oxford exam support

2<sup>nd</sup> edition

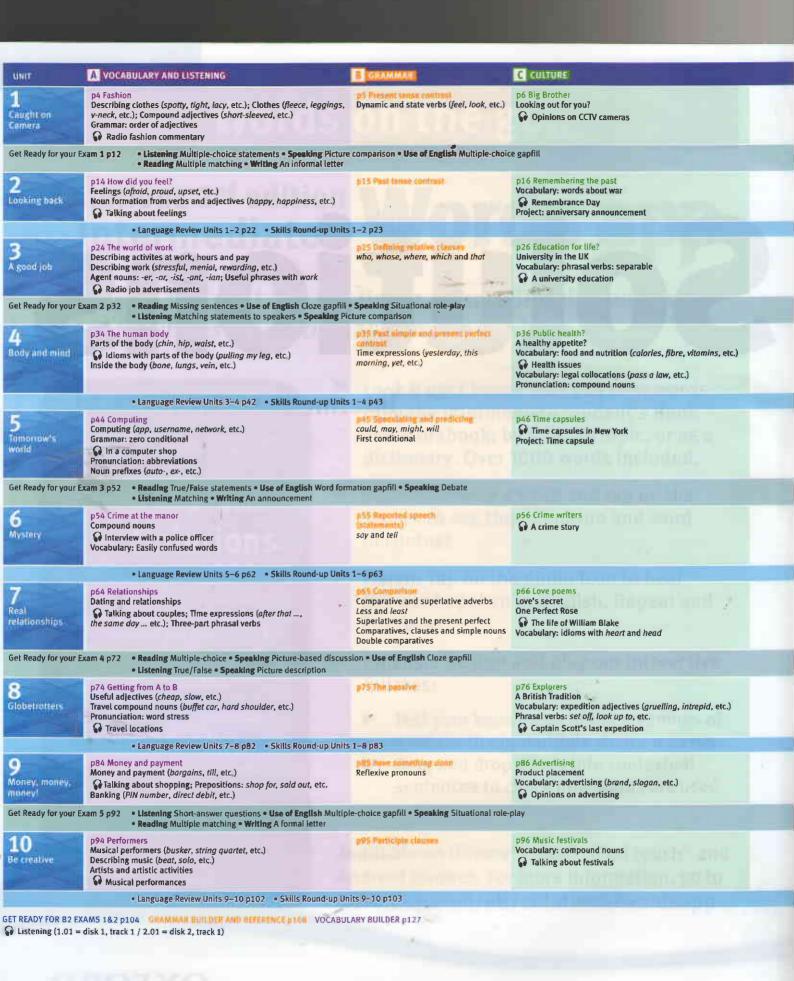
# Solutions

Intermediate Student's Book

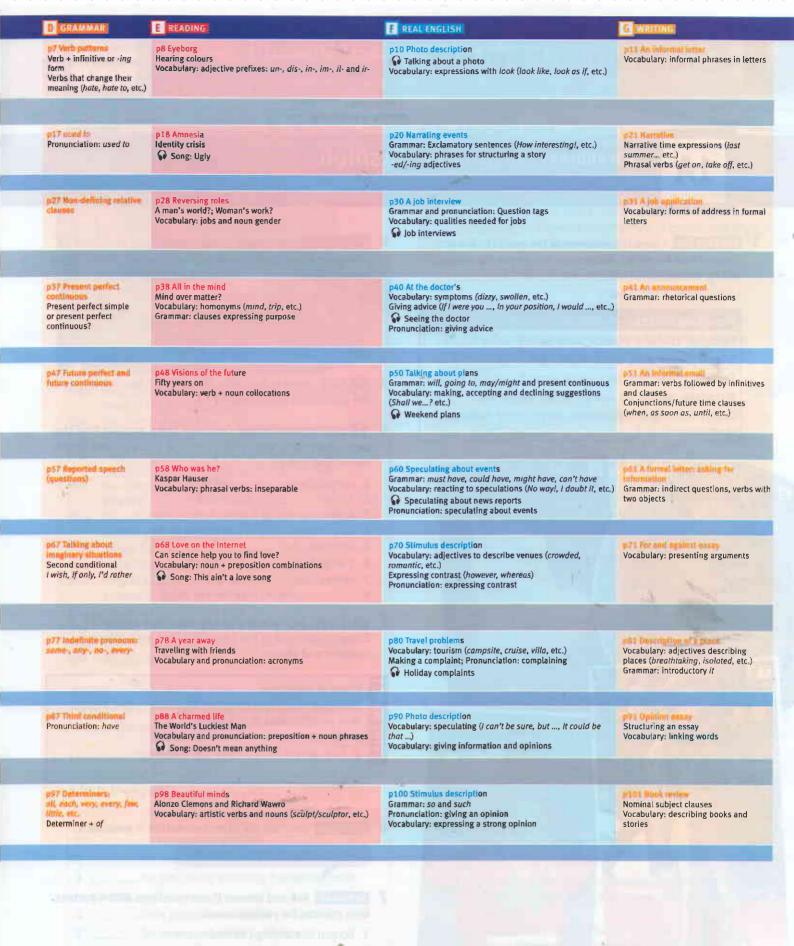


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**OXFORD** 



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# **Caught on camera**

### THIS UNIT INCLUDES

Vocabulary = describing clothes = compound adjectives = adjective prefixes

Grammar = order of adjectives = present tense contrast = dynamic and state verbs

= verb patterns

Speaking = discussing the issue of surveillance = discussing a disability = describing a photograph

Writing . an informal letter

1A

## VOCABULARY AND LISTENING

Fashion

I can describe clothes.

1 VOCABULARY Check the meaning of the words in the box.
Then make a list of the clothes you can see in the photos, adding one adjective from the box to each.

a shiny dress, a woolly scarf

### Describing clothes

Patterns: checked flowery plain spotty stripy

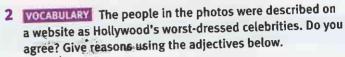
Shape: baggy long loose short tight

Texture: fluffy furry lacy shiny smooth sparkly woolly

Materials: cotton fur leather nylon velvet wool

Other: full-length high-heeled long-sleeved matching

short-sleeved



<u>Describing fashion</u> awful beautiful cool cute elegant gaudy great old-fashioned scruffy smart stylish trendy

### VOCABULARY BUILDER 1.1: PAGE 127

- 3 1.02 Listen to the radio show. Which two celebrities in the photos are described?
- 4 1.02 PRONUNCIATION Complete these phrases from the radio show using words from exercise 1. Then listen again, repeat and check.

1	a beautiful,	, white d	ress
2	a small,	clutch bag	
3	a grey,	T-shirt	
4	very casual	dark-blu	ie jeans
5	a smooth, red, _	jacke	et
6	a long, brown, _	scarf	
7	shiny,	trousersuit	

8 \_\_\_\_\_\_, black, high-heeled shoes
 5 What order do the adjectives in exercise 4 appear in? Complete the rule in the Learn this! box with colour,

material and shape.

EARN THIS!

### Order of adjectives

When we have more than one adjective before a noun, they usually come in this order:

1 opinion

3 texture

2 size, length or

4 pattern or \_\_\_\_

GRAMMAR BUILDER 1.1: PAGE 108 (

6 SPEAKING Describe the other two outfits in exercise 1.

He's wearing baggy blue jeans ...

- 7 SPEAKING Ask and answer these questions with a partner. Give reasons for your answers.
  - 1 Do you like buying clothes?
  - 2 Are you interested in fashion?
  - 3 Do you wear fashionable clothes? Why? / Why not?

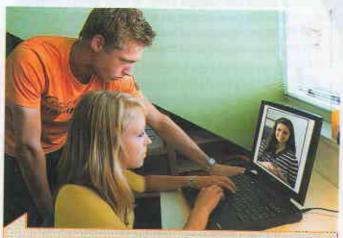
VOCABULARY BUILDER 1.2: PAGE 127 (



# GRAMMAR Present tense contrast

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

SPEAKING Look at the picture of Zoe. What is she doing?



- Max Hey, Zoe. You're always using the computer when i need it! It's so annoying!
- Zoe I'm chatting with Ella.
- Ella Hi, Max. What are you up to?
- Max Oh, hi, Ella. I'm doing my science homework, but I need to look something up on the Internet.
- Zoe Ask Ella. She always comes top of the class in science.
- Max OK, what about this? At what temperature does oxygen change from a gas to a liquid?
- Ella Minus 183° C.
- Max Wow! Thanks, Ella.
- Zoe Hey, Ella, do you fancy seeing Inception at the cinema tonight?
- Ella OK. What time does it start?
- Zoe Seven. I'm meeting Jo at 6.45 outside the cinema.
- Max Cool. I love science fiction films. Can I come?
- Zoe No, you can't!
- 1.03 Read and listen to the dialogue. Underline the examples of the present simple and present continuous forms in the text.
- Study the examples in the dialogue. Then write simple or continuous for each use in the chart below. Which two uses refer to the future?

### We use the present ... 1 \_\_\_\_\_ for habits and routines. \_\_\_\_ for something happening now or about now. 3 \_\_\_\_\_ for describing annoying behaviour (with always). 4 \_\_\_\_\_ for a permanent situation or fact. \_\_\_ for arrangements in the future. \_\_\_\_ for timetables and schedules (e.g. cinefia programmes).

Read the Learn this! box and find two examples of state verbs in the dialogue in exercise 1.

### Dynamic and state verbs

Dynamic verbs describe actions and can be used in the simple or continuous forms. State verbs describe states or situations, and are not usually used in continuous tenses. Common state verbs include:

believe belong forget hate know like love mean need prefer remember understand want

### 500) GRAMMAR BUILDER 1.2: PAGE 108 🐠

1.04 Complete the dialogue with the present simple or present continuous form of the verbs in brackets. Listen and check.

Ella	Who 1 (you / phone)?
Zoe	Jo. The film 2 (start) in five minutes. She
	(never / arrive) on time Hi, Jo. 4
	(you / come) to see the film? OK. She 5
	(just / get off) the bus. She'll be here in a minute.
Ella	Great. What ( (you / do) after the film?
Zoe	We 7 (go) for a pizza. 8 (you / want) to
	join us?
Ella	Yes, 19 (love) pizza. But the last bus home
	10 (leave) at 10.30. I mustn't miss it.
Max	Hi, Zoe. Hi, Ella.
	What 11 (you / do) here, Max?
Max	I'm going to see the film. I 12 (wait) for Sam.
	Shall we all sit together?
Zoe	No way!

### GRAMMAR BUILDER 1.3: PAGE 109 (33)

For each verb below write two sentences, one in the present simple and one in the present continuous. Remember that the present continuous can refer to current actions or future arrangements.

### go have play speak study con-

My dad goes to work by bus. Tomorrow he's going to work by car.

- SPEAKING Tell your partner:
  - 1 two things you do every weekend and two things you
  - 2 two things that are happening in the classroom now.
  - 3 two things you're doing this evening and two things you aren't doing.
  - 4 two facts about yourself or your friends.
  - 5 two things that people are always doing which annoy you.



# CULTURE Big Brother

I can understand a text about surveillance.

- SPEAKING Look at the photo and answer these questions.
  - 1 What do Closed-Circuit Television (CCTV) cameras record?
  - 2 Where do you usually find CCTV cameras?
- 2 6 1.05 Read the text. What sort of text is it?
  - a an opinion article b a narrative c a description

Today, there are more than four million CCTV cameras in Britain. That's one camera for every fifteen people. The cameras are there to film dangerous or illegal behaviour. But they don't just watch criminals - they watch almost all of us, almost all of the time. Every time we use a cashpoint machine, travel on public transport or go into a shop, a camera records our actions. Shops say that this technology helps to catch shoplifters - but only by treating everybody as a potential criminal

Cameras are not the only way of maniforing our actions. Every time you use your mobile phone, the phone company knows the number of the phone you are calling and how long the call lasts. It is even possible to work out your location. The police often use this information when they're investigating serious crimes.

And what about satellites?
Are they watching us from space? How much can they see? Anybody with a computer can download 'Google Earth' and get satellite photos of the entire world. Perhaps governments are using even more powerful satellites to watch their citizens.

Even when you are at home. you are not necessarily safe from surveillance. When you use your computer to visit websites, you are probably sending and receiving 'cookies' without realising it. Cookies transfer information from your computer to the website and, in theory, could record which websites you visit. Some cookies, called zombie cookies, gre very difficult to remove from your computer. Modern technology is making it easier and easier to stay in contact, but it is also making it nearly impossible for us to hide.

### 3 Choose the correct answers.

- 1 CCTV cameras record the actions of
  - a one in fifteen people in the UK.
  - b four million people in the UK.
  - c all criminals in the UK.
  - d nearly everybody in the UK.
- 2 When you use a mobile phone, the company knows
  - a the name of the person you are speaking to.
    - b what you are saying.
  - c how long you have had the phone.
  - d where you are.

- 3 The author of the text thinks that governments
  - a might use 'Google Earth' to help solve crimes.
  - b might be watching all of us from space.
  - c might record all of our phone calls.
  - d might record all of the websites we visit.
- 4 When you surf the Internet, cookies
  - a record every letter that you type.
  - b record your passwords and emails.
  - c send information to your computer.
  - d send information to websites.
- 4 1.06 Listen to Martin and Sophie discussing the use of CCTV cameras. Answer the questions.
  - 1 Who is in favour of CCTV cameras and who is against them?
  - 2 Does either of them change their mind?
- 5 1.06 VOCABULARY Use the words below to complete the opinions expressed by the speakers. Then listen again and check.

