped her to understand her character. And Will Smith, who played Muhammad Ali … well, when they met, they got on really well, and … and they became friends.
P2: But what about playing a character that everyone knows, like George Bush, for example?
R: Yes, it's funny actually, when you're playing a character that people recognise, you have to work really hard at getting the voice right. Josh Brolin played George Bush. And when he was preparing for the film, he talked to himself all day in a Texan accent. He even phoned hotels in Texas, just so he could listen to their accent.
P1: Really? That's funny. What about actors who can't meet the character in person? What do they do?
R: Well, there are other ways to prepare. Audrey Tautou, for example. She played Coco Chanel. So she couldn't meet her in person, but she watched hours and hours of film footage. She watched her in interviews, and she looked at the photographs. Tautou wanted to look like Coco Chanel when she was on screen, so that we would recognise the image.
P2: That's right. And it was a beautiful film.
R: It was, and you know one of the things …

Unit 2 Recording 6

P = Presenter N1 = 1st news clip N2 = 2nd news clip N3 = 3rd news clip N4 = 4th news clip

P: Hello. I know what I was doing. Do you?
N1: Buckingham Palace has announced the death of Diana, Princess of Wales. The Princess, who was thirty-six, died late last night in a car crash in central Paris.
N2: It's one small step for man, one giant leap for mankind.
N3: Breaking news in here at five live. There are reports that a plane has crashed into the World Trade Center in New York. That's a plane is reportedly crashed into the World Trade Center in New York, setting it on fire …
N4: President Kennedy and Governor John Connally of Texas were shot today from an ambush as President Kennedy's motorcade left the centre of Dallas …

Unit 2 Recording 8

W = Woman M = Man

M: OK, so, tell me all about it …
W: Well, in the beginning, I was at home, and … um … this was just one morning before a very important interview …
M: Uh-huh.
W: And … um … I didn't feel well, so my mother had given me some pills, and um … then I didn't think anything more about it. So, anyway, erm … I then got on to the tube, um … to go for my interview.
M: Right, and what happened then?
W: Well, um … clearly I must have fallen asleep, because I wasn't feeling great by this time. And um, I'm starting to feel sleepy, so I'm thinking I must have fallen asleep. Anyway, erm … I was getting some funny looks, even before I fell asleep, but anyway. I fell asleep, and then I realised, before long, um … I must have been having a dream, I suppose, about my mother. And all of a sudden, I've woken up, but I haven't just woken up, I've woken up shouting the word, 'Mum!'.
M: No! You're joking!
W: At the top of my voice, in a packed, quiet tube.
M: Oh no!
W: Yes, and everybody's staring at me, and that did not help, er, matters. Anyway, I've got off the tube, and I've then arrived at my interview, put all that behind me, I'm not, I'm still not feeling a hundred per cent perfect, but nevertheless arrived at my interview on time, and go in, and think, actually 'This is going rather well. They're not saying an awful lot, and come to think of it, they're looking at me in a rather strange way.'
M: Right …Then what?
W: Well, the next thing I knew, I have left the interview, and said 'thank you very much for seeing me, blah-di-blah … and gone to the ladies' room. And there in the mirror, I could see what everyone was looking at, and why they couldn't say anything,
M: What was it?
W: My face had swollen up!
M: Ah! No way!
W: It was bright red, and …
M: No!
W: and covered in blotches, spots …
M: Oh! You're kidding!
W: Yes, and the pills that my mother had given me were so out-of-date that they had caused an allergic reaction …
M: Oh! How embarrassing!
W: I know.

Unit 2 Recording 9

M = Man W2 = 2nd woman W = Woman

M: OK. What do we reckon? True or false?
W2: Erm … I don't know. I think it might be false because … I don't know …
M: Yeah, she was a little bit slow in telling the story …
W2: I don't know if your mum would give you out-of-date pills …
M: Yeah, would a mother giver her daughter out-of-date pills?
W2: I think false.
M: It sounded like she was trying to think
of what to say next, so … you t think false,
I think false.
W: Yes, it was false!

Unit 2 Recording 11

OK. This story is about a man called Radu Dogaru, who stole famous paintings from a museum in Rotterdam. In fact, he stole paintings by Picasso, Matisse and Monet. The paintings were worth millions of pounds. What Radu didn't realise was that because the paintings were so famous, he had difficulty selling them. So, he tried to hide them at home. Later, the police thought they had caught Radu. However, the problem was that when they went to search for the paintings, they couldn't find them. It seems that when Radu's mother, Olga, found out what Radu had done, she destroyed the paintings by burning them in her oven in order to protect her son. In the end, Radu was arrested for the theft.

Unit 3 Recording 1

L = Laurie K = Kenna J = Javier

L: OK, so what do you think, Kenna? Are you a planner or a procrastinator?
K: Me? Oh a planner, definitely.
L: Yes, I think so. You generally like to do things ahead of time.
K: Absolutely. Yeah. I like to be organised, and know when everything is happening.
I have to be like that, actually. It's the only way to get everything done.

J: Really? I hate planning. I like to leave things until the last minute. I mean, you never know what's going to happen. You might need to change your plans, so why bother making plans in the first place? No, I like not knowing what I'm going to be doing.
K: But that's impossible. What about holidays, for example? You must know what you're doing for your next holiday. I mean, you need to decide where you're going, how you're going to travel, book the dates, get the tickets … There's so much do organise. Surely you have to plan for holidays? You can't just put that off until later.
J: Not really. I don't mind where I go.
K: No, I don't believe, … you're just saying that. I think you do make plans, you just don't like to admit it.
J: No, really. I much prefer to wait and see what happens. I might get invited somewhere.
L: OK, so maybe for holidays. But what about tonight? Have you made any plans for tonight?
K: Yes. Of course. I can tell you exactly what I'm doing tonight. This evening a friend of mine's coming over. We're eating at my house – I'm going to try out a new pasta recipe. And then we're going to the cinema to see that new Argentinian film.
L: Javier?
J: Uhhh … I don't really know. I'll see how I feel. I might go out, or I might just stay at home and relax. I told you. I really don't like to plan.
L: How about at about work? Are you more organised at work? Do you multitask? I mean, how do you make sure you get everything done?
J: … actually, I think I am a procrastinator. I do get jobs done, but I never get started straight away. I tend to waste time and get distracted and leave the job for ages. And then just before the deadline, I work really hard, sometimes all night. And then I don't stop until the job is done. It's quite stressful, but everything gets done in the end.
K: You don't use your time very wisely then? Oh no, I'd hate that. I don't think I could work with you.

Unit 3 Recording 4

Conversation 1

W = Woman M = Man

W: Hi. Me again. I've sent an attachment with all the figures for the last six months. That should be all you need.
M: Sorry – I didn't catch any of that.
W: I've sent the figures in an attachment. Is that Tom?
M: You've lost me. Who is this?
W: This is Ana Lucia. Is that Tom?
M: No, this is Willy's Burger Bar. What number are you trying to get?
W: 845 6795.
M: I think you've got the wrong number.
W: Oh I'm sorry.