<u>Crime</u> criminals guilty information police police state safety surveillance technology

- 1 \_\_\_\_\_ deters people from committing crime.
- 2 Personal privacy is more important than catching
- 3 Public \_\_\_\_\_ is more important than personal privacy.
- 4 Surveillance makes everybody feel \_\_\_\_\_
- 5 It's the first step towards a \_\_\_
- 6 The police might misuse the \_\_\_\_\_
- 7 We rely too much on \_\_\_\_\_\_ to solve social problems.
- 8 More surveillance means the \_\_\_\_\_ can catch more criminals.
- 6 Put the sentences in exercise 5 into two groups:

  Arguments for CCTV cameras and Arguments against

  CCTV cameras. In your opinion, which is the strongest
  argument in each group?
- 7 SPEAKING Discuss these questions. Use the arguments in exercise 5 and the phrases below to help you.
  - 1 Are there a lot of CCTV cameras in your town? Where are they? Why are they there?
  - 2 Do you think CCTV cameras are a good thing or a bad thing? Why? / Why not?

### **Expressing opinions**

I think / don't think ... In my opinion / view, ... You can't deny that ... There's no doubt that ...

# GRAMMAR Verb patterns

I can identify and use verb patterns.

1 SPEAKING Look at the photo. What do you think the woman's job is?

Jou can't avoid seeing images of supermodels wherever you go. Their faces are everywhere: on the TV, in magazines and on billboards. They all want to work for big names, like L'Oréal or Gucci, so they spend hours working out in the gym and looking after their appearance. They seem not to mind the attention ... but what's it actually like being in the public eye all the time?



2	Read the text about supermodels. Find these verbs
	Are they followed by an infinitive or an -ing form?

•	-	-		
1	avoid		3	spend (time)
2	want		4	seem

### 1:07 Listen to a supermodel talking about her life. Are these sentences true or false?

- 1 She leads a normal life.
- 2 She doesn't go out much.

holiday. (stay)

3 A friend of hers had problems with photographers.

### 1.07 Listen again. Complete the sentences with the correct form of the verbs in brackets.

1	I don't expect a perfectly normal life. (lead)
2	Some models hardly go out and they avoid to
	clubs and restaurants. (go)
3	They never agree for photos for the paparazzi
	(pose)
4	I manage my private life separate from my
	public life. (keep)
5	I can't imagine any privacy at all – that would
	be awful. (not have)
6	He couldn't face the villa. (leave)
7	So he ended upin the villa for most of the

Add the verbs in exercises 2 and 4 to the chart below.

verb + infinitive	verb + -ing form
decide, happen, mean promise,	fancy, feel like, can't help suggest,

GRAMMAR BUILDER 1,4: PAGE 110 ((()

6	Complete the second sentence so that it has the same
	meaning as the first. Use the verbs in brackets and an
	infinitive or -ing form.

1	Sara thinks	that:	she'll b	e a n	nodel	when	she's	older.
	(expect)							
	Sara	a	mode	l whe	en she	's old	er.	

2 My mum hates to see very thin models. (can't stand) My mum \_\_\_\_ very thin models.

3 I really like reading fashion magazines. (enjoy) \_\_ fashion magazines.

4 He says he won't eat food that is bad for him. (refuse) food that is bad for him.

5 Vivienne didn't manage to keep her contract with Max Factor, (fail)

her contract with Max Factor. Vivienne \_\_\_ 6 Pete's always looking in the mirror. It's so annoving!

(keep) Pete in the mirror. It's so annoying!

7 I really don't want to watch another fashion show. (can't

another fashion show. I really\_

### Verbs that change their meaning

Some verbs can be followed by an infinitive or an -ing form, without much difference in meaning: I love to take photos. / I love taking photos. It started to rain. / It started raining. Some verbs change meaning depending on whether they are followed by an infinitive or an -ing form: forget go on remember stop try

### 7 Read the Learn this! box. Then translate these sentences. How does the meaning of the verbs change?

- 1 Don't forget to watch the match on Saturday.
- 2 I'll never forget watching the World Cup Final.
- 3 He stopped to buy some bread.
- 4 He stopped buying bread.
- 5 | tried windsurfing, but | didn't like it.
- 6 I tried to windsurf, but I couldn't even stand up on the board.

### GRAMMAR BUILDER 1.5: PAGE 110 (

### 8 SPEAKING Work in pairs. Tell your partner about something that you:

- 1 forgot to do.
- 2 will never forget doing.
- 3 never remember to do.
- 4 tried to do, but couldn't.
- 5 tried doing, but didn't enjoy.

# HEARING

- 1 SPEAKING Look at the photo. What can you see? What is happening? Do you like the painting?
- 2 1.08 Read the text. Choose the best summary.
  - 1 Neil Harbisson used to be colour-blind, but a special device now means he can see colours through sound, although he still usually paints in black and white.
  - 2 Colour-blind since birth, Neil Harbisson can now paint in colour. But he isn't very happy with his paintings and thinks the device he wears is uncomfortable and noisy.
  - 3 Neil Harbisson used to paint in black and white, but now paints in colour. He is colour-blind and wears a special device that makes sounds corresponding to the colour he is looking at.
- Read the text again. Match the headings (1-7) with the paragraphs (A-F). There is one heading that you do not need.
  - 1 A lucky meeting
  - 2 A more complex device
  - 3 The device is too noisy
  - 4 How Neil's life has changed
  - 5 Colour-blind since birth
  - 6 Some unexpected problems
  - 7 How the device works
- Answer the questions.
  - 1 Is Neil completely colour-blind?
  - 2 How did Neil meet Adam Montandon?
  - 3 What type of sound does the device make when the camera sees (a) red light? (b) violet light?
  - 4 How does the Eyeborg that Neil wears now differ from the first device that Adam made for him?
  - 5 What else does Neil have to carry with him, apart from the camera?
  - 6 How does the fact that Neil played the piano as a child help him to use the Eyeborg?
  - 7 What problems has the Eyeborg caused Neil?

- Imagine being totally colour-blind, living in a world of greys, being unable to see the difference between red and blue or yellow and pale green. That's what life is like for Neil Harbisson. He was born with an irreversible condition called achromatopsia, or total colour blindness. That would make life difficult for anyone, but Neil is an artist and the incredible thing is, he paints in colour.
- When Neil was an art student, he only painted in black, white and grey because that is all he saw. He was very dissatisfied with his paintings. But one day, a young scientist called Adam Montandon visited the college to give a lecture. The two met and when Neil explained his problem, Adam decided to try to find a way to allow Neil to 'see' colours using sound.
- neil thought it was an impossible task, but Adam made a special device that let him 'hear' six colours. This is how it worked: light travels in waves, and different colours of light have different wavelengths. Red light has a long wavelength and violet light has a short wavelength. Adam used this fact to
- 5 VOCABULARY Read the information in the Learn this! box and find five more adjectives with prefixes in the text.

EARN THI

### **Adjective prefixes**

We use the prefixes *un*-, *dis-* and *in-* to give an adjective the opposite meaning.

uncomfortable dissatisfied incredible
Before m and p, in- usually changes to im-: impossible
Before r, in- usually changes to ir-: irresponsible
Before l, in- usually changes to il-: illogical

- VOCABULARY BUILDER 1.3: PAGE 127 (
- 6 SPEAKING Discuss this question in pairs or small groups.
  Brainstorm ideas first.

What problems does a person who is totally colour-blind face in everyday life?

7 SPEAKING Present your three best ideas to the class.

create a comera that measures the wavelength of the light that enters it and then makes a sound that corresponds to the colour of the light. So, if the comera sees red. it makes a low sound. if it sees violet, it makes a high sound.

low sound → high sound

Adam has now developed a much more sophisticated device, called the Eueborg, that allows Neil to see 360 different colours. Neil wears a camero on his head, which is attached to a laptop computer in a backpack. The computer analyses the colour and sends a sound to Neil's wireless headset. It was a bit uncomfortable at first, but

The Eyeborg has made a huge difference to Neil's art. He now uses a wide range of colours. If he wants to point something, he points his camera at it and memorises the sound. Then he starts mixing colours, pointing his camera at the paint, and stops mixing when he hears the same sound again. Neil has had to memorise a lot of sounds, but he played the piano as a child and this has helped him a great deal.

I've got used to all the sounds,' he says. 'It's noisy, but probably not much noisier than a busy city street.' However, it has created some unusual problems. People sometimes think that he is videoing them and they don't like that. Security quards occasionally ask him to leave shops! But Neil is now inseparable from his Eyeborg and wears it all the time.



# SPEAKING Photo description

I can describe the people in a photo to someone.

- Look at the photo and identify the people and things below.
  - a camera flash a celebrity a notebook a paparazzi photographer a reporter a sign



- 2 1.09 Listen to a student talking about the photo.
  Which of the following does he include in his description?
  a actions b experiences c people d location
- Complete the phrases the student used for identifying people and things in the photo. Use the prepositions below.

### in in in on to with

- 1 a sign \_\_\_ the background
- 2 the man \_\_\_ the grey suit
- 3 the people \_\_\_ the right of the man
- 4 \_\_\_ the top right-hand corner of the photo
- 5 the woman \_\_\_ long blonde hair
- 6 the people \_\_\_ the left

# EARN

### Expressions with look

look (a bit / just) like + noun / person
look + adjective
look as though / as if / like + clause

- 4 Read the Learn this! box. Then complete the sentences with the correct form of the expressions with look.
  - 1 It \_\_\_\_ it says 'Theatre'.
  - 2 The woman in the sunglasses \_\_\_\_\_ a pop singer or film star.
  - 3 He \_\_\_\_\_\_ very excited.
  - 4 They \_\_\_\_\_ paparazzi.
  - 5 It \_\_\_\_\_she's signing her autograph.

- 5 1.09 Listen again and check your answers to exercises 3 and 4.
- 6 Read the exam strategy. Complete the phrases with the verbs below.

say see suppose think about thought about

### **EXAM STRATEGY**

After you have described the picture, the examiner will ask you some questions. When you answer these questions from the examiner, do not give single-sentence answers. In order to create time to think, you can use these phrases:

Let me \_\_\_\_\_\_, ...

Let me \_\_\_\_\_ that for a moment.

Well, um, I \_\_\_\_\_ ...
I've never really \_\_\_\_\_ that.
It's difficult to \_\_\_\_\_ really.

- 7 1.10 Listen to the next part of the exam. How many questions does the examiner ask? Which phrases from the exam strategy does the student use?
- 8 SPEAKING Work in pairs.

Student A: make notes about the photo below.

Student B: make notes about the photo on page 7.

Then describe your photo to your partner, using phrases from exercise 3 and the *Learn this!* box.



SPEAKING Work in pairs. Take turns to ask your partner the questions below. When you answer the questions, use phrases from the exam strategy if you need time to think.

### Questions for Student A to answer:

- 1 Why do you think the photographers are taking photos?
- 2 Do you think there's too much sport on television and in the newspapers? Why do you think that?

### Questions for Student B to answer:

- 1 Do you think this woman enjoys her job? Why? / Why not?
- 2 How difficult do you think it is being in the public eye all the time?

# WRITING An informal letter

I can write a letter introducing myself to an exchange student.

### Dear Mary,

I'm Johana Paulerová. I'm 17 years old and I'm from Ostrava. My dad is a shop manager and my mum is a nurse. I've got two brothers. They are called Jan and Robert.

I like reading and watching films. I also like spending time with my friends. We often go shopping together, or to a café or the cinema.

I go to Gymnázium Písek. There are 500 students in the school, and 25 in my class. I'm studying for my Maturita exam. I study five subjects.

What time does your plane arrive in Ostrava? Please let me know. See you soon.

Regards

Johana

- SPEAKING Look at the photo with the second letter. Describe Pablo's family (appearance, age, clothes, etc.).
- Read the letters quickly. Answer these questions.
  - 1 Who are Johana and Pablo writing to?
  - 2 Why are they writing? Choose two of the reasons below.

to ask for information to ask for news to give news

Read the exam task and the exam strategy. How well do Johana and Pablo follow the instructions in the task?

A British exchange student is coming to stay at your house for a week. Write a letter (120-150 words) to him / her.

- Introduce yourself and give some information about your family.
- Give some information about your hobbies.
- Give some information about your school.
- Ask about his / her plane times and offer to meet him / her at the airport.

### **EXAM STRATEGY**

Read the question very carefully and make sure you include all the information that is required and that your letter is the correct length. When you have finished. read the question again and double-check your work.

- VOCABULARY Find words and expressions in Pablo's letter with similar meanings to the words and expressions below.
  - 1 near to
- 3 Ilike
- 5 arrives

- 2 a lot of
- 4 write to me
- 6 collect you from

### Hi Luke

My name is Pablo Perez and I'm 17 years old. I live in a village quite close to Mendoza with my mum, dad, and older sister. I've got loads of hobbies and interests. I love football (playing and watching) and I go swimming a lot. I'm into computer games and I like listening to music. My favourite band is the Black Eyed Peas. I go to Instituto Parroquial Don Francisco de Merlo. I'm studying for my exams, including English, of course! My best subject is maths, and my worst is probably history. There are 22 students in my class - ten girls

and twelve boys. Drop me a line and let me know what time your plane gets in. We can pick you up from the airport. I'm really looking forward to meeting you Best wishes

Pablo



- What differences are there between Johana and Pablo's letters? Think about: use of paragraphs, sentence structure and variety of vocabulary.
- Choose the most appropriate options for an informal letter. There may be more than one possible answer.
  - 1 Start the letter with: Hi Mike / Dear Mike / Dear Sir.
  - 2 Finish the letter with: Write soon / Awaiting your reply / I look forward to hearing from you / Bye.
  - 3 Before you sign your name write: Best wishes / Yours faithfully / All the best / Regards.
  - 4 You should use full forms (I am) / contracted forms (I'm).
  - 5 You can use / shouldn't use informal and colloquial language (e.g. mates rather than friends),
- You are going to spend a week at the home of a British exchange student. Write a letter (120-150 words) to him / her.
  - Introduce yourself and give some information about your family.
  - Give some information about your hobbies.
  - Ask about the town you are going to stay in (size, things)
  - Tell him / her about your travel arrangements and ask who will meet you at the airport.