Conversation 2

W = Woman M = Man

M: I've got a reservation in the name of David Cullinan.
W: Just one moment. Umm, could you repeat the last name?
M: Cullinan. C-u-l-l-i-n-a-n.
W: Cullinan. I can't find the name. Did you make the reservation over the phone?
M: Yes, just yesterday.
W: Sorry, let me just see if there are any messages here. I won't be a moment. I'm sorry. We've got no reservations in the name of Cullinan, and we're fully booked tonight.
M: So you're saying I can't stay here. This is the Sheldon Hotel, yes?
W: No, this is The Felton. With an 'f'.
M: Really? So I'm in the wrong hotel.
W: The Sheldon is on Queen's Road, just around the corner.
M: Oh no. Sorry, can you say that again – where is it?
W: On Queen's Road, just around the corner.

Conversation 3

F = Father G = Girl

G: You've missed the best bits. You're late.
F: What exactly do you mean? The show starts at 7.00, doesn't it?
G: No, it finishes at 7.00!
F: Didn't you say it starts at 7.00?
G: No, it starts at 5.00 and finishes at 7.00!
F: So what you mean is I've missed the whole show.
G: Yes.

Conversation 4

M = Man W = Woman

M: We've got nothing for you, I'm afraid.
W: I don't get what you're saying. You're a car rental company, right?
M: Yes, but today's a holiday and all the cars have been booked already.
W: Do you mean to tell me that there's nothing at all? No cars available?
M: There's nothing till tomorrow, I'm afraid.
W: But I definitely booked a car for today, the third of July.
M: It's the fourth of July today. In other words, your booking was for yesterday.
W: It can't be. Is it?
M: It's the fourth today, madam.
W: Oh no, I've got the date wrong.

Unit 3 Recording 7

W = Woman M = Man

W: OK, so we're looking at creating a video channel.
M: Yep. The first thing, I think, is what's our target audience?
W: Yeah, what's our aim?
M: Well, we came up with this idea.
W: Go on.
M: That it would be really cool to do a series of videos about local places, but with a special angle.
W: Oh that sounds good. What's the angle?
M: An hour to kill. So, say you're in Sydney or Istanbul or anywhere really, and you have an hour to kill, we have a video of someone describing something to do in that place in an hour or less.
W: Oh I see. So the target audience is tourists.
M: It could be tourists or local people. Say you find yourself in a part of the city that you don't know very well.
W: OK.
M: And you have a bit of spare time, by going onto our video channel you get all kinds of suggestions of what to do or where to visit in under an hour. And the clips are filmed on location so you get to see the places, too.
W: I like it. So who will be the presenters? Will you have any star names?
M: No, we don't have any money! We'd get local people to host each video clip, with just one camera, kind of cheap and cheerful, low production values, but really cool content.
W: Who are our competitors or rivals? It must have been done before.
M: Oh I'm sure, but I don't know if it's been done with the angle of an hour to kill.
W: OK. Um, what else? How often will we upload videos?
M: Well we'll try to get coverage of as many cities and towns around the world as possible. So, I don't know, one a day? So in a year we'll have three-hundred-and-sixty-five. Then we just carry on from there.
W: Wow. Very ambitious. What about a name?
M: We thought of One Hour Wonders.
W: One Hour Wonders. I like it!

Unit 4 Recording 2

Luca

Well, I've always loved sport and swimming. As a kid I used to spend all my free time in the summer on the beach with my friends. We would swim or surf, or just play about in the water. And there was always a lifeguard there on the beach, and I used to think, 'What a **brilliant** job!'. So, when I left school, I trained to be a lifeguard. I really enjoyed the job for a few years. In the summer I would work on the beach, and then in the winter I would go skiing. It was my dream job. I loved it. But after a while, I started to get bored. I was just on this **boiling** beach all day, watching all the **beautiful** people, but I couldn't really enjoy myself, you know. I just had to stand there and watch. So I knew it was time to find something else to do.

Nicola

I used to be an ice-cream taster and for a while it was definitely my dream job. I mean can you imagine anything better than sitting at work eating **delicious** ice cream all day? I was in heaven. I was working for a big company, with a team of food scientists, and our job was to come up with new ideas for ice cream flavours. So, I suppose that was the problem, because a lot of the time, we had to try new flavours, like curry and lime ice cream, or cheese and sausage, and we would have to taste it, and usually it was **terrible**, really disgusting. Now most people would just say, 'Yuck, I'm not eating that again'. But unfortunately, when it's your job, you have to keep tasting it to see if they have made it any better. Sometimes we would taste thirty different ice cream flavours before lunch. So, it wasn't all good.

Amy

I was a professional shopper for a while. It was good fun at first. The lady I worked for was a television presenter, and she needed outfits to wear on television, but she didn't have time to go shopping. So I would go out and buy clothes for her, then she would try them on at home, and I would take back anything that was no good. It was a **fascinating** insight into how some people live. But as time went on I realised she was **impossible** to please. One time I had to buy her an outfit for a special event she was going to, and I bought her a few different things to try on, but she didn't like any of them, and she was really **furious** that I hadn't found her something different. It wasn't really my fault, but I lost my job soon after that.

Unit 4 Recording 5

W1 = Woman 1 W2 = Woman 2 M1 = Man 1 M2 = Man 2

W1: OK, so we're looking at plans for the new café. First of all, we need to decide on the location. Then we'll look at what kind of food we're going to offer, and possible names for the café.
M1: Yes, that sounds good.
W2: OK.
W1: Right. Let's focus on the ideas we had for the location. We looked at some options last time, but we need to make a decision.
M1: I liked the one near the station. It would be really busy during the week when everyone comes in for work. But what does everyone else think?
M2: Yes, I think the station idea is good.
W2: I think we need to decide on the kind of atmosphere we're looking for. The location near the shopping centre would be a really nice place to visit at the weekend.
W1: Hmm.
M1: I'm not sure that I agree, actually. The way I see things, we need to choose the location which will give us the most custom. And I think that will be the café near the station.
M2: And it's cheaper.
W2: That's a good point. I suppose so.
W1: So, shall we say we'll look at the location near the station?
All: Yes. Good idea. Yes, OK.
W1: Good. So, moving on to the next point, what kind of food are we going to serve? What do you think?
M1: Hmm … how about an Italian café?
W2: Mmm … I'm not sure …We talked about Italian, but there are lots of other Italian cafes around. I really feel that it would be hard to make ours different.
W1: OK – good point. I think we should think about something different then. Any ideas?
M2: Well, I was thinking about a Portuguese café, you know, with delicious cakes and pastries. There are quite a lot of Portuguese people in this area, and tourists too. I think that style of café would be really popular.
W2: Yeah, a Portuguese café. I think that's a great idea. What do you think?
All: That's OK. Yeah. Nice.
M1: That's a nice idea. We could do Portuguese-style lunches too, for office workers.
W1: Yes, maybe. So, are we all agreed? A Portuguese café?
All: Yes. That's fine by me.
W1: OK. Let's recap. A Portuguese café selling cakes and lunches, located near the station. Right. So, what would we call it? Café Express?
M1: I'm not sure about that. I think we need to come back to the type of café we're establishing. So Café Portugal? Or something like that …
W2: Why don't we call it Café do Sol? Or Café Lisboa? Café … umm … Café Fado …
W1: I like Café Lisboa. I think it sounds really good and Lisbon's a beautiful city.
M1: Café Lisboa. I like it.
M2: Yes, that sounds good.
W1: OK, we're running out of time. Let's sum up what we've decided. It's going to be a Portuguese café. We think the station location might be good. And we like the name Café Lisboa. Is that right?
All: Yes, I think so. That's right.
W1: OK, so we'll need to decide on …