### **CHECK YOUR WORK**

### Have you:

- included the information in the task in exercise 7?
- written the correct number of words?
  - checked your spelling and grammar?

# Get Ready for your Exam

### Listening

- Get ready to LISTEN Work in pairs. Ask and answer the questions.
  - 1 Do you judge people by their appearance? Why? / Why not?
  - 2 Are first impressions important? Why? / Why not?
- 2 1.11 Do the exam task.

### LISTENING exam task

Listen and choose the correct answers: A, B or C.

- 1 If you are unhappy with your appearance,
  - A you'll make other people unhappy too.
  - B it will affect your behaviour.
  - C other people won't appreciate you.
- If you accept things about yourself that you cannot change,
  - A you will feel more confident.
  - B you will find it is easier to hide these things.
  - C you will feel proud.
- 3 The speaker advises us to
  - A throw away old clothes even if they look good.
  - B throw away clothes that don't suit us.
  - C pay for some good advice.
- 4 The speaker advises us to
  - A get a new pair of jeans.
  - B become body-builders.
  - C exercise because it will make us feel better.
- 5 On the whole, the speaker's attitude is
  - A helpful.
  - B critical.
  - C neutral.

### Speaking

- 3 Get ready to SPEAK Describe photo A below. Say:
  - · where the women are and what they are doing
  - · how they are feeling and why.



### 4 Do the exam task.

### SPEAKING exam task

Compare and contrast the two photos in exercise 3.

Answer the questions.

- 1 Who is buying clothes 'off the peg'? Who is having clothes specially made?
- 2 What are the advantages and disadvantages of having clothes specially made for you?
- 3 Which shopping experience would you find more enjoyable? Why?
- 4 Do you prefer shopping alone, or with someone else? Why?

Choose the best word(s) (A-D) to complete each gap.

### Use of English

5 Do the exam task.

10 A which

### USE OF ENGLISH exam task

Self-cooling cloth	es may seem 1	the stuf	f of science
fiction, but one Ja	panese compa	any 2 crea	ated such
products by 3	fans to shirt	s and jackets.	Shirts
and jackets 4	_ by Kuchou-fi	iku keep the w	earer
comfortable 5	in swelterin	g heat. And the	ey're also
environmentally f	riendly as they	use just one-f	iftieth
6 the energy	of small air-ce	onditioner unit	s which
cool entire rooms			
of the garments 7			
mostly to factory			
are, they seem ur			
the shirts with air			
daughter won't w			
admitted Hiroshi		works for th	ne company
that produces the	clothes.		
1 A similar		C as	<b>D</b> to
2 A will have		C have	D having
3 A add			D added
4 A make	_		D made
5 A although			
6 A of	B to		D for
7 A when			
8 A whatever			D although
9 A to become	<b>B</b> become	C becoming	<b>D</b> became

B that

C who

D whose

# Get Ready for your Exam

### Reading

6 Get ready to READ Match 1-7 with A-G to make expressions describing some interesting activities. Then answer the questions below.

	fly	Α	stunts
2	walk	В	music
3	row	C	a boat
4	design	D	the tightrope
5	do	E	with three objects
6	juggle	F	metal jewellery
7	play	G	a kite

- 1 Which is a sporting activity?
- 2 Which activities require creative skills?
- 3 Which activity can't be done if there's no wind?
- 7 Do the exam task.

### READING exam task

Read the texts. Match the texts (A–E) with the statements (1–7). Each text can be used more than once. Write the line number where you find evidence for the statement.

## The magic garden

Teenage summer festival 12-17 June

- A Come and share all the fun of the circus! You will learn how to juggle with 2, 3 and 4 objects. You can practise walking the tightrope. Don't worry, it isn't dangerous! Learn clown tricks and dress up like a clown amaze and amuse your friends!

  Monday, Tuesday and Thursday 1–5 p.m. Sessions take place in the main tent next to the lake.
- B Be creative and original! Jewellery making for everyone.

  Design your own necklaces and bracelets. Learn how to work with leather, metal, stones, feathers and bone. Make beautiful gifts for yourself and others. Every morning from 10 a.m. till 12 noon. You will need two or three mornings to make a great piece of jewellery. Craft tent beside Gate 2.
- Come fly with us! We have amazing kites available, all shapes and sizes, all colours, big and small. Learn how to fly them and do stunts and tricks. Try our enormous sit-on kite and fly yourself! Every afternoon from 2 p.m. when it's windy. Come to the hill behind the food tents.
- D. Come and listen to our fantastic live bands Black Stripes; Snakebite and fallacy! And introducing The Rainmakers. Join them for a live performance. Open microphone spot - make some music yourself. Bring along an instrument, if you have one, or just sing. You might even become famous! All day, every day. Come to stages 1, 2 and 3.
- Messing about on the water! Join in the rowing race, once across the lake. Great prizes to be won! Learn how to row lessons for all ages. Anytime. If rainy, put on raincoats. Lessons every morning. Races at 2 p.m. Come to the pier on the lake.

	Te	ext	Line no.
1 This event depends on weather.	the		
2 This event teaches you make people laugh.	how to		
3 This event gives you the to be on stage.	e chance		
4 This event is only on so afternoons.	me		
5 This event doesn't invo lessons in anything.	lve		
6 This event includes a competition.			
7 This event teaches you produce something.	how to		

### Writing

10

15

20

25

8 Do the exam task.

### WRITING exam task

You have recently moved, and changed school. Write a letter to a British penfriend in which you:

- Give some information about your new school and your new class
- Describe who you have met and how you have been welcomed into your new school
- Describe a new friend you have made
- Describe the friend's appearance and his / her interests
- Say what you like about him / her and how you spend your free time together.

# **Looking back**

### THIS UNIT INCLUDES

Vocabulary ■ adjectives for feelings ■ noun formation ■ adjective + preposition

Grammar - Contrast: past simple, past continuous and past perfect - used to

Speaking = talking about a special memory

Writing a narrative

### How did you feel? VOCABULARY AND LISTENING

I can describe how I feel.

3







1 VOCABULARY Look at the photos. How do you think these people are feeling? Use the adjectives below. Why do you think they are feeling like that?

Feelings afraid amused ashamed confused delighted depressed disappointed embarrassed fed up guilty homesick irritated jealous nervous pleased proud relieved satisfied shocked upset

I think the boy in photo 1 looks ... . Maybe he ...

2 1.12 Listen to eight short extracts. How is each person feeling? Choose the correct adjective.

Adjectives to describe feelings are often used in this

- 1 afraid / depressed
- 2 amused / irritated
- 3 delighted / jealous
- 4 fed up / nervous
- 5 homesick / relieved
- 6 disappointed / embarrassed
- 7 confused / upset
- 8 guilty / shocked

Read the Learn this! box. Add the adjectives in the examples to the chart below.

about	with	of
confused	pleased	Jealous
guilty	fed up	proud
depressed	satisfied	afraid
relieved	irritated	ashamed
:	2	3

- 4 1.13 Complete the questions with the correct prepositions. Then listen to five people talking about events in their life and answer the questions.
  - 1 Who was Milly afraid \_
  - 2 What was Sam relieved ? How did he react?
  - 3 Who was Alex proud \_ ? Why?
  - 4 What was Sophie fed up \_\_\_\_ ? What did she do about it?
  - 5 Who was Tom jealous \_ ? Why?
- 5 Look at the adjectives below and make notes about the last time you felt like this.
  - 1 nervous

2 irritated

3 delighted

4 afraid

5 shocked

6 confused

7 homesick

8 disappointed

- 1 nervous had an important exam

the adjectives in exercise 5.

6 SPEAKING Work in pairs. Ask and answer questions using

When did you last feel nervous?

About a month ago. I had a piano exam and I was really nervous about it.

structure: adjective + preposition + noun (or pronoun). Different adjectives take different prepositions: I'm bored with this weather.

Are you scared of spiders?

In a Wh- question, the preposition often goes at the end: What are you angry about?

Who is she scared of?

>>> VOCABULARY BUILDER 2.1: PAGE 127 ((()

# GRAMMAR Past tense contrast

I can describe a memorable experience using different past tenses.

Read Kyle's description of a memorable experience. What positive and negative effects did the weather have?

When I was fifteen, I went to a music festival with my brother and his friends. We arrived on Friday evening, looked at the programme and decided to go to the Main Stage to hear Metallica. As we were walking across the park, there was a flash of lightning. A storm was coming, although it wasn't raining yet. When we reached the Main Stage, Metallica had started playing.



We were all really impressed with the band. I'd watched a few of their songs on YouTube, but I hadn't seen them live. Their show was amazing! By this time, it was raining hard, but we didn't mind. In fact, it made the atmosphere more dramatic. Thousands of people were cheering and dancing in the rain! Then suddenly, the music stopped. The water had damaged the sound equipment!

- Look at the verbs in red in the text. What tense are they, past simple, past continuous or past perfect? Find an affirmative and a negative example of each tense.
- Read and complete the Learn this! box with the names of the tenses. Find examples of each rule in the text.

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### Past tenses

When we're narrating events in the past:

- 1 we can use the \_\_\_\_\_ to set the scene. The sun was shining and birds were singing.
- 2 we use the \_\_\_\_\_\_ for actions or events that happened one after another.
  - She stood up, opened the door and left.
- 3 we use the \_\_\_\_\_ for an action or event that interrupted a background event; we use the for the background event.
- While we were having lunch, my phone rang. 4 we use the \_\_\_\_\_\_ to talk about an event that happened before another event in the past.
- I couldn't find Suzie because she had gone home. GRAMMAR BUILDER 2.1 (Ex 1): PAGE 111

- 4 SPEAKING Work in pairs. Discuss the difference in meaning between these sentences.
  - 1 When we got to the main stage, Muse played my favourite song.
  - 2 When we got to the main stage, Muse were playing my favourite song.
  - 3 When we got to the main stage, Muse had played my favourite song.
- 1.14 Complete Julie's account of a memorable event. Use the past simple, the past continuous and the past perfect form of the verbs in brackets. Then listen and check.

When I was about twelve, I ' (go) to	the Notting Hill
Carnival in London with my dad. We =	(travel) there
by underground. At about midday, we	(net off)
the train, " (walk) up the steps and "	Get only
(come) out of the station. I was really shocked	
(never / see) so many people in one place! A ba	and 1
(play) reggae music and people 8 ( si	ng) in the
street. As I 1 (walk) along the street	with my dad, I
(stop) to watch the band for a few	minutes. But
when I " (turn) around, my dad 12	(90)! 1
was really scared. Fortunately, my dad 3	(write) his
mobile number on a piece of paper. 1 14	(walk) into
a shop and " (ask) the shop assistan	t to phone the
number. When my dad " (answer) an	d " :
(hear) my voice, he was really shocked. He 18	(not
notice) that I wasn't with him!	

- Complete these questions about Julie's story using the past simple, past continuous or past perfect.
  - 1 How \_\_\_\_\_ (Julie / travel) to the Notting Hill Carnival?
  - 2 How \_\_\_ \_ (Julie / feel) when she came out of the station?
  - 3 What kind of music \_\_\_\_\_ \_\_ (the band / play)?
  - 4 What \_\_\_\_\_ (her dad / write) on a piece of paper?
  - 5 Who \_\_\_\_ (Julie / ask) for help?
  - 6 Why \_\_\_\_\_ (her dad / be) shocked when she phoned him?
- In pairs, ask and answer the questions in exercise 6.
- SPEAKING Tell your partner about a memorable occasion when you had a shock. Use these prompts to help you.
  - It happened at ...
  - It was ...ing Everyone was ...ina
  - Suddenly, I realised that ...
  - · In the end, ...

GRAMMAR BUILDER 2.1 (Ex 2-3): PAGE 111 (

# **2C**

# CULTURE Remembering the past

I can discuss the significance of important days.

- 1 SPEAKING Look at the photo. Where is this monument? What does it commemorate?
- 2 VOCABULARY Work in pairs. Match the words below with the definitions.

battlefield casualties comrades conflicts officer poppies war

- 1 a person who tells soldiers what to do
- 2 people who fight on the same side as you
- 3 a place where soldiers fight
- 4 people injured or killed in a battle
- 5 a situation in which countries or groups of people fight against each other
- 6 periods of fighting
- 7 red flowers
- 3 \$\infty\$ 1.15 Listen to the beginning of a radio programme about Remembrance Day. Complete the fact file with the correct numbers.



When is it? On <sup>1</sup>\_\_\_\_th November each year.

Why that date? It's the anniversary of the end of World War 2\_\_\_\_\_.

What happens at 11.00 a.m.?

A<sup>3</sup> \_\_\_\_ minute silence.

When was the first silence? In

4 Read the exam strategy. Then carefully read the questions and options in exercise 5.

### **EXAM STRATEGY**

When you do a multiple-choice listening task, read the questions and options carefully before you listen for the first time.