Unit 4 Recording 8

I'm a pharmacist so I work six days a week. The pharmacy opens at nine a.m., but I need to be at work before then so I can get everything ready. I usually wake up at about six thirty, so I can get the kids up and ready for school, and then go for a run before work. I have to leave home by eight-thirty at the latest. The morning is the busiest time in the pharmacy, so the first thing I do when I get to work is start preparing prescriptions so they're ready for customers to collect. It's a community pharmacy, so I know a lot of the patients quite well. As well as giving out medicines, we try to give advice on healthy living. I think people really appreciate being able to talk to someone in the pharmacy and get advice or treatments without having to see a doctor. I usually have lunch at about one p.m. Sometimes I bring my own lunch, and on other days I like to leave the shop and wander around. I might buy something to eat or even try out a new café. The area near where I work is really nice, and I often bump into people I know. In the afternoon I try to catch up on all the admin tasks that need doing. I check my emails and upload information to our website. I often take phone calls from receptionists, nurses and even doctors from the local surgery, checking information about medication.

I leave the shop at about five thirty p.m. but I usually make some deliveries on my way home. Some of our older patients can't travel to the pharmacy themselves, so they rely on this service. I try to be home by about seven o'clock so that I have time to read to the children and put them to bed. I'm usually too exhausted to do very much in the evening, so I generally just cook supper and watch some television. And then I like to plan my next day in my head before going to bed. It's a long day, but I love my job.

AUDIO SCRIPTS

Unit 5 Recording 2

W1 = Woman 1 W2 = Woman 2 M = Man

W1: Why are the windows round on ships?
M: Round windows are stronger, aren't they?
W2: Are they? I've no idea.
W1: That's right. According to the book, they're less likely to break.
W2: Ah.
M: There you go.
W1: What about this second one? How many hairs are there on the human head?
W2: Erm … A million?
M: No, it's not that many, is it?
W2: It depends whose head, doesn't it? On my dad's there are about three.
W1: The answer is about ten thousand.
M: Oh, really?
W2: I think that's a bit of a stupid question because it depends, doesn't it?
M: Well, it was a four-year-old who asked the question.
W2: Oh yeah, that's true.
W1: Next question: What happens when your plane flies over a volcano?
W2: Ummm.
M: Nothing happens, does it? Well, it depends on whether the volcano is erupting? Or whether it's active.
W2: Yeah.
W1: Well, according to the book, Jamieson asked a pilot. And the pilot said as he was flying over the volcano, his engines shut down, stopped working completely.
W2: Scary. Did he get hot?
W1: Hmm, it doesn't say. But he obviously survived. So there you go. Anyway, what about this one? Why did The Beatles break up?
W2: Dunno. They got old, didn't they?
M: No, John Lennon went off with Yoko Ono, didn't he?
W1: Well, Jamieson wrote to Yoko Ono and she replied, 'Because they all grew up, wanted to do things their own way, and they did.'
W2: Oh that's interesting.
M: I'm amazed she replied.
W1: Me, too. OK, last one. After watching a violent video game, the little boy asked why is there war?
W2: Great question.
M: That's a really good question.
W2: Hmm, because men like fighting?
M: Political reasons. One country wants the land or the oil or the gold.
W1: Well, Jamieson asked lots of experts. Most of them didn't or couldn't answer. Then he asked an American army colonel, who said there are four big reasons: different ideologies, a sense of honour, economic reasons, and fear.
M: Uh-huh.
W2: Good question for a four-year-old.
M: And a good answer.

Unit 5 Recording 5

Conversation 1

M = Man W = Woman

M: Arggh. Oh no.
W: What's the matter?
M: Oh. This cash machine's not working. Do you know if there's another machine somewhere? I really need to get some money.
W: Hmm … I'm not sure. There might be one in the shopping centre.
M: Thanks.

Conversation 2

M = Man W = Woman

W: Argh!
M: What's the matter?
W: My laptop's just crashed, again. That's the third time it's happened. Would you mind looking at it for me?
M: Sure.
W: Thanks. It's so annoying. I keep losing my documents. Do you know what the problem is?
M: Let me have a look. There's a lot of stuff on here. Why don't you save the documents onto a memory stick?
W: That's a good idea.
M: And then do you want me to try …

Conversation 3

M = Man W = Woman

W: Customer services. Good morning.
M: Um, yes. I've got a problem with my vacuum cleaner.
W: Could you tell me what the problem is, sir?
M: Yes, I can. It keeps making a funny noise. And it's just not working properly.
W: You say it keeps making a funny noise …
M: Yes, that's right.
W: OK. Let's see if I can find someone who can help you. Could you hold the line, please?
M: Yes, of course.

Conversation 4

M = Man W = Woman

M: Oh. I don't believe it! Excuse me, this machine's not working. It's just taken my money. Could you give me a refund?
W: I'm afraid I can't do that.
M: Why not?
W: Well, I'm not allowed to give refunds.
M: But I've just lost my money. And I still need a ticket.
W: I can sell you a ticket, but I can't give you a refund.
M: Well, could you tell me who I should speak to?
W: Yes, of course. You need to speak to the manager.
M: OK. Would you mind calling him for me?
W: Of course not. I'll just call him.

Unit 5 Recording 8

I'm going to tell you about Robo-Chef. Basically, Robo-Chef can prepare and cook all your favourite recipes. It works like this. First of all, it washes and prepares all the vegetables, then it prepares your dish, and cooks it for you on your cooker. Robo-Chef comes complete with hundreds of menus already programmed. But you can also programme Robo-Chef with your own recipes, or, if you want to try something new, you can download new recipes whenever you like. All you have to do is choose the dish you want, decide how many people you want Robo-Chef to cook for, and what time you want the meal to be ready. So, let's say you would like a vegetable lasagne for six people, ready by eight o'clock. Then, just make sure you have all the ingredients in the kitchen, press the button, and that's it. You can go out to work, and when you come home in the evening, your delicious supper will be ready. What could be easier? Robo-Chef is the chef of the future.

Unit 6 Recording 1

R = Radio presenter C = Clip P = Professor M = Man

R: Welcome to Start the Day!
C: Hello – can I help you?
Your call is important to us.
Hello – can I help you?
Your call is important to us. Sorry, all our operators are busy at the moment. Please hold.
M: They put you in a queue for ages, listening to this terrible music. When you finally speak to someone, you're so angry, you just want to shout …
R: Anger. We all know the feeling. A report out last year shows that people are getting angrier. One in ten people say that they have trouble controlling their temper. Traffic jams, airports, call centres, computer crashes – they can all leave us feeling angry, and anger is difficult to control. Or is it? Professor Miller from The Metropolitan University is here to tell us about two very different therapies to help deal with stress. First of all, destruction therapy. What's that about?
P: Well, basically, the idea is that a lot of people, when they get angry, they don't know what to do with their anger – they don't deal with it very well. They just keep it inside. But, if you don't deal with your anger, sooner or later it will explode. So with destruction therapy, you use your anger to destroy something, but in a controlled way, and the idea is that if you do that, it helps you to feel better.
R: OK, I get angry a lot. Can destruction therapy help me?
P: Perhaps. We can try it. What we do is we take you to a place full of old cars. When we get there, I'll give you a hammer, and you can use it to smash a car to pieces.
R: Really? Is it that simple? If I smash the car to pieces, will I feel better?
P: Yes, a little. But that's only the beginning. Then, I'll ask you to think about a situation in the past when you felt really angry. And when you think about that anger situation, you'll hit the car much harder. And the therapy will be much more satisfying. When we finish the session, you'll feel much better.
R: That's amazing, and businesses are using this kind of therapy in Spain, is that right?
P: Yes, there are some old hotels in Spain. You can pay to go and destroy the hotel. So, some companies who feel that their workers are stressed, or they need to build a team, send their workers to destroy the hotel. And it's a good way for them to get rid of that stress. It works.
R: That's incredible. But there's another idea I wanted to ask you about. People say that laughter is the best medicine. And nowadays, laughter therapy is used in hospitals to help people with pain.
P: That's right.
R: So, how does that work?
P: Well, if people laugh about something, they feel better. On average, children laugh up to 400 times a day, but when we grow up, we only laugh about seventeen times a day. And it's not enough, because when you laugh, your body produces chemicals – and these chemicals make you feel happier. And they also make you feel less pain. So, in Mexico, for example, they use laughter therapy in hospitals. A group of people go around the hospital, visiting the patients, and basically, they make them laugh, by telling them jokes, or doing something funny.
R: And does it really work? Do people feel better afterwards?
P: Absolutely! They feel better, and they don't need medicine.
R: That's brilliant. So, in Mexico, laughter really is the best medicine?
P: Yes, it looks like it. That's right …

Unit 6 Recording 4

Conversation 1

M = Man W = Woman

M: I've got something to tell you.
W: What's that?
M: I've been offered a job.
W: Wow! That's fantastic. Congratulations!
M: There's one thing I've got to tell you though.
W: Really? What's that?
M: The job is in Germany. I'm moving at the end of the month.
W: That's awful. What am I going to do?
M: I have to go. I hope you understand.
W: I see.

Conversation 2

M = Man W = Woman

W: Hello. You came in for a job interview last week.
M: Yes, that's right.
W: Firstly, I'd like to say that we were very impressed with your interview.
M: Oh. Thank you.
W: However, I'm sorry to have to tell you, but we've offered the job to someone else.
M: Oh. That's a shame. Thank you, anyway.
W: I'm afraid the other candidate had more experience.
M: I understand.
W: But, we'd like to keep your details, in case another job comes up in the future.
M: OK.

Conversation 3

W1 = 1st woman W2 = 2nd woman

W1: You'll never guess what.
W2: What?
W1: I've just won some money in a creative writing competition.
W2: You're joking?
W1: No, really.
W2: That's amazing! How much did you win?
W1: Two thousand euros.
W2: You lucky thing. How fantastic! How are you going to spend it?
W1: Actually, I've got so many bills to pay. I'll spend it on that.
W2: Well, it's good news anyway.

Conversation 4

M1 = 1st man M2 = 2nd man

M1: I'm afraid I've got some bad news.
M2: What is it?
M1: I've had an accident. I crashed the car.
M2: Oh no. That's terrible. Are you OK?
M1: Yes, I'm fine.
M2: That's lucky.
M1: But, I'm afraid the car isn't.
M2: Oh, that doesn't matter. You can get the car fixed.
M1: Unfortunately, it was your car.
M2: My car? You mean you crashed my car? How did that happen?
M1: Well, you see I …

AUDIO SCRIPTS

Conversation 5

M = Man W = Woman

W: Dad, I've got some good news for you.
M: What is it?
W: Well, you know I was waiting to hear from the University?
M: Yes.
W: Well, … I'm really pleased to tell you that … they've offered me a place!
M: That's wonderful news, dear! Well done. I'm so pleased for you.
W: There's only one problem though …
M: What's that?
W: It means I'm leaving home.
M: Well, of course we'll miss you, but it's fantastic news.

Conversation 6

M = Man W = Woman

W: There's something I've got to tell you.
M: What's the matter?
W: I split up with Fabio.
M: Oh no! That's terrible. I'm really sorry to hear that.
W: No, it's OK actually. I'm pleased about it, but guess what?
M: What?
W: He's already got a new girlfriend.
M: No! That's really annoying.
W: Yeah, and they've got engaged.
M: You're joking!

Conversation 7

W1 = 1st woman W2 = 2nd woman

W1: Bad news, I'm afraid.
W2: What is it?
W1: Steve's lost his job.
W2: Oh no. That's awful. I'm really sorry to hear that.
W1: Do you want to hear the good news though?
W2: Yes.
W1: The company is paying him thirty thousand pounds.
W2: Really?
W1: He's going to travel round the world.
W2: That's amazing!