- 5 1.16 Listen to the complete programme. Choose the correct answers.
  - 1 On 11th November people remember
    - a soldiers who have died since 1919.
    - b soldiers who have died in all major conflicts since the start of World War I.
    - c soldiers who died in the two world wars.
    - d soldiers who died between 1914 and 1918.
  - 2 According to one British newspaper, the first two-minute silence in London
    - a finished at exactly 11 o'clock.
    - b caused vehicles to stop, but not pedestrians.
    - c only involved a few people in the centre of the city.
    - d took place over the entire city.



- 3 John McCrae was
  - a a Belgian officer who died before the end of World War I.
  - **b** a Canadian doctor and officer who wrote a poem about poppies.
  - c a young soldier who survived the war, but never forgot the soldiers who had died.
  - d a Canadian doctor who went back to Belgium after the war and planted poppies.
- 4 The tradition of selling poppies to help ex-soldiers and their families began
  - a in the UK, but soon spread around the world.
  - **b** in the UK, the USA and other countries at the same time.
  - c with one woman's actions.
  - d soon after World War I, but stopped later.
- SPEAKING In pairs, look at the dates (a-c) and answer these questions.
  - a 1st May b 4th July c 14th July
  - 1 What events do these dates commemorate? In which countries are they important?
  - 2 Do you know any other anniversaries that are nationally important in your country or in any other country?
- PROJECT. Work in groups. Write a fact file about an important date. You can use one of the dates from exercise 6, or your own ideas. Include the following information:
  - · What is it?
  - When is it?
  - · Why that date?
  - · What happens?
  - · When did it start?

1.17 Read and listen to the dialogue between friends, Daisy and Evie. How does Daisy feel at the end? Complete the sentence with an adjective and your own words.

afraid guilty nervous upset

\_\_\_\_ at the end because ... Daisy is a bit\_



Evie Hi, Daisy. What have you got there?

Daisy It's a box that my dad found in the attic. It's full of my old things.

Evie Cool! Let me see!

Daisy This is my schoolbook from primary school.

Evie You used to have really neat handwriting!

Daisy And look. Here's a photo of me when I was five.

Evie Did you use to wear dresses?

Daisy Yes. All the time!

Evie How sweet! You never wear dresses now. And look at your hair! It's blonde.

Daisy I know. I didn't use to have red hair.

Evie You used to be pretty!

Daisy What do you mean, I used to be pretty?!

- Underline all the examples of used to in exercise 1. How do we form the negative and interrogative?
- Read the Learn this! box. Complete the examples. Then match the examples with uses (1) and (2).

_	
LEARN TI	affirmative  My parents 1 live in London, but now they live in Paris.
豊	negative
×	12have a DVD player, but I've got one now.
	interrogative
	you 4walk to school? Yes, I did.
	But now I cycle every day.
	used to
	We use used to for:
	1 past habits, or
	2 situations that were different in the past.
	The form doesn't change.

- 1.18 PRONUNCIATION Listen and repeat the sentences from the dialogue. Answer questions 1-3.
  - a Did you use to wear dresses? c You used to be pretty!
  - b I didn't use to have red hair.
  - 1 How is the 's' pronounced in used to: /s/ or /z/?
  - 2 Is the 'd' silent or pronounced?
  - 3 How is to pronounced: /tu:/ or /tə/?

### LOOK OUT!

Be careful not to confuse the verb form used to with the phrase to be (or get) used to something. These glasses feel strange, but I'll get used to them. She hates losing. She isn't used to it!

### STAMMAR BUILDER 2.2: PAGE 111 (())

5 Complete the sentences with the affirmative, negative or interrogative form of used to and the verbs below.

be get have the play read speak study work 1 My brother didn't use to like school, but he loves it now. 2 My dad \_\_\_\_\_\_ tennis, but now he spends every evening at the tennis club. 3 What subjects \_\_\_\_\_ the Ancient Greeks \_ at school? 4 1 \_\_\_\_\_ a games console, but it broke. 5 My sister \_\_\_\_\_ Japanese, but she learned it before she moved to Tokyo. 6 This theatre \_\_\_\_\_ a church.

- 7 \_\_\_\_\_your teachers at primary school \_ angry with you?
- 8 My aunt \_\_\_\_\_ in a department store, but it closed.
- 9 1 \_\_\_\_\_ books, but I'm really into detective fiction these days.
- 6 Have you changed a lot since you were a young child? Make notes about:
  - 1 appearance
- 3 toys and games
- 2 likes / dislikes
- 4 unusual habits
- SPEAKING Interview your partner about his or her childhood. Use used to and these prompts.
  - 1 what / look like?
  - 2 what things / like or hate?
  - 3 what toys or games / play with?
  - 4 have / any unusual habits?

What did you use to look like?

> I used to have very short hair. I used to wear ...

### READING Amnesia

I can understand a magazine article about people with memory loss.

1.19 Read the text. Match each person with the condition they suffered from and the fictional character who had a similar condition.

Emily can't form new memories Leonard Shelby
Henry can't remember the distant past Jason Bourne

Read the sentences. Write Emily or Henry.

1	had physical damage to the brain.
2	's case was well-known among doctors.
3	did not remember family members.
4	drove a long way for no reason.
5	's condition got better.
6	met the same person many times, but couldn't
	remember her.
7	could still make jokes, despite the amnesia.
	the same of the sa

- 3 Are these sentences true or false? If the text doesn't say, write not known.
  - 1 Emily had friends in Santa Fe.
  - 2 Emily had a husband, but no children.
  - 3 Some doctors might think Emily wasn't telling the truth.
  - 4 Emily's amnesia only lasted a few months.
  - 5 Henry lost his memory because of a car crash.
  - 6 Despite his amnesia, Henry remembered being a child.
  - 7 Henry did not recognise Dr Corkin even after many visits.
  - 8 There is a film which tells the story of Henry's life.

### READING STRATEGY

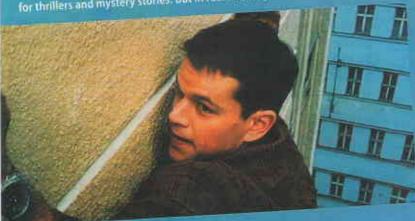
Use the context of a word (the words which come before and after) to help work out its meaning. Try different meanings and decide which makes the most sense.

4 VOCABULARY Read the reading strategy. Then match these verbs from the text with the definitions (1–8) and complete the examples with the correct form of the verb.

M	ental actions conclude doubt memorise realise
re	cal <mark>l recognise remind solve</mark>
1	: to become aware of a fact or situation
	I suddenlythat I was alone.
2	: to deliberately store something in your
	memory
	I don't need the script. I've my lines.
3	: to find the answer (to a problem or puzzle)
	Sherlock Holmes used logic to crimes.
4	: to think something is unlikely or untrue
	I've invited Naomi, but I she'll come.
5	: to remember
	I'm sure we've met, but I can't where or wher
6	: to make somebody remember something
	Please me to send a card to my mother.
7	: to know that something or someone is
	familiar
	I his face, but I can't remember his name.
Ω	: come to a decision based on the facts
9	The police examined the scene and that the
	painting had been stolen.

# IDENTITY CRISIS

n the Bourne trilogy, Jason Bourne has acute amnesia. He spends three films trying to recall his own past. I don't know who I am, he says. I don't know where I'm going, none of It.' And in a 1996 film called Memento, the main character, Leonard Shelby, tries to solve a murder even though he has no short-term memory – which means he cannot remember what has just happened or store any new memories. These two kinds of memory loss provide exciting plots for thrillers and mystery stories. But in real life, they are not so entertaining.



### EMILLY'S STORY

One day in September 2001, a 33-year-old woman from Texas.

USA, got into her car and began to drive to work. She san't remember exactly what happened next, or why, but ten hours later, she was still driving. She had driven all the way from Texas to Sinta Fe, about 1,000 kilometres. She didn't know anyone in Santa Fe so she checked into a more! And then, the situation got waste.

When I wake up the next morning, I sat up and I ridn't recognise the room.' she said. 'I didn't recognise the bag that was sitting on the chair, or the clothes that were lying over the chair. I didn't recognise myself in the mirror, I didn't know my name. When the police found Emily and took her back to her family, she didn't recognise her own children.

Emily's dectors concluded that she had a condition called dissociative fugue. Patients wake up one day, lost, They have no problem remembering new information, but they've lost most of their past. There is no physical damage to the brain. For this reason, many doctors doubt these patients' stories: perhaps they are using memory loss as an excuse for starting their life again. In most cases — including Emily's — they gradually make a recovery,

- Which of these things do you sometimes forget? What nappens as a result?
  - where you've put something (phone, etc.)
  - the name of a singer or actor
  - · an important birthday
  - your homework
  - the name of somebody you've met (e.g. a friend of a
  - Your own mobile number
  - a word, when you're speaking in your own language
- 5 SPEAKING Discuss your ideas from exercise 5 with your partner. Which of you is more forgetful?

7 🕟 1.20 Listen and complete the song with the words below. Which are nouns and which are adjectives?

ashamed beautiful comfortable confidence envy jealous personality strange ugly unfair

- 1.20 Listen again. What do you think the song is saying? Choose a, b or c.
  - a People used to say bad things about me, but I didn't believe them.
  - b In the past, people made me feel bad, but now I'm confident.
  - c People used to call me ugly, but only because they were uglier than me.

Henry's story

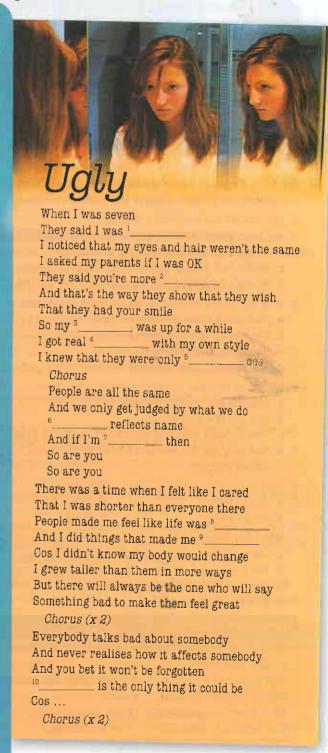
mry — known for yours as R.M.— is the most famous animasiae in medical becopy the brain was duringed during surgery, and as a result be suffered from a tondition called anterograde annests. Although be could receiblis childrent dearly, new experiences disappeared from his wind after a few minutes. He lived the rest of his life in the present, unable to remember what and happened live minutes earlier. It's like valving from a dream/ he said.

Although Stifferers from interograde immesta connot memorise new edomination, they can learn new skills, for example, patients who have guitar. lessons gradually get better and better at the guitar. Sot every time they play, they believe that they re picking up a guitar for the first time!

Henry lived with his condition for about 50 years; his memory oil one improve in that time. Suzanne Corkin, a neuroscientist, studied Henry's condition for more than 40 years, and visited him regularly. But each time she arrived, he introduced himself as if they were meeting (or the first time.

One day, Dr Corbin took Henry to the Massachuseus Institute of Technology in the USA for tests: As they were walking alorty a carridor, site asked him If he remembered where they were, 'Of course, he replied. 'We're at MTT' Or Corkin was shocked. Had his memory cardidally improved? How do you know that? she asked him. Heavy laughed and political to a student who was wearing an MIT sweatchirt. Or Sorkin realised that Heavy's memory harm? come back - but at least he had reminded har of his sense of humour.





# SPEAKING Narrating events

I can describe and react to a story.

Describe the picture. How do you think the people are feeling? Why? Use these words or your own ideas.

confused / confusing excited / exciting frightened / frightening shocked / shocking worried / worrying



- 2 1.21 Listen to Adam telling Hailey about Alisha, one of the girls in the picture. Choose the correct answers.
  - 1 Which of these sentences is a fact?
    - a Alisha hadn't arranged a birthday party before Friday.
    - b Alisha didn't feel like having a party.
    - c Alisha had a lot of schoolwork to do.
    - d Alisha's parents didn't want her to have a party.
  - 2 Why did Alisha announce the party on Facebook?
    - a She didn't know her friends' email addresses.
    - b Her friends didn't answer her text messages.
    - c It was too late to send invitations.
    - d She wanted a lot of people to come to the party.
  - 3 What bad mistake did Alisha make in her announcement?
    - a She put the wrong address.
    - b She put the wrong time.
    - c She allowed everyone to see her Facebook page.
    - d She only put the announcement on Facebook the day before the party.
  - 4 How many of her friends came to the party?
    - a About 200.
- c About 20.
- b About 180.
- d None.
- 5 What has happened to Alisha as a result of the incident?
  - a Her parents have banned parties in the house.
  - b Her parents have banned her from using the computer.
  - c She has made a lot of new friends.
  - d She has stopped using Facebook.

### SPEAKING STRATEGY

When listening to a story, you can use these phrases or similar ones to react:

That was lucky! That was unlucky! That was a mistake! What a laugh! What a nightmare!

What a terrible experience! What a surprise! How exciting! How funny! How frightening!

- 3 \$\iiint 1.21\$ Read the speaking strategy. Listen again. Which phrases does Hailey use while Adam is telling the story?
- 4 1.22 PRONUNCIATION Listen and repeat all the phrases in the speaking strategy, copying the intonation.

### GRAMMAR BUILDER 2.3: PAGE 112 (

5 1.23 Listen to Kevin telling a story about Edward.
Complete the phrases that he uses to tell the story. How
does Edward feel at the end of the story?

1 Guess what \_\_\_\_\_ to ... the other day.

2 It \_\_\_\_\_ Saturday evening,

3 \_\_\_\_\_, they had a great time

4 Ten minutes \_\_\_\_\_,

5 In the \_\_\_\_\_.

6 1.23 Read the Learn this! box and listen again. Complete the box with the phrases from exercise 5.

_	
Ē	When we tell a story, we can use the following phrases
9	to give the story a structure:
5	Introducing the story
Ė	Did you hear what happened to my friend?

### Setting the scene

<sup>2</sup>\_\_\_\_\_/ Christmas Day / her birthday / the first day of term, etc.

We were on holiday / at the cinema / in town, etc.

Moving the story on So that evening / a few days later / the next day /

3 A while 4 , etc.

Finishing the story

Eventually, ...

- 7 SPEAKING Work in pairs. Think of a story (true or invented) about a party or special event. Use these questions to help you make notes.
  - · Who is the story about? How old were they?
  - When and where did it happen? What happened? Why did it happen?
  - How did people react? How did they / you feel?
  - What happened in the end? How do they / you feel about it now? Was it a good or bad experience?
- Prepare a dialogue using your notes from exercise 7.
  Remember to include a few phrases from the speaking strategy and the Learn this! box.
- 9 SPEAKING Act out your dialogue to the class.
  - VOCABULARY BUILDER 2.2: PAGE 128

### WRITING Narrative

I can write a narrative.

- Read Liam's narrative. What is it about? Choose the best summary (a-c).
  - a a shocking experience
  - b a terrible holiday
  - c a special occasion

One day last summer, I decided to spend a day by the sea with some friends. We don't live on the coast, so we met in town at nine o'clock in the morning and got on a bus. We arrived at about ten. We found a good place, took 5 off our T-shirts and sat down on the sand. Suddenly, we heard a lot of noise. We stood up and looked around. A few people were shouting and waving near the edge of the water. At first, I thought there was a shark! But then, I realised that somebody had got into difficulty in 10 the sea. Two men went into the water and carried a girl out. She wasn't moving at all - she was unconscious. They put her down on the sand and tried to wake her up. A few minutes later, an ambulance arrived and three paramedics jumped out. They started giving the 15 girl emergency treatment. Just then the girl's mother arrived. She looked shocked and scared. Then the girl sat up and looked around. Her mother was so relieved, she broke down and started crying. In the end, the paramedics left and the girl went off with her mother. 20 She was fine. But we all felt a bit strange - especially when we were swimming in the seal it was a day I'll never forget.



Read Liam's paragraph plan. Decide where the paragraph breaks should be in his narrative.

Paragraph 1: Set the scene – we go to the beach.

Paragraph 2: Lead-up - shouting. Somebody in difficulty.

Paragraph 3: Main event - girl is rescued. Paramedics and mother arrive.

Paragraph 4: The ending - the girl and her mother leave, but we feel strange.

Read the writing strategy about time expressions in a narrative. Which expressions are in Liam's narrative?

### WRITING STRATEGY

### Narrative time expressions

- · We often start a narrative with a non-specific time
  - a few weeks ago about a month or so ago one day last summer one Sunday last year
- To show how a situation changes with time, we use: at first ..., (but) then ...
- · To talk about an unexpected event, we use: Suddenly, ...
- We use these expressions to move the narrative forward in time:
  - later a few minutes later after a while later on
- · To bring the narrative to an end, we use: in the end ... Or to emphasise that a lot of time has passed, we use:

finally at last

4	VOCABULARY Complete these phrasal verbs from Liam's
	narrative in exercise 1. Then choose the correct meaning for
	this context, a-e.

a become very upset 1 get\_

2 take\_ b leave

3 put \_\_\_

4 break 5 go\_

c place somebody or something on the ground

d remove (an item of clothing)

e enter (a vehicle)

### VOCABULARY BUILDER 2.3: PAGE 128 ((()

5 Plan a narrative about an interesting experience, real or invented. Use this paragraph plan to help you.

Paragraph 1: Set the scene. Where were you? When? Who were you with?

Paragraph 2: Lead-up. What happened just before? What did you see / think?

Paragraph 3: Main event. What happened? How did you feel? Paragraph 4: The ending. What happened in the end? How did you feel afterwards? How did people react?

Write a narrative using your plan from exercise 5. Write 220-250 words and try to include some time expressions.

### **CHECK YOUR WORK**

### Have you:

- used the plan from exercise 5?
- used some narrative time expressions?
  - checked your grammar and spelling?

# 1-2

# Language Review

	in	100	-
L	м		

1000	CL		460		words.
-	CII	0056	me	correct	words.

- 1 | like your soft, fluffy / scruffy scarf. Is it fur or wool?
- 2 Don't wear that checked / matching shirt with those stripy trousers! Too many different patterns don't look good!
- 3 I prefer loose, baggy / smooth T-shirts to tight-fitting ones.
- 4 You can't see her shoes. She's wearing a long-sleeved / full-length dress.
- 5 This T-shirt is made of natural material. It's 100% nylon / cotton.

Mark: \_\_\_\_ /5

2 Complete the postcard. Use the present simple or present continuous form of the verbs below.

do go have remember stay

Hi Lucy.

We \_\_\_\_\_ a lovely time here in Lanzarote. You're right.

It's a great place! I \_\_\_\_\_ to the beach every morning and \_\_\_\_\_ there until dinner time! But today we \_\_\_\_\_ the \_\_\_\_ something different. \_\_\_\_ you \_\_\_\_ the caves in the north of the island? Aren't they amazing?

See you soon Sally

Mark: \_\_\_\_ /5

3 Complete the conversation with the infinitive or -ing form of the verbs in brackets.

Mark Do you fancy <sup>1</sup>\_\_\_\_\_ (go) to the Spitz concert, Jessie?

Jessie Not really, Mark. I really want 2\_\_\_\_\_ (watch) that new film at the cinema.

Mark You mean *True Grit*? But you promised 3\_\_\_\_\_ (see) that film with me! You keep 4\_\_\_\_\_ (forget) the things you promise! I'm getting fed up with it.

Jessie I'm really sorry, Mark! I didn't mean 5\_\_\_\_\_ (hurt) your feelings. Look, I'll go to the concert with you ...

Mark: \_\_\_\_/5

4 Complete the sentences using the words below.

about like looks on with

- 1 Let me think \_\_\_\_\_ that for a minute.
- 2 Can you see the boy \_\_\_\_\_ the right?
- 3 That film \_\_\_\_\_ a bit boring.
- 4 She looks \_\_\_\_\_ she's happy.
- 5 Do you recognise that actor \_\_\_\_\_ the earring?

Mark: \_\_\_ /5

Total: /2

### Unit 2

- 5 Choose the best adjective to describe each person's feelings: a, b or c.
  - 1 I wanted to buy that coat, but it was too expensive.

    a nervous b confused c disappointed
  - 2 I thought I'd lost my phone, but I found it in my pocket.
    a confused b relieved c embarrassed
  - 3 I fancy the girl next door, but she fancies my friend.
    a jealous b afraid c guilty
  - 4 My school got the best exam results in the country.
    a ashamed b nervous c proud
  - 5 I've been abroad for two months and I really want to see my friends and family.
    - a amused b homesick c shocked

Mark: /5

- 6 Match the sentence halves.
  - 1 Kurt is really pleased
  - 2 I'm fed up
  - 3 She's scared
  - 4 Kevin and Megan felt guilty
  - 5 He's ashamed
- a of heights.
- **b** of his behaviour yesterday.
- c with his new mobile phone.
- d with you! You're so rude!
- e about the lies they told.

Mark: /5

- 7 Choose the correct past form to complete the sentences.
  - 1 'How did you get / were you getting to school this morning?' 'I walked / was walking.'
  - 2 | did / was doing my homework, when the computer broke / was breaking.
  - 3 When I lived / had lived in Rome, I used to eat / was eating pasta every day.
  - 4 When we came / had come home, mum already cooked / had already cooked dinner.
  - 5 Did you use to love / Were you loving roller-skating when you were / had been younger?

Mark: \_\_\_\_/5

8 Complete the dialogue with the phrases below.

In the end Guess what it was How exciting! You'll never

Boy 1\_\_\_\_\_ happened to me the other day?

Girl What?

Boy Well, <sup>2</sup>\_\_\_\_\_\_ Saturday night and I was walking into town. This huge car stopped beside me ...

Girl Who was it?

Boy 3 guess! It was the lead singer of Psycho!

Girl No!! 4\_\_\_\_\_ What did he say?

Boy He asked me to give him directions and then we chatted for a bit. 5\_\_\_\_\_ he drove away.

Mark: /5

Total: /20

# Skills Round-up

### Lead-in

1 Do you think you would make a good housemate in a shared house? Why? / Why not? Tell your partner.



### Reading

- 2 Read the letter from Anna Porucznik, an exchange student, and choose the best ending: a, b or c. Explain your choice.
  - a Yours faithfully
  - b Yours sincerely
  - c Love

### Dear Libby

How are you? I'm halfway through the first term at Liverpool University. My economics course is really hard, but I'm enjoying it so far.

The bad news is, I need to find a new place to live. At the moment, I've got a room in a shared house, but there are six of us and only one bathroom! Also, I lost a CD last week and I think somebody in the house took it. I noticed a few other things had disappeared too - nothing big, just a magazine or two and some socks. When I realised what was happening, I was really shocked and upset. I decided not to talk to my housemates about it because I wasn't completely sure. But I definitely don't want to live here now!

I'm sure I told you about my friend Mike. We used to work together at Golden Hills holiday camp. Now he works for an IT company in Liverpool, but I don't see him very often. We're both really busy. That's all for now. When are you going to visit me?

- 3 Are these sentences true or false?
  - 1 Anna doesn't like her course because it's too difficult.
  - 2 Anna shares a house with five other people.
  - 3 Anna knows that somebody in her house stole her socks.
  - 4 Anna doesn't want to live with her housemates any
  - 5 Mike and Anna see each other quite a lot.
  - 6 Anna would like to see Libby.

### **Speaking**

- 4 Work in pairs. Take turns to be A and B.
  - A: You are Anna. Tell a friend what happened in your shared house and explain why you are leaving.
  - B: You are Anna's friend. Listen to her narrative and react using phrases from the speaking strategy on page 20.

### Listening

- 5 1.24 Listen and answer the questions.
  - 1 Why is Anna talking to Zara?
  - 2 Where are they?
  - 3 When are they planning to talk to each other again?
- 6 1.24 Listen again. Choose the correct answers.
  - 1 Zara is
    - a the owner of the flat.
    - b one of the people who rents the flat.
    - c the only person who rents the flat.
    - d the person who is leaving the flat.
  - 2 When Anna tells Zara what happened in her house, Zara savs
    - a she is sure one of the housemates is a thief.
    - b the same thing happened to her.
    - c Anna probably just lost her things.
    - d she knows who took them.
  - 3 What kind of person does Anna say she is?
    - a Very clean and tidy, but not quiet.
    - b Quite friendly and easy-going, but not very tidy.
    - c Very tidy and quite easy-going and friendly.
    - d Quiet and friendly, easy-going and quite tidy.
  - 4 How much rent will Anna have to pay a month? a £900 b £500 c £400 d £150
  - 5 What must Anna do before she moves into the flat?
    - a She has to write Zara an email.
    - b She has to phone Zara.
    - c She has to pay a month's rent.
    - d She has to sign some papers.

### Writing

7 Imagine you are Anna. Write a short informal letter to your friend, Libby. Tell her about Zara and your new flat.

# 3 A good job

### THIS UNIT INCLUDES

Vocabulary = jobs and gender = activities at work = describing work = expressing an opinion = agreeing and disagreeing = agent nouns = phrasal verbs

Grammar = defining relative clauses = non-defining relative clauses

Speaking ■ discussing work abroad ■ discussing work and gender ■ a job interview

Writing . a formal letter

**3A** 

### VOCABULARY AND LISTENING The world of work

I can talk about jobs and work.

- 1 Make a list of jobs. How many can you think of in two minutes?
- VOCABULARY Read the job adverts. Use the words in red to complete the vocabulary tables.

### Telesales operator

Working in our busy call centre, you will answer the phone and deal with the public. The work schallenging, but rewarding. Shift work: either 07.00–15.00 or 15.00–23.00.

### Bank clerk

Vell-paid job for an experienced sterk. Working mostly on your twn, you will be in charge of the reception desk and serve ustomers. Salary negotiable.

### Construction workers

Skilled and unskilled workers required: plasterers, electricians, carpenters, labourers. Work part-time or full-time (35-hour week.)

### **Fruit-pickers**

Fruit-pickers needed for farm in Norfolk. Working in a team of ten people. You can earn up to £9.50 an hour.

- 3 1.25 Listen to four radio adverts for jobs. Match each advert 1-4 with a sentence a-e. There is one sentence that you do not need.
  - 1\_ 2\_ 3\_ 4\_
  - a You will be given training.
  - b The employer hasn't decided the pay yet.
  - c You can earn more than the advertised pay.
  - d This job is suitable for a young person.
  - e This job involves shift work.
- 4 SPEAKING Describe the jobs in the photos. Talk about: the name of the job, the activities, the hours, the pay, whether you'd like to do the jobs and why.

I think the woman in photo 1 is a ...

She's working in a ...

She probably earns ...

Her job looks challenging. ...