Unit 6 Recording 8

One of the most, er, memorable moments, or not moments rather events, in my life … er … was a couple of years ago. Erm … It all started one day when I was at work and my brother phoned me out of the blue and said, um, 'What are you doing the weekend of Sept 23rd?' or whatever it was. And I said, 'I don't know.' He said, 'Well, book a flight to Norway.' My brother lives in Norway, and I live in England so I said, 'Why?' he said, 'Oh I'll let you know when you get there – it's a surprise.' So weeks went on, and I tried to work out what this could be, but I had absolutely no idea. So the weekend in question came about … went to the airport, got on my flight, and ah I was met there by somebody I'd never met before. He just came up and said, 'Are you Stig?' I said, 'Yes.' And he said, 'OK. Come with me.' So I went with him to the car. We drove for a little while, and I tried to kind of get it out of him where we were going, but he wouldn't tell me anything. He pulled up outside a hotel, and there was my brother, and my half brother, and my two half sisters there waiting for me. I was thinking 'What on earth is going on?' And my brother just said, 'I realise we don't spend enough time together, so I've gathered you all here and I've planned a weekend for you.' We're like 'Oh, cool! So, what are we doing?' 'I'm not telling you.' 'OK fine.' Next thing we got on a boat and, er, he took us out to a lighthouse. And the first night we spent, er, eating Norwegian prawns drinking beer, and we slept in a lighthouse. Next morning we got up, drove off in his car, we said, 'Where are we going?' He said, 'I'm not telling you.' He took us to a local shopping centre and said, er, 'I realise I've done OK in life. I've done better than you guys. Here have a load of money. I want you all to go shopping and buy stuff that you wouldn't normally buy with this money.' He said, 'The one condition is you're not allowed to buy a gift for me or my family.' So off we went in different directions, spent all his money, and, er, bought some very nice things, met back again. In the evening, he took us out to a blues concert, then he took us for a five-course meal. And, er, we stayed that night in a very nice hotel. The next morning we had breakfast, I got back on a plane and went back to England. Yeah, that weekend is one of my happiest memories.

Unit 7 Recording 1

P = Presenter I = Ian

P: Hello and welcome back to the Focus podcast. I'm Jheni Osman, the editor of Focus, the monthly science and technology magazine from the BBC.
He's the hugely influential author of *Blink* and *The Tipping Point*. His work is quoted by academics, presidents and your mates down the pub. And now Malcolm Gladwell has turned that deft mind of his to a new subject: the science of success. In his new book, *w*, Gladwell argues that if we want to be successful, we should think less about what successful people are like, and more about where they have come from and the opportunities they have had along the way. Now, Ian's read the book and he joins me. Now … his new book is looking at success …
I: Yes, and what he says is, erm, that if we think about somebody like Bill Gates, hugely successful person, and we want to learn from, from his achievements, then what do we look at? We look at what that man is like, you know, what drives him, what does he do on a day-to-day basis, how can we be more like him? Erm … But what Gladwell argues in the new book is, is that we should pay less attention to that side of stuff, and look at where Bill Gates came from. So, how did he get to where he got to, the opportunities he had along the way. Erm … And what he says is that Bill Gates has one thing in common with another group of very successful people, The Beatles.
P: So, what's that?
I: Well, they both practised what they do, and they practised a lot.
P: Right, so how much is a lot?
I: A lot is ten thousand hours. That's like the magic number if you're going to become world-class at anything in the world, you need to put ten thousand hours' practice in.
P: Oh, OK.
I: So, The Beatles, they, they were doing gigs, you know, like all-night gigs in Hamburg, in these little clubs, and just the number of hours that they put in on the stage, erm, allowed them to master their craft …
P: I think the ten thousand hours magic number is really interesting because, as you know, I used to play tennis professionally, and I hit a load of tennis balls when I was younger. And I'm sure, I must have done ten thousand hours' worth, you know, I must have done four hours a day, and stuff. And I remember speaking to Martina Hingis' mum about why she thought her kid was so good, and such a prodigy, and she basically said, 'My daughter has been hitting tennis balls since the age of three and she has hit X number of tennis balls for X number of hours and it's, you know, I'm sure she's … So once you're over that magic number of ten thousand … yeah.
I: The same goes for people like Beethoven, erm … It's incredible how …
P: But at the end of the day you have to have talent.
I: You've got to have raw talent, you've got to have belief in what you can do, and you have to have the will to put those hours in … but you also need the opportunity.

Unit 7 Recording 4

T = Tim J = John P = Peggy

T: So what about your memory, Peggy? How good is it?
P: It's OK, which is lucky 'cos I need to remember lots of things.
J: Like what?
P: Well, I'm a sales rep for a publishing company so I'm usually out visiting schools, trying to sell books.
J: So you need to remember … what exactly?
P: Oh, lots of things. The worst thing when I started was just trying to remember how to get to these schools in my car. I used to get lost all the time. I'm not very good at directions. Then once you're there you have to remember the names and faces of the people you're talking to. I once spent a whole hour calling this woman Sally when her name was Samantha.
T: And she didn't tell you?
P: For some reason she didn't tell me. And then there's all the product information.
J: Product information? What, the books?
P: Yes. We sell about five hundred different books and I have to know the difference between all of them. I mean, it gets easier, thank goodness, but I still make mistakes occasionally. What about you, John? You're an actor, right?
J: Yeah. The main thing I have to remember is my lines. Fortunately, I've got a good memory for words, and I don't find it that hard to memorise them. So, I mean, yeah. The other thing you have to remember when you're in the theatre is the blocking.
T: What's that?
J: Blocking? It's where you stand or move to, y'know? Like, when you say your words you might have to walk quickly across the stage. Or move in front of someone. It's all planned and er, you have to remember it.
T: Oh, I see.
J: But it's funny: for, for other things I have a terrible memory. I'm totally useless. I always forget birthdays and dates. I'm always late for things. It's just … yeah … luckily, I'm OK with my lines.
P: What about you, Tim?
T: I'm probably the same as all other students. At least all other history students. I have to memorise dates and also names. But it's not that difficult because you read about them so much you can't really forget them. But for other things I have a really bad memory. I can never remember jokes or films. Sometimes I'm watching a film and after an hour I realise I've seen it already. I'm completely hopeless like that.
J: Oh, me too …

Unit 7 Recording 5

M = Man W = Woman

M: It's interesting: one of the most intelligent people I know is a ten-year-old boy from Egypt. He doesn't go to school and he works in a touristy area in Cairo. And he sells things to tourists, little souvenirs. Now, the reason I say he's intelligent is that he can sell you something in about fifteen languages. I once spent an afternoon watching him, and it was incredible. Most of the time he uses English, but he guesses where you're from and then he starts speaking your language. For example, he can speak a little bit of French, Spanish, Japanese, Italian, etcetera. It's amazing. He knows enough in all these languages to say hello and sell you something.
W: How did he learn the languages?
M: I asked him that and he said he learnt them by talking to tourists.
W: That's amazing. Just talking to people, you can learn so much.
M: So, like I said, he doesn't go to school, but, for me, he's super-intelligent. Let me give you another example. I have a friend who built his own house. He just taught himself how to do it: bought some land, bought the materials and the equipment and just did it. No qualifications, no certificates, no university degree.
W: In my view, that's impressive. I couldn't do that.
M: This is someone who left school at fifteen to do an apprenticeship.
W: Degrees and certificates aren't everything, but, you know, having said that, I do think qualifications are useful in some ways. For one thing, they show that you're able to complete a course – that you're motivated enough.
M: Yeah, I think that's true.
W: But I must say real life experience, travelling and meeting people … these give you an amazing education, too.
M: Exactly. That's what I was saying. Like the boy from Egypt.

Unit 7 Recording 8

A couple of years ago, er, I learnt how to scuba dive which was, um, really exciting, really good experience and when you're learning half of the, the training is in the classroom and half is, er, a practical in a swimming pool. So the classroom stuff was fine erm, I found it really quite easy. I was learning with my mum and she was really worried about doing the kind of more academic stuff and passing the exam but I found that part OK. It was the practical stuff that I had trouble with and she was really lucky, she was erm, really good. But you go and you learn all the technical stuff, you know how to go under water, how to clear your mask if you get water in it, that kind of thing. And then you have to do two dives outside in a, in a kind of reservoir or a quarry or, you know, something like that. But obviously because I'm in the UK it was really, really cold and we woke up on the morning of our dive and there was ice on the water so when we got there we were very nervous and didn't want to get into the water. But once I was in it was so freezing that I tried to go under the water but the more I tried the harder it got and then I got very frustrated and started to cry and then all my ears got blocked up and I couldn't get under. But eventually I managed it and erm, went down, passed my test, did all of the skills that you need to do. Despite the fact that I was so terrible at it I managed to pass and now, erm, now I'm passed I can go anywhere I want so I'll make sure it will be somewhere very hot. So, erm, to sum up, all, altogether it was a really difficult, really difficult challenge, I'm so glad I managed it. Erm … for me, it was quite an achievement and, and I'm proud of myself for having done it.

Unit 8 Recording 2

Speaker 1

I'm in a band so I use the internet all the time just to promote it. So, for example, we have to have a website. So I didn't really know anything about the internet but I absolutely have to. So we've got a website and from there it links to things like Twitter and Facebook and other social media. And then every time we have a gig coming up we use it as a promotional tool: we can send out newsletters by email to people that sign up to the website and let them know what we're doing and then when we're actually in the process of a gig we'll, you know, put photos online, post quotes talking about what we're doing, so people can see it, and then it usually leads, you know, from one to the next person to the next person. They share it on their wall, for example, or they'll post the photo, and it just means you can reach a massive amount of people rather than, you know, the old-fashioned way of just showing somebody a photo after the event – that's no good – so the internet's amazing for that. You can just reach thousands really quickly, which is exactly our goal.

Speaker 2

So, I have a food blog where I review restaurants and post up my reviews onto this blog, just as a hobby. It's something I really enjoy doing, but it means I take a lot of photos of food. You know, anything I eat I take a photo of it. So, for me, using Instagram, which is social media for uploading photos, is the perfect sort of tool for advertising my blog as it's free and people love looking through pictures of all the different dishes. So I find that, you know, I've got about two … over two thousand followers just from people wanting to look at photos of a steak or a piece of chicken, which sounds crazy, but it's very popular, so I use Instagram a lot to link up with my blog.

Speaker 3

Um, well I use Facebook, er, mainly because I work from home and I don't really chat to people much during the day so it's a good way of … of staying in touch with people. You know, it's an online community, isn't it, and I like to keep in touch with people that way – and you know old friends. Probably one of the best uses, though, is organising parties and things because you can just do one blanket invitation to everyone. Most people usually get a notification on their email account to say they've been invited to something, don't they? So I think … I think it's really handy. Rather than ringing up loads of people, you can do it all through social media rather than making lots of phone calls. Um but probably what I like most about it is um just seeing people's family photographs. Um people are always posting their … their … the pictures of their children or … or you know … parties or friends and it's just … it's just nice to, er … it's nice to see those and keep in touch with people.

Unit 8 Recording 5

Conversation 1

A: I'm really hungry. Can I have some of this?
B: Help yourself.

Conversation 2

A: Come on in.
B: Thanks.
C: Have a seat.

Conversation 3

A: Hi.
B: What a day! I'm so tired!
A: I'll make you some coffee. Put your feet up.

Conversation 4

A: Can I just quickly use your phone?
B: Be my guest.

Conversation 5

A: Welcome!
B: Thank you. What a nice room.
A: Make yourself at home.

Unit 8 Recording 6

Conversation 1

W = Woman M = Man

W: Hi Dave. Sorry. Do you mind?
M: Sorry?
W: We don't smoke in the house.
M: Oh, sorry about that. I didn't know.
W: That's all right. It's no problem.

Conversation 2

M1 = 1st man M2 = 2nd man

M1: So they've invited me to dinner at their home.
M2: Wonderful. And they're also from Morocco?
M1: The same as you. From Morocco.
M2: That'll be great.
M1: So, do I need to bring a dish? Like, bring some food?
M2: No, it's not necessary. You can bring a small gift if you want but you don't need to bring food.

Conversation 3

M = Man W = Woman

M: Hello?
W: Hello?
M: Hi, I'm Richard Davies. From Exeter? I'm here to visit your offices.
W: Ah hello.
M: I'm a bit early. Is this a bad time?
W: Umm.
M: I can come back later.
W: I wasn't expecting you so early. Can you come back in ten minutes? I just need to finish some work here, then I'll be able to show you around.
M: Of course. Sorry about that.
W: Not at all. It's fine.

Conversation 4

W1 = 1st woman W2 = 2nd woman

W1: So, I walked into your parents' house but I forgot to take my shoes off. Did I do something wrong?
W2: Oh, I see.
W1: My shoes weren't dirty or anything but I still felt really bad.
W2: It's OK – I'll tell my parents you forgot. Don't worry about it.
W1: I don't know. Should I call them up to apologise?
W2: No, it's nothing. You really don't have to apologise.

Conversation 5

W = Waiter C = Customer

W: Excuse me sir, would you mind putting this on?
C: What?
W: Put on your jacket. In this restaurant you have to wear a jacket.
C: My apologies. I didn't realise.

Conversation 6

W = Woman M = Man

W: So this American family are going to stay with us for Thanksgiving.
M: For what?
W: For Thanksgiving. You know, people from the United States celebrate it.
M: So what's the problem?
W: Americans always eat turkey on Thanksgiving, don't they? But we're vegetarians – we never eat meat. So, well, what should we do?
M: Um … if I were you, I'd tell them the problem, and maybe they can cook a turkey while you and your family just eat something else.