- Activities at work

  answer the 1 deal with the 2 work on your 3 work in a 4 do manual work be in 5 of serve 5 supervise people
- work 7 do 8 work work nine-to-five work a 35-9 week
- Describing work

  stressful busy fun tedious

  13\_\_\_\_\_ menial easy rewarding

  skilled 14\_\_\_\_\_

VOCABULARY BUILDER 3.1: PAGE 129 (((

5 SPEAKING If you could choose any job in the world, what would it be? Why? Think about hours of work, pay, responsibilities, etc.

I'd be a ...

I'd work with / in ...

VOCABULARY BUILDER 3.2: PAGE 129 (

# GRAMMAR Defining relative clauses

I can describe a person, thing or place using defining relative clouses.

Read the text. Who does Tommy Lynch work for?



This is Tommy Lynch, a man whose job is to test waterslides. It's a job which almost every young person would

love. He travels to holiday resorts which have waterslides, has a go on them and reports back to the travel company where he works. There are a lot of people who would like Tommy's job, so his company can expect a lot of applications when he leaves!



Underline the words who, whose, where and which in the text in exercise 1. Then complete the rules in the Learn this! box.

Relative pronouns:	who, whose, where and which
1 We use	_ for things and animals.
2 We use	_ for people.
3 We use	_ for places.
4 We use	_ to indicate possession.

Complete the text with who, whose, where and which.

			_		_
A	DF	REA	W	JO	B

It's a job'	attracted	lover 34.000	application
from around the	e world. Eve	rvone 2	applica
had to send in a	60-second vi	den 3	applice
Why they wante	d the ich	1 1 1 111	explained
why they wanted	a the job an	d what skills	they had to
offer. And what	was this ar	nazing job?	Caretaker of
TISTUITION ISTAUG	, in the Grea	t Barrier Ree	of It's a place
4 it's 8	sunny and w	arm all vec	r sound I
5 prob	ably boo the	will all year	i iouna, and
prob	anty tras the	most beautif	ul coral reefs
THE WOULD I THE	person	ont t	he job had to
exhibite the island	is nearby, and	I report back	to the 1.1
about their exper	iences. The s	ixteen neonle	7
videos most impr	essed the em	plovers came	to Australia
for an interview.	The lucky ma	Project Carrie	WIRTISHAM
chosen for the i	ob was D	C d u c	was finally
chosen for the je	ob was ben	Southall fro	om the UK.
Unfortunately for	him the job	was only for	six months!



- 4 SPEAKING Work in pairs. Ask and answer these questions.
  - 1 Which job would you like better, Tommy Lynch's or Ben -Southall's? Give reasons.
  - 2 Can you think of any other dream jobs?
- 5 Complete the defining relative clauses with who, where. which and whose. Then write the words they are defining.

1	clothing which	nurses, police officers, soldiers, e	tc.
	wear: uniform		

- 2 a person\_ job is to look after the passengers on a plane:
- 3 a place \_ \_\_a surgeon works:
- 4 a person \_\_\_\_\_\_is in charge of a shop or an office:
- 5 the money\_ \_\_\_you receive for a job:
- 6 a person \_\_\_\_\_place of work is a laboratory:
- 7 a place\_ workers answer phones and give out information:
- 8 a job \_\_\_\_ \_\_you do only for part of the time:
- Read the Look out! box. In which sentences in exercise 5 could you use that?

### LOOK OUT!

We often use that instead of which. In informal English, we can also use that instead of who.

Read the Learn this! box. Look at exercises 1 and 3. Where do we place the relative clauses in the sentences?

### Defining relative clauses

A defining relative clause comes immediately after a noun and tells us which person, thing or place we are talking about. It can be in the middle or at the end of a sentence. We do not put a comma before the clause. She's the nurse who looked after my mother. The farm where my cousin picks fruit is enormous.

### GRAMMAR BUILDER 3.1: PAGE 112 ((()

SPEAKING Work in pairs. Take turns to define the words below, or choose other words relating to the world of work. Your partner has to guess what you are defining.

a building site a civil servant a computer a customer an electrician a hotel a nurse manual work part-time job salary shift work

It's a person who / whose ...

It's a place where ...

It's something which ...

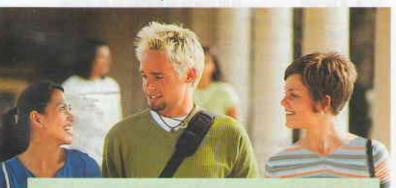


## CULTURE Education for life?

I can talk about education.

- 1 1.26 Listen to five students talking about university.

  Match the speakers (1-5) with the sentences (a-f). There is one sentence that you do not need.
  - a The speaker's degree was essential for their job.
  - b The speaker thinks people with degrees should be paid more.
  - c The speaker thinks university is a waste of time.
  - d The speaker thinks it's better to get a job first and go to university later.
  - e The speaker really enjoyed their university course.
  - f The speaker thinks you should choose your university course carefully.



# UNIVERSITY IN THE UK: FACT FILE

- In the UK approximately 40% of school-leavers go
   to study at university, compared with 8% in <sup>2</sup> early 1980s.
- 15% of all university students are \_\_\_\_\_ outside the UK. The most popular subjects with foreign students are business studies and engineering.
- Most undergraduate courses take three years of fulltime study <sup>4</sup>\_\_\_\_\_\_ complete.
- University education is subsidised 5\_\_\_\_\_\_ the Government. British and EU students pay towards their tuition fees and have to pay their own living expenses. They can usually take out a Government loan for this, 6\_\_\_\_\_ they pay back when they reach a certain level of income.
- Vocational courses are becoming more popular. 90% of people take degrees in the UK go on to get job or do further study.
- People with degrees are likely to earn<sup>9</sup> average £100,000 more during their working lives than non-graduates.

2	1.26	VOCABULARY	Complete	the spe	akers'	opinions
	with the v	vords below.	Then lister	n again a	and che	eck.

course degree education graduates university

- 1 Working for yourself is the best education there is much more useful than a \_\_\_\_\_\_.
- 2 I think \_\_\_\_\_ get more interesting jobs.
- 3 A university \_\_\_\_\_\_ teaches you a lot about yourself.
- 4 It's really important to think how the particular \_\_\_\_\_ you plan to do is going to help you get a job.
- 5 You'll get more from \_\_\_\_\_\_ if you spend some time working first.
- 3 SPEAKING Work in pairs. Do you agree or disagree with the opinions in exercise 2? Can you think of any other advantages and disadvantages of going to university? Use the phrases below to help you.

**Expressing an opinion** 

I (don't) agree that ... I think that ... To my mind, ... In my view, ... In my opinion ...

Agreeing and disagreeing

Yes, I agree. That's right. I think so too. I don't agree. On the other hand ... That may be true, but ...

To my mind, university teaches you a lot about life, as well as about your subject, so it's important to go to university.

Yes, but on the other hand, university costs a lot of money.

- 4 1.27 Read the fact file and complete it with appropriate words. Then listen and check.
- 5 Answer the questions.
  - 1 How has the number of students entering university changed since the early 1980s?
  - 2 What proportion of university students are from abroad?
  - 3 What do students have to pay for at university?
  - 4 Where can they get money for their fees and living costs?
  - 5 According to the text, what advantage do graduates have over people who haven't been to university?
- 6 SPEAKING Work in pairs. Discuss these questions. Give reasons for your answers.
  - 1 Do you intend to go to college or university? Why? / Why not?
  - 2 If so, what do you plan to study and where do you plan to study?
  - 3 Would you consider studying abroad? If yes, where would you go and why? If not, why not?
  - VOCABULARY BUILDER 3.3: PAGE 129 ((()

# GRAMMAR Non-defining relative clauses

I can correctly use non-defining relative clauses.

Read the text about Ted Ingram quickly. What is his job and why does he do it?



Ted Ingram, who is 91 years old this year, could enter the Guinness Book of Records as the world's oldest paperboy. He has delivered newspapers in the village of Winterborn Monckton, where he lives, since he was 23. Ted moved to the village in 1938 and got a job on a farm, where he drove a tractor. He started delivering papers in

1942 to earn a bit more money. The 91-year-old, whose wife died twelve years ago, loves his job as it allows him to meet the neighbours and have a chat. During his career, which has lasted nearly seven decades, Ted has delivered over half a million papers. 'I'm not a paperboy - I'm more like a paperman!' joked Ted, who has no plans to retire.

- 2 Read the text again, ignoring the relative clauses (the words in red). Does the text make sense without them?
- Read the Learn this! box and choose the correct words to complete the rules. Use the relative clauses in red in exercise 1 to help you.

### Non-defining relative clauses

- 1 A non-defining relative clause comes immediately before / after a noun and gives us information about that noun.
- 2 It adds extra information to the sentence; the sentence makes sense / does not make sense without it.

My uncle lives in London. He's an accountant. My uncle, who's an accountant, lives in London.

3 It starts / ends with a comma and starts / ends with a comma, or a full stop.

### LOOK OUT!

In non-defining relative clauses, we use who, which, where and whose, but we do not use that.

- Complete the text about Bill Hocking with the relative clauses (a-f).
  - a who worries about him every time he goes out to sea
  - b where he keeps his boat
  - c who is 81 years old this year
  - d which used to last up to 36 hours
  - e which he sells at the local market
  - f whose boat is called Neptune's Pride

Bill Hocking, 1, is		
Britain's oldest fisherman. Most		
mornings he gets up early and		
goes down to the harbour,		
2 His fishing trips,		
are now only a few		SW.
hours long. Besides being very		1
old for a fisherman, there are		
other things that are unusual	Con the	
about Bill. First of all, he can't	( M. 20 )	8
swim. His wife, 4, says		
'It's what he loves doing and I		ě.
would never try to stop him.		
Bill 5, goes out in his		٥,
hoat in almost any weather to		
catch lobsters and crabs,		٨
6 The other odd		А
thing about Bill is that he		
doesn't eat fish. He says he		
prefers steak!	1 1 5	
	and the same of th	
	V	
	'It's what he loves doing and I would never try to stop him.'	Britain's oldest fisherman. Most mornings he gets up early and goes down to the harbour,  ———————————————————————————————————

- Combine the two sentences to make one complex sentence. Include the information in the second sentence as a nondefining relative clause, either at the end or in the middle of the new sentence.
  - 1 My sister wants to be a vet. She loves animals. My sister, who loves animals, wants to be a vet.
  - 2 My aunt earns a lot of money. She's a lawyer.
  - 3 I'd like to go to Africa. I can work in a national park.
  - 4 Her daughter works in a laboratory. She lives in France.
  - 5 He loves his job. It involves dealing with the public.
  - 6 Last summer I visited Thailand. My cousin lives there.

  - 7 Matthew wants to be an interpreter. His mum is a translator.

GRAMMAR BUILDER 3.2: PAGE 113 (

Work in pairs or small groups. Add non-defining relative clauses to this story to make it more interesting.

On 1st June, Dan Smith went for a job interview with a large company. The interviewer looked at his CV and asked some questions. Dan told her about his previous job. Dan received a letter and showed it to his wife. He got the job, but he wasn't happy with the salary.

On 1st June, which was his 95th birthday, Dan Smith ...

7 SPEAKING Read your story to the class. Which is the most interesting story?

# **READING** Reversing roles

I can understand and react to a magazine article about gender and work.

Read the puzzle. What is the answer? Why do many people find it difficult to answer this puzzle?

A man and his son are in a serious car accident. The man dies and the son is taken to hospital. When he gets there, the surgeon sees the boy and says: 'I can't operate on this boy. He's my son!'

How can this be?

- VOCABULARY Look at the photos. What jobs are the man and woman doing? Choose from the jobs below.
  - air-traffic controller labourer nursery schoolteacher plumber surgeon
- 3 1.28 Are the man and woman good at their jobs? Read the texts quickly and find out.
- 4 Are these sentences true or false? Correct the false sentences.
  - 1 jonathan was better than the other men who applied for the job.
  - 2 Jonathan has lots of experience of looking after small children.
  - 3 The percentage of male nursery schoolteachers is less than ten years ago.
  - 4 People expect male nursery schoolteachers to behave like female nursery schoolteachers.
  - 5 Jonathan's female friends admire him for his choice of career.
  - 6 The number of women air-traffic controllers has risen over the past ten years.
  - 7 Both Caroline and her dad are interested in planes.
  - 8 Caroline wasn't surprised that the male air-traffic controllers viewed her with suspicion.
  - 9 Quite a few of the women air-traffic controllers can't read a map.
- 5 Read the Learn this! box. Look at the words in red in the first paragraph of each text. Do they apply to (a) just men? (b) just women? (c) both men and women?

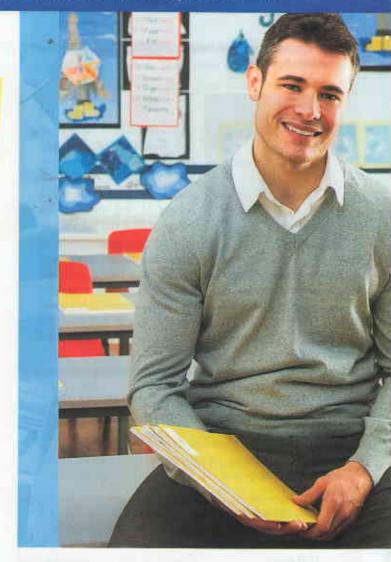
The suffix *-ess* indicates that the person doing a job is a woman:

actress air hostess manageress waitress
However, it's now more usual to use the same term for both men and women:

actor flight attendant manager waiter
The neutral words assistant, worker, person or officer
are now often used instead of -man or -woman:
police officer spokesperson

Find six more neutral words in the texts.