Unit 8 Recording 8

B = Ben Jacques S = Sharon Hills

B: So Sharon, erm, imagine you had to start a brand new community. Er …
S: Yes?
B: I know it's a difficult question, but ideally where would it be?
S: Erm, I'd probably choose somewhere quite warm, so yeah, so you didn't have any issues of flooding, or you know, too much snow to deal with something like that. And then I'd choose another place most people would probably choose, not an island … erm …
B: Where … where exactly?
S: But, I think, hmmmm … somewhere in France, I don't know why.
B: Oh somewhere in France? OK and, and who would be there: the French only or a mixture of people?
S: No, I … well, it would need to be a mix of people and they'd need to be able to help one another.
B: In what way?
S: Well, erm … I'd like to take one person who's an expert in one field, another person who's an expert in another field, so you have – you know – arty people, erm, manually skilled people, erm … good orators, good writers.
B: Ah, so a whole range of skills …
S: Exactly!
B: … all going into the melting pot.
S: Yes, but, I wouldn't have too many people to start with, although if it's too small a group then I suppose you risk, erm, falling out. But I think if you keep that group fairly small to begin with then you can draw up your own special laws, you know, to govern yourselves.
B: Would it need laws do you think … this, this utopian society?
S: Mmmm … well, ideally there'd be no laws but because people are human I think you would probably have to come up with some ground rules yes.
B: What would be the most important one?
S: Oh! Erm, I think, erm … not to physically hurt somebody else I suppose.
B: Right, so pretty much like we have at the minute …
S: Yes, I suppose …

Unit 9 Recording 4

Speaker 1

Yeah, I grew up in the nineties. Erm, for me film and music are two important ah important aspects of my life, and it was a fantastic decade for both of those. In terms of films, there were some ah excellent ones that came out, erm, my favourites being *Forrest Gump*, *Pulp Fiction*, and *The Shawshank Redemption*. In terms of the music … probably the most famous bands of the time was Oasis and Blur. Ah, one of the most memorable moments of the nineties was Euro ninety-six … obviously the football tournament. I was lucky enough to go to the opening ceremony myself. Obviously, as we was entering the end of the millennium the celebrations towards the end of the nineties were huge as were the actual celebrations on the night. Tony Blair was elected, erm, so he was the first sort of Labour government for, for a long time. Um and also Mother Teresa died, sort of Mother Teresa was, erm, the famous charitable missionary.

Speaker 2

Ah, the seventies, well they were wonderful I think if, if I'm asked were they was it a good decade or a bad decade, personally I have to think it was a good decade to grow up in. I think it's very lucky I think of it as a very lucky experience when generally the world that I lived in, which was London and England, which was the post-war period and therefore an era of a certain amount of erm, restriction was all ending and things were freeing up and that happened just at the time that I was leaving home and finding my own independence. It all seemed as though it happened at the same time. Erm, technology was er, changing and improving, um, everything seemed to be developing and getting better in many ways. The fashion was getting rid of short hair and regimented kind of looks, erm, individuality was very much the order of the day. Great people were emerging in the arts. John Lennon, for example, was an icon for me I think as a creative artist with a message as well in his work. Great artists in film, Scorsese: *Taxi Driver*, Spielberg: *Duel* these were emerging artists of tremendous skill and artistry but they were just starting out then when I was.

Speaker 3

I was a teenager in the eighties and I remember thinking that um I didn't like a lot of the fashion and the music from back then but now it's obvious in retrospect that I did quite like it. I love looking back on like a nostalgia trip at the way we used to dress and how much hair gel I used and how much hair spray the girls used, and er, now in the 2000s there's sort of a trip back into that time you know, girls are wearing big earrings again and geometric patterns of their clothes. Erm, the music in the eighties became quite computerised sounding, quite electronic and er, disco faded away, although we did still have soul although people like Luther Vandross and Billy Ocean, erm, making soul music. Er, New Romantic was another style that came out in the early eighties where the men started wearing lots of make-up and had big shoulders and small waists and erm, there was Madonna was a big trendsetter for girls and er, at one point she cut her hair really short in the mid eighties and almost like a boy's, and then all the girls started cutting their hair short, too. Erm, I wasn't very fashionable myself, I used to spend most of my money on records not clothes. Erm, there were some good films around in the eighties too things like *Back to the Future* with Michael J Fox, *Desperately Seeking Susan* with Madonna, *ET*, *Police Academy* … Um, I'm gonna be forty this year and I reckon my birthday party is going to be a big nostalgia trip back to the eighties.

Unit 9 Recording 5

M = Man W = Woman

M: So, yeah … so question one. Um …
W: Yes about the religious leader, any ideas.
M: Yeah. Spoke out against racism in South Africa – worked as an English teacher? Um … no idea.
W: Well it could be a few different people couldn't it?
M: I have no idea. I … I don't know. I don't know.
W: Want to guess?
M: If I was to guess … oh, no I haven't a clue. I haven't. I haven't a clue on this one. I'm sorry.
W: Okay I'm gonna tell you it was B – Desmond Tutu.
M: Oh, really?
W: Yes.
M: Oh no, I didn't know that.
W: Fair enough.
M: I didn't know that.
W: All right. So the second one is about the politician being killed by her own bodyguards.
M: Well it's definitely not A.
W: Oh … okay yes.
M: Definitely not A, so … um … it's B or C. Um …
W: Can you remember?
M: I can't remember, I've forgotten.
W: So you're just gonna have to guess.
M: Yes, um …
W: Come on! I'm gonna press you now. If you used to know it, you can have a go – it's in there somewhere.
M: I'm gonna go for B.
W: Oh, no. It was the other one. It was C – Indira Gandhi.
M: Oh.

W: Never mind.
M: Oh well. I didn't know that … I didn't know that.
W: Well there you go. Um … so – number three, any ideas, uh, about the anthropologist feeding bananas to wild chimpanzees?
M: Jane Goodall, Louis …?
W: Louis Leakey, Margaret Mead.
M: Well. Well I'm sure it isn't Margaret Mead.
W: How about B?
M: Um, I'm … I'm sure it isn't … I'm sure it isn't B.
W: Okay.
M: So that leaves A.
W: It leaves you with A. Very good. It was Jane Goodall.
M: Yes, that's right!
W: Okay, and now the scientist …
M: Which inspirational scientist spent his free time playing the violin?
W: Free time …
M: … when he wasn't changing the world? Um, I … I … I think I know this one.
W: Okay.
M: I'm … I'm … yeah …
W: Uh, be careful cos all of those … changed the world.
M: I'm not a hundred per cent certain. I'm not a hundred per cent certain, but it might be Albert Einstein.
W: Right, are you saying B?
M: B.
W: Yes, you're right.
M: Excellent.
W: And we're almost there, with number five, uh, the activist that refused to give up the bus seat. You must remember this.
M: Oh no, I can't remember.
W: You must!
M: Uh, its one of those things I used to know.
W: Start of the Civil Rights Movement.
M: I used to know but I … I've forgotten.
W: All right.
M: Che Guevara?
W: Sure?
M: No.
W: No.
M: But …
W: Okay it was C – Rosa Parks.
M: Oh!!
W: You're right. You didn't remember.
M: Oh.
W: So the last one.
M: That's interesting. It's interesting. Oh dear.
W: The last … the last one then.
M: Right.
W: Um, which amazingly original and creative writer was banned from the US for years?
W: Have you heard of them?
M: I, … I, well I know … I know it wasn't Charles Dickens.
W: Right.
M: So it's one of the other two. Oh.
W: Go on. Have a guess.
M: I'm gonna go for C.
W: Good choice.
M: Ah! That's right, that's right!
W: It was C!
M: Excellent! Excellent!
W: Well done. You did very well.
M: Yes, yeah not too bad.

Unit 9 Recording 7

OK, well, someone whose work really influenced me is Gabriel García Márquez. I like his short stories, but I fell in love with his novels, particularly *One Hundred Years of Solitude*. That book really made its mark on me. Anyway, erm, well, Márquez is a Colombian writer. I think he was born in 1928. He's a Nobel Prize winner – he won the Nobel Prize in Literature – and his books have been translated into dozens of languages. Erm … He's one of the best-known writers in the style of what's called magic realism. This means he writes kind of realistically but there's magic, I mean magical things happen in his books, like ghosts appear and kind of crazy things happen. I'm a big fan of that type of writing. Anyway, his novels are kind of funny but it's black humour or satire. He invents all these amazing, unforgettable characters, like um, corrupt officials and devoted lovers, vicious policemen and stupid revolutionaries, and through it all you're laughing at the characters but you also see their world is falling apart. I haven't read his work in Spanish, only English, erm, but the style is brilliant. His dialogue is fast and funny and he writes amazing descriptions of places and people. And, um, well, it was finding Márquez's work as a teenager that really made me become a reader.

Unit 10 Recording 2

Speaker 1

My favourite food city is ah, Hiroshima, in Japan … Um … hmm … Ah they've got all sorts of food. They've of course got the really famous sushi that everyone thinks about when they think of Japanese food, but they've got so much else to offer. Ah, Hiroshima's really famous for its okonomiyaki which is like a cross between a pancake and a pizza … and it's kind of egg and like a flour mixture with cabbage and noodles and meat and sometimes cheese. It's really good. One of my favourite restaurants is a place called, ah, Daikichi, which specialises in grilled chicken you can get grilled chicken with cheese, grilled chicken with plum sauce, ah and a really good soup with rice and ginger in it. I'd love to take you to Daikichi, you'd love it. They do good beer, too. Erm, but also you can get tempura in Hiroshima, which is like prawns and vegetables deep fried in a really light, fluffy batter … it's really good. And then, ah, you have also the informal restaurants that are called Izakaya where you go with a group of friends and you order lots of dishes and everyone shares and eats from the middle of the table so it's a great way to try lots of different kinds of food. Actually I know a really good Izakaya that I should take you to.

Speaker 2

Well, my favourite food city would be Madrid. I lived in Madrid, in Spain for around ten years on and off and the quality of the food is, is wonderful – it's sensational. Spanish people always say that, ah, Spanish food is the best in the world and I always argued while I lived there, that, er, I felt there was a lot more variety of food in the UK, but when I moved back to the UK I really started to miss the richness, the quality of food in Spain. I think my favourite restaurant in Spain was a tiny little, um, Galician which is a part in the north west of Spain, seafood restaurant in a small little bar, it was a very, it wasn't posh or expensive, it was cheap and basic but just served the most wonderful seafood followed by lots of white wine and er, a great Tarta de Santiago, a great pastry dessert, afterwards. Another great thing, obviously about Spanish food which you'll've heard of is 'tapas' where everyone gets together on a Sunday lunchtime before lunch to have a few bites to eat and, and a few beers together and it's a lovely social atmosphere and it's nice to go out and try a variety of different food. I tried once, ah, pig's ear, which I have to say was possibly the worst thing I've ever tasted, but generally the quality was sensational.

Unit 10 Recording 5

Conversation 1

W = Woman M = Man

W: Is there anything I should know for when I arrive at the airport?
M: Yes, watch out for the taxi drivers who tend to hang around outside the airport. Most of them aren't licensed, so you shouldn't really use them.
W: OK.
M: If you do use one, make sure you find out how much the journey is supposed to cost. Don't get in until you've agreed the price with the driver, or else you could find that you have to pay three or four times the amount you should pay for the journey.
W: Oh right. That's good to know.

Conversation 2

M = Man W = Woman

M: Hi – I'm going to Heathrow tomorrow, and my plane leaves at three p.m. Latest check in time is 1.40. What time do you think I should leave central London?
W: For Heathrow? Well, you'd better leave plenty of time, because often there are delays on the tube. Are you going on the tube or the train?
M: The tube, I think.
W: The tube? If I were you, I'd allow about an hour and a half. So, if you want to be at the airport at 1.30 … then you'd better leave at about twelve o'clock.
M: OK. That's great. Thanks.

Conversation 3

M1 = 1st man M2 = 2nd man

M1: Be careful when you take trips into the jungle in the north. Generally, there are a lot of mosquitoes there, so remember to take mosquito nets, and insect cream. It's a good idea to wear long trousers, and shirts with sleeves in the evening. And don't forget to take your malaria tablets.
M2: Oh yes, I must remember those.
M1: And whatever you do, don't drink the water, or you'll get a bad stomach.
M2: Oh, I didn't know that.
M1: Yes, always be sure to boil the water first, or drink bottled water. You have to be careful when you eat raw food, too, like fruit, if it's been washed in water.
M2: OK.

Conversation 4

W1 = 1st woman W2 = 2nd woman

W1: We're going there on holiday, and I've heard that there's a lot of street crime. Is that true?
W2: Not really no. I mean, it's like any big city. You need to watch out for groups of young children on the streets. They try to distract you, and then sometimes take your bag.
W1: Oh. Right.
W2: It's not very common, but don't walk around the city obviously carrying money in a big money belt or anything.
W1: Of course.
W2: The most important thing is to remember to hold on to your handbag, and things like that, but no, there isn't really much crime. On the whole, it's a pretty safe city.
W1: That's useful, thanks.

Unit 10 Recording 8

One place that I think everyone should have the chance to see is Venice. But the problem is that this beautiful and charming city is slowly sinking. Ever since the fourteenth century engineers have tried to work out a way to stop the floods in Venice, but so far nobody has managed. Sometimes there are as many as forty floods per year between March and September, and Venice is actually sinking at a rate of two and a half inches every decade. It's very possible that your grandchildren, and their grandchildren will never have the chance to see this fragile city. Everyone should have the chance to enjoy the city, to walk across its famous bridges, through its ancient squares. There are no cars in Venice, and many people think it helps this to be one of the most romantic cities in the world. So, can it be saved? Well, they are trying. Barriers are being put in to try and stop the water getting too high. This is viewed as a temporary measure, although they should last a hundred years, so the problem is finding a permanent solution. If you want my advice, go there while you still can, and then together we can put pressure on the government to spend the money it needs to find a permanent way to keep this beautiful and historic city for future generations. We have an opportunity now to save this city, and we must, before it's too late.

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