VOCABULARY BUILDER 3.4: PAGE 130 (((



- VOCABULARY Look at the list of jobs below. Decide which jobs involve:
  - a helping or looking after people.
  - b working with small children or babies.
  - c working with heavy machinery.
  - d getting dirty.

aircraft pilot astronaut beauty therapist builder coal miner dental assistant flight attendant lorry driver mechanic nurse secretary

- 8 SPEAKING Discuss these questions. Give reasons for your opinions.
  - 1 Would you expect a man or woman to do the jobs in exercise 7?
  - 2 Do you think men and women are better at different jobs, or equally good at all jobs?
  - 3 Would you mind doing a job that is traditionally carried out by people of the opposite sex?
  - 4 Would you like to do a job that involves a lot of travel or being away from home for long periods?

# Woman's Work?

ToddlerWorld Nursery was delighted to employ a mines twenty-two-year-old Jonathan Brown – as their first male nursery schoolteacher. He was also the only man who applied for the job, but, insists Margery Bowman, head teacher of ToddlerWorld, by far the best applicant. 'Both boys and airls will benefit from the experience of having a male role model in the nursery,' says mother of two, Marjory.

Jonathan has always been interested in childcare. His own mother is a childminder and his father is a teacher. T've always helped Mum with looking after all the children, he says. I'm used to changing nappies, feeding babies, reading stories and playing with Lego."

But Jonathan is a rare male in a female world. Only 2% of nursery teachers are men and this hasn't changed for ten years. Roger Olsen of the National Nursery Trust said, 'Men are often viewed with anxiety and suspicion in a children's environment. Or they are expected to do things the way women would do them. But men bring different things into childcare and this has to be recognised.' Jonathan agrees. He is a qualified under-7s football coach, and plans to introduce football lessons to the nursery for boys and girls.

What do Jonathan's friends think of his choice of career? 'Actually, most of them are pretty cool about it now,' he says, 'though they do make jokes about nappies. And I've found that girls are actually quite impressed - so that's good!'



# A man's world?

Ten years ago there were very few female and traffic controllers. It was seen as a man's world. But now 25% of air-traffic controllers in the UK are women and the number is increasing.

Caroline Beck is one of them. She says, 'I've always been interested in planes because of my dad. He knew a lot about them For a while we lived near Heathrow airport and we used to watch all the planes taking off and landing' She was determined to be an air-traffic controller. 'The twelve months of training, the exams and the air-crash simulation exercises were tough,' says Caroline, 'but I was

well-prepared for my career. What I wasn't prepared for was the reaction of some of the men, especially the older ones." The new women controllers were viewed with suspicion and they had to work twice as hard to be accepted by their male colleagues. Nowadays things are better, but women are still in a minority. I'm the only woman in my team, but I get on well with my colleagues. There are still plenty of jokes about women - the men say that we can't read maps, which isn't true – but I generally don't mind. My job is highly responsible and stressful, but I know I'm good at it.'



# SPEAKING A job interview

I can ask and answer questions at a job interview.

- 1 1.29 Read the job adverts below. Then read and listen to the dialogue. Which job would suit Emily best?
  - ► Confident, enthusiastic cafe assistant required or hotel on outskir of town.

Hours: 18.00-20.00 Monday to Friday. Experience not required. £7 an hour

Waiter / Waitress needed for our new café. Hard-working and energetic, you will join our friendly, young team. Must enjoy dealing with customers. Shift work (lunch or dinner). £7.30 an hour plus tips



How did you find out about the job? Manager

I saw it advertised on a recruitment agency Emily

website.

You've worked in catering before, haven't you? Manager Emily

Yes, I have. I used to help out at my uncle's restaurant.

Manager What did you do there?

First of all just washing up in the kitchen. But Emily

then I took orders, and served food and drinks. Occasionally I answered the phone and took

reservations.

Did you enjoy the work? Manager

Yes, I did, though it was very tiring on busy nights. Emily

And you worked there for about a year, didn't Manager

Yes, about a year, part-time. Emily

I see. And why do you think you're the right Manager

person for this job?

Because I'm hard-working and reliable, and I Emily

enjoy dealing with the public. I'm also good at

working in a team.

Well, thanks for coming in, Emily. We'll be in Manager

touch before the end of the week.

Read the Learn this! box. Find two examples of question tags in the dialogue in exercise 1.

### **Question tags**

1 We use question tags when we want somebody to confirm what we are saying: You worked in the kitchen, didn't you?

2 We use auxiliary verbs (do, have, would, etc.) or the verb be in question tags: You weren't serving customers, were you?

1.30 PRONUNCIATION DO GRAMMAR BUILDER 3.3: PAGE 114 ((()

VOCABULARY Check the meaning of these words in the Wordlist on page 147. Which qualities did Emily mention?

Qualities needed for jobs confident conscientious co-operative creative determined energetic enthusiastic fit flexible hard-working polite positive reliable self-motivated thoughtful trustworthy

SPEAKING Which qualities are (a) necessary (b) desirable for these jobs?

athlete banker chef farm worker fitness instructor police officer refuse collector research scientist sales representative

To be an athlete, you need to be very / quite ... It doesn't matter if you're not very ...

- 5 1.31 Listen to the interview for a summer job. Which of the jobs in exercise 4 is it for?
- 5 1.31 Listen again. Number the questions in the order that you hear them. How many answers can you remember?

a What kinds of things did you do? b You're in good physical health, aren't you? c When can you start work? d You live locally, don't you?

e Have you got any experience of this type of work?

f Why do you want this job?

- g Why do you think you're the right person for this job?
- Work in pairs. Plan an interview for one of the jobs in exercise 4 following the guide below.
  - · where the applicant saw the job advertised
  - the applicant's experience of similar jobs
  - why the applicant wants the job
  - · when the applicant can start
- 8 SPEAKING Act out your dialogue to the class. The class votes on whether the applicant gets the job!

# WRITING A job application

I can write a letter applying for a job.

- Read the letter quickly. Answer the questions.
  - 1 Why is Dan writing the letter?
  - 2 Is the letter formal or informal?

The Manager Manning's Electrical Store Turnpike Lane Bedford MK48 5FG

13 St Ann's Crescent Bedford MK47 5RF

19 June 2012

Dear Sir or Madam

Post of part-time shop assistant

I am writing to apply for the post of part-time shop assistant which I saw advertised in the Luton Gazette.

Last summer, I worked for six weeks as an assistant in my local newsagent's. My responsibilities there included serving customers as well as shelf-filling and answering the phone.

I consider myself to be trustworthy, hard-working and enthusiastic. If necessary, I can supply references from the newsagent and also from a teacher at my school.

I would be grateful for the opportunity to visit your shop and discuss my application with you in person. I am available for interview any day after school or on Saturdays. If my application is successful, I will be available to start work on 22 July.

I am enclosing my CV.

I look forward to hearing from you soon.

Yours faithfully,

Dan Wilson

Dan P. Wilson

- Look at the letter. Where can you see (a) the date? (b) the recipient's address? (c) the writer's address?
- In which paragraph (1–4) does Dan mention:
  - 1 references that he can send?
  - 2 the job he's applying for?
  - 3 when he can start work?
  - 4 where he saw the job advert?
  - 5 his personal qualities?
  - 6 his experience of working in a shop?
- Read the Learn this! box. How does Dan begin and end his letter? Why?

### Forms of address in formal letters

If we don't know the recipient's name, we start with Dear Sir or Madam, and end with Yours faithfully. If we do know the recipient's name, we start with Dear Mr / Ms / Mrs + surname, and end with Yours sincerely.

### **EXAM STRATEGY**

Make sure you start and finish your letter in an appropriate way. Using some more formal expressions improves the style of your letter.

- 5 Read the exam strategy. Read Dan's letter again. Find more formal ways of saying the phrases in red below.
  - 1 I am writing to ask you for the job of part-time shop assistant
  - 2 The things I had to do there included serving customers and shelf-filling
  - 3 I think that I am trustworthy, hard-working and enthusiastic
  - 4 If I have to, I can give you references
  - 5 I would really like to visit your shop
  - 6 I can start work on 22 July
  - 7 I'm sending my CV
- Read the job advert. Think about what qualities and experience you might need for the job. Make notes.

### NOTEL RECEPTIONIST (S)

We need an experienced person to work at our hotel in Oxford from 15 July to 31 August. Working hours are from 10 a.m. to 6 p.m. Your duties will include:

- · greeting guests · checking them in and out
- · answering the phone and taking bookings

Please apply in writing to:

The Manager, Queen Victoria Hotel,

84-88 Beecham Rd, Oxford OX4 7UH SHEET AND MICH STANDING

- Write a formal letter of 120-150 words applying for the job in the advert. Follow the writing plan below,
  - · Mention the job you are applying for and where you saw the advert.
  - Give details of previous work experience and responsibilities. Mention any relevant personal interests.
  - Talk about why you are right for the job. List your personal qualities and offer to send a reference.
  - Say when you are available for interview and when you could start work.

### CHECK YOUR WORK

### Have you:

- included the information in the task from exercise 7?
- used formal expressions?
- written no more than \$50 words?

# Get Ready for your Exam

### Reading

- 1 Get ready to READ Work in pairs. Imagine you could live in an unusual place or lead an unusual lifestyle. Where or what would it be? Discuss the ideas below and then try to think of other unusual places or ways to live.
  - 1 on a ship sailing around the world with your family
  - 2 with a small group of people on a small island
  - 3 in a hut in the mountains alone
  - 4 with a remote tribe away from civilisation
- 2 Do the exam task.

### **READING** exam task

Read the text. Four sentences have been removed. Match each gap (1–4) with a sentence (A–E). There is one extra sentence that you do not need.

### The way things were

When I think of my childhood, I think of water. I was born, and spent my early life, on a houseboat, along with my older sister and my parents. I remember the unsteady, but also comforting, feeling of being on the water. 1 And I remember the rain - lots of it! When you're on a small boat, you feel and notice the weather more. I also remember going to the standpipe to fetch water. We regularly needed to fill up the water tanks on the boat, and that job belonged to me and my sister. We always had to be careful with how much water we used. 2 We washed in a small tin bath, and washed our hair in the sink. We brushed our teeth with a mug of water. My mum washed all our clothes by hand and hung them out along the top of the boat in fine weather, but all over the inside of the boat on rainy days. A lingering memory of my childhood is the smell of damp clothes.

Our boat was fairly long, but extremely narrow. 3 My parents' bedroom was at the far end of the boat, next to the little room where my sister and I had bunk beds. At the other end of the boat, there was a tiny bathroom, living space and kitchen area. When my sister and I wanted more space, we played beside the boat at the water's edge. We used to play outside in all weather.

Most of my early life we spent travelling along the canals of southern England. But when I was six, we came to stay in Oxford on a canal near the centre of the city, and my sister and I started formal education. 4 Until then we hadn't really realised that our way of life was unusual, but our new friends were fascinated by our home. As we were by theirs!

- A It was funny to be surrounded by water, but feel that we didn't have much of it.
- B It was strange at first to stay in the same place, but the pleasure of going to school helped a lot.
- C So there was a lot of hard work for my parents and my sister and me.
- D Our house was always rocking and moving slightly.
- E As a result, there wasn't much space, so we had to be very tidy.

### **Use of English**

3 Do the exam task.

### USE OF ENGLISH exam task

Early memories

My first memory is of my mother painting my cot.

I remember the smell '\_\_\_\_\_\_ the paint. It probably wasn't very good '\_\_\_\_\_ me! I also remember falling \_\_\_\_\_\_ of my pushchair and banging my head, although my mum says it was my brother '\_\_\_\_\_\_ did that. He's a year older '\_\_\_\_\_ me. Perhaps I saw him do it. I have a vague memory of my grandmother visiting us and giving me a bag of sweets, but she died when I was three, so I'm not sure '\_\_\_\_\_ this is a real memory or just based \_\_\_\_\_ what my mum has told me about her. I remember my sister being born when I was four. My brother and I went to a neighbour's house while mum was '\_\_\_\_\_ hospital. I don't know why dad couldn't look '\_\_\_\_\_ us,

Complete the text with an appropriate word in each gap.

### **Speaking**

4 Do the exam task.

### SPEAKING exam task

but anyway, we were only there 10\_

Work in pairs. Imagine that you left school ten years ago and that you are now organising a reunion for members of your class. Agree on:

one night.

- where you should hold the reunion (restaurant? school hall? other venue?)
- what the reunion should involve (food and drink? entertainment? speeches?)
- how you will notify the former members of your class of your plans
- whether you should invite teachers too.

# Get Ready for your Exam

### Listening

### 5 Get ready to LISTEN

Work in pairs. Describe the photo. Ask and answer the questions.

- 1 When did you last take an exam?
- 2 How did you feet? Why:
- 3 Do you find revising easy?



6 Use the words below to complete the expressions connected with exams.

1good marks				
2for an exam				
a university				
an exam				
5aπ exam	ĮĮ.			
6 well in an exam				

### 7 6 1.32 Do the exam task.

### LISTENING exam task

Listen to the conversation. Match each statement to the correct speaker, Angus or Dora. Tick the correct boxes.

Which speaker	A	D
1 has just sat a history exam?		
2 has just taken a difficult exam?		
3 isn't keen on chemistry?		
4 has a relative who found a biology exam difficult?	١	
5 has to get permission to visit another country?		
6 would like to go to America?		
7 hasn't had their place at university confirmed yet?	2	

### Speaking

- **8** Get ready to SPEAK Work in pairs. Ask and answer the questions.
  - 1 How often do you go to restaurants? What kind of restaurants?
  - 2 How often do you go to museums or art galleries? What do you like / dislike about them?

9 Do the Speaking exam task.

### SPEAKING exam task

Compare and contrast the two photos. Answer the questions.





- What are main differences between the two places of work: a street café and a museum?
- What could be good or bad about working in a street café or a museum?
- 3 What kind of personal qualities would you need to do each job well?
- 4 Which job would you enjoy more? Why?

# **Body and mind**

### THIS UNIT INCLUDES

Vocabulary - parts of the body - inside the body - nutrition - laws and rights

■ homonyms and homophones ■ symptoms

Grammar ■ past simple and present perfect contrast ■ present perfect continuous

Speaking = talking about diet and lifestyle = at the doctor's

Writing = an announcement



# VOCABULARY AND LISTENING The human body

I can talk about parts of the body and injuries.

1 VOCABULARY Work in pairs. Match these parts of the body with the correct section of the photo (A-C).

Parts of the body ankle armpit calf chest chin eyebrow eyelash eyelid fingernail heel hip lip neck nostril palm scalp shin sole stomach thigh throat thumb toenail waist wrist



- 2 1.33 Listen and check your answers.
- 3 SPEAKING Work in pairs. Choose and describe a part of the body using one or more of the phrases below. Your partner guesses which part you are describing.

It's part of your (face / leg / hand / etc.). It's at the front / back / end of your ... It's between your ... and your ...

4 SPEAKING Work in pairs. Complete the injuries (1-6) with the words below. Then ask and answer questions. If the answer is yes, ask a follow-up question using the past simple.

ankle eye leg lip shin shoulder 1 a bruised shin 2 a dislocated \_\_\_\_ \_\_/ finger 3 a sprained \_\_\_\_\_/ wrist 4 a broken arm, \_\_\_\_\_ or finger 5 a black \_ 6 a cut Have you ever had a bruised shin? Yes, I have. How did you get it?

Somebody kicked me while I was playing football.

5 1.34 Listen to six dialogues. Complete each sentence with one of the words below and then choose the correct meaning for the idiom (a-c).

arm eyelid head hand leg neck 1 He was pulling your \_\_ He was a angry with you. b joking. c embarrassed. 2 Did you give him a \_\_\_\_\_ Did you a help him? b lie to him? c make him happy? 3 You've twisted my \_\_ You've a upset me. b told me everything. c persuaded me. 4 I'll stick my \_\_\_ I'll a take a risk. b think about it. c look. 5 She didn't bat an \_\_\_\_ She wasn't a awake. b crying. c surprised. 6 You need to keep your \_\_\_ You need to a be silent. b work hard. c stay calm.

- 6 Work in pairs. Write three short dialogues which include three of the idioms from exercise 5.
- 7 SPEAKING Act out your dialogues to the class. The class votes for the most entertaining dialogues.

VOCABULARY BUILDER 4.1: PAGE 130 ((()

# GRAMMAR Past simple and present perfect contrast

I can correctly use the past simple and present perfect simple.

- 1 Look at the photo. Guess the answers to these questions. Then read the text and find the answers.
  - 1 What is the man doing?
  - 2 Is it his job or just a hobby?
  - 3 Which country is he in?



Look at the verb forms in red in the text. Which are present perfect and which are past simple? Read the Learn this! box and match the present perfect examples in the text with uses a-c.

### Present perfect and past simple

- 1 We use the past simple to talk about completed events in the past, often with words that refer to a specific time (yesterday, two years ago, etc.): I went to London last weekend:
- 2 We use the present perfect
  - a to say how long a current situation has existed (often with for or since):
    - I've worked here for a year. (and I still work here)
  - b to talk about an experience at an unspecified time in the past:
    - 'Have you ever been to Paris?' 'No, I haven't.'
  - c to talk about recent events that have a connection with the present. We sometimes use already, just or vet:
    - 'You look happy.' 'I've just got my exam result.'

### 💯 GRAMMAR BUILDER 4.1: PAGE 114 巛

1.35 Complete Wave magazine's interview with Adam Harvey, a 16-year-old kayak surfing champion. Use the past simple or present perfect. Then listen and check.

6	
Wave	When 1you (start) kayak surfing?
Adam	Ten years ago. 12 (go) kayaking a few times
I as	with my family. Later, my brother 3 (take) me
15.4	to the beach and we went kayaking in the waves.
	14(be) a fan since that day!
Wave	Most people 5 (not hear) of kayak surfing.
	What is it?
Adam	It's like surfing, but you're in a kayak, not on a
	board. The sport 6 (become) a lot more
	popular in the past few years.
Wave	you (have) much success in the
	sport?
Adam	Yes. I 8 (win) several medals so far including
	the junior world championship.
Wave	When 9you(win) that?
Adam	In 2009.

Find these time expressions in the dialogue in exercise 3. Then add them to the chart below.

in [2009] in the post few years later since a so far (ten) years ago

past simple yesterday last week this m a year ago for a v	present perfect yet orning already today  4 3
---	---

5 SPEAKING Work in pairs. Ask and answer questions about what you have done in the past few months. Use the phrases below or your own ideas. Ask follow-up questions in the past simple.

do any spont? eat out? go shooping play computer games? read any good books? see any good films?

Have you been shopping in the past few months?

Yes, I have.

What did you buy?

I bought a new MP3 player.



### CULTURE Public health?

I can understand and react to an article about health issues.

1 VOCABULARY Describe the food in the photo. What does each food contain a lot of?

calories carbohydrate fat fibre protein salt sugar vitamins



In Britain, school children usually have lunch at school, and recently the Government has encouraged schools to offer healthier food.

At the start of the autumn term, John Lambert, the head teacher at Rawmarsh Comprehensive School in Yorkshire, introduced healthier school meals that he says help the children to concentrate better. He also reduced the lunch break from one hour to thirty minutes, and banned children from going out to local takeaways during the break. But two mothers, Mrs Critchlow and Mrs Walker, believe that the new rules don't give pupils enough choice or enough time to enjoy their lunch. So two weeks ago, they started passing burgers, fish and chips and fizzy drinks over the school fence. Soon, they were delivering up to 60 food orders!

Mr Lambert has described the two mothers as unwise, and said they were undermining the school and their children's education. He claims there have been improvements in behaviour and learning in the afternoons since the new healthy eating regime was introduced.

After a meeting with Mr Lambert, the two mothers have agreed to stop their deliveries while they try to resolve the problem. Speaking before their meeting, Mrs Critchlow argued that the children have the right to choose their food. 'We are not against healthy eating – it's about the freedom of choice.'

- 2 \$\infty\$ 1.36 Read the text and answer the questions.
  - 1 When did the school introduce the new rules?
  - 2 What has the school banned students from doing during lunch break?
  - 3 Why are the two mothers unhappy about the new rules?
  - 4 What did the mothers do after the new rules were introduced?
  - 5 What are the benefits of the new regime, according to the head teacher?

- 3 SPEAKING Work in pairs.
  - 1 Explain the disagreement between Mr Lambert and the two mothers in your own words.
  - 2 Do you think schools should try to improve their students' diets, or should students be able to choose what they eat? Justify your answer.
- 4 1.37 Listen to five people in Britain talking about health issues. Which two speakers think that the Government should not tell us what to eat?
- 1.37 Complete each speaker's opinion (a-e) with the words below. Then listen again and match the speakers (1-5) with the opinions.

children diet Government issues treatment

a \_\_\_\_\_ and fitness are personal matters – the
Government shouldn't pass laws about them.

b If people don't look after their health, the Government will have to raise taxes to pay for \_\_\_\_\_\_.

c People have the right to eat unhealthy food, but not to give it to their \_\_\_\_\_.

**d** The \_\_\_\_\_ would make a lot more things illegal, if they could.

e The Government has launched successful campaigns in the past to raise awareness of health \_\_\_\_\_\_.

WOCABULARY Find and complete these collocations from exercise 5. Then write an example sentence for each collocation.

have launch make pass raise raise

1 launch a campaign (to do something)

2 \_\_\_\_\_ a law

3 \_\_\_\_\_ awareness (of something)

4 \_\_\_\_\_something illegal

5 \_\_\_ taxes

6 \_\_\_\_\_ the right (to do something)

The Government has launched a campaign to improve the diet of families.

### VOCABULARY BUILDER 4.2: PAGE 130 (((

- Work in pairs. Decide on three ways to make your diet and lifestyle healthier. Think about:
  - · foods you should cut down on or give up completely.
  - · foods you should have more of in your diet.
  - · ways of getting more exercise.
- 8 SPEAKING Tell the class your three ideas from exercise 7.
  The class votes for the best ideas.

We think we should cut down on fried food and give up sugar in coffee.

We also think ...

And finally, we think ...

### GRAMMAR Present perfect continuous

I can correctly use the present perfect continuous.

SPEAKING Read the text. What is the scientific study trying to find out? How would you summarise the results?

Kevin Wilson is not usually a fan of computer games, but recently he has been playing one particular game a lot. In fact, he's been playing it every day for six weeks. It's a special kind of game which is designed to increase brainpower by giving the player mental exercises.

'I'm definitely improving,' he says. 'I've been getting much better scores recently."

taking part in a scientific study organised by a Cambridge scientist called Adrian Owen, Its purpose is to find out if braintraining really works. Half of

the volunteers haven't been using the brain-training programs at all; they've been surfing the Internet instead.

Owen has conducted several studies of this kind, and they have all shown the same thing: brain-training has a small positive effect on mental abilities, but surfing the Internet is just as good!

Wilson is one of 11,000 volunteers who have been

Look at the verbs in red in the text. Comple	ete the	e rule
--	---------	--------

We form the present perfect continuous with have  $\frac{1}{1}$  + the -ing form of the verb.

Read the Learn this! box. Complete the examples with the correct form of the present perfect continuous.

### Present perfect continuous

We use the present perfect continuous to talk about:

1 an action that began in the past and is still in progress. We often use for or since to say how long it has been in progress.

We 1\_\_\_\_\_ (play) tennis for an hour. How long 2 you (wait)? Since midday.

2 an action that has recently stopped and which explains the present situation.

13\_\_\_\_\_ (carry) these heavy bags. That's why I'm tired.

4	Complete the sentences with the present perfect
	continuous form of the verbs below.

drink eat play pull wear work 1 You \_\_\_\_\_ that computer game for hours. Haven't you finished yet? 2 | feel sick, I\_\_\_\_ \_\_ chocolates all day! 3 I'm sure you'll pass your exams; you \_\_\_\_ 4 Who \_\_\_\_\_ my orange juice? My glass is half empty! 5 Luke isn't Lady Gaga's cousin – he \_\_\_\_\_ your leg. 6 The weather's great. We \_\_\_\_\_ shorts every day.

### GRAMMAR BUILDER 4.2: PAGE 115 (CO)

Read the Learn this! box. Find two examples in exercise 1 of the present perfect simple which describe actions that are finished and complete.

Present perfect simple or present perfect continuous? We use the present perfect simple, not continuous:

- 1 if the action is finished and complete. I've written a letter. I'm going to post it now.
- 2 if we want to say how often an action has happened. She's broken her leg three times.
- 3 with state verbs (like, love, know, etc.). I've known Joe for years. \ L've been knowing Joe for years. X
- 6 Complete the email with the present perfect simple or present perfect continuous form of the verbs in brackets.

	70
Inbox	
Hi Tom! So, we're halfway through the summer holiday.  1 you (enjoy) it? Aunt Vera 2 never (stay) with us. Dad and Aunt Vera 3 never (like) each other. They 4 (not have) any big arguments yet, but that's probably because Dad 4 (spend) his evenings up in the attic! He says he 6 (work), but when I went up there, he was making a model aeroplane. He 7 (make) about ten of them - they're all on his desk.	0

#### GRAMMAR BUILDER 4.3: PAGE 115 (CC)

7 SPEAKING Work in pairs.

Student A: Make a comment from the list (1-5).

Student B: Give a reason, using the present perfect simple or continuous.

You look

1 ... confused. 3 ... pleased. 5 ... fed up.

2 ... tired.

4 ... guilty.

You look confused.

I've been trying to do my maths homework.

### READING All in the mind

I can understand a magazine article about the power of the mind.

1 Look at the photos and the main title of the text. What do you think the people in each photo are doing? What connects the photos?

### FIREWALKING

Walking across burning coals or red-hot stones has a long tradition. ! 🗌 It became popular in Europe and the USA in the 1970s, and many people went on training courses to learn the skill. They believed that firewalking was good for their mind and body and might even give them mystical powers. Actually, the ability to walk over hot coals has more to do with physics than mind over matter. The heat doesn't pass quickly from the coals to the walkers' feet, particularly if they keep moving. If you do it properly, there is little risk of injury.

2 In 2002, 30 managers from the KFC fast food chain went on a team-building trip which included firewalking. Twenty of them had to go to hospital in order to get medical treatment for burnt

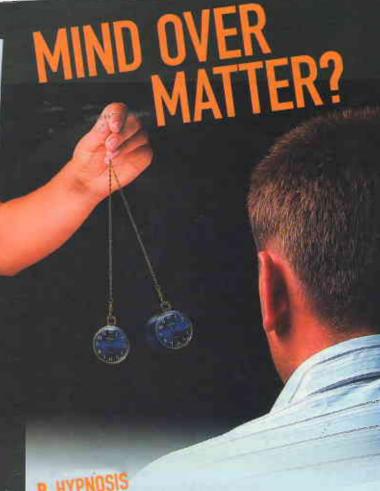
soles. They used red hot wood instead of coal.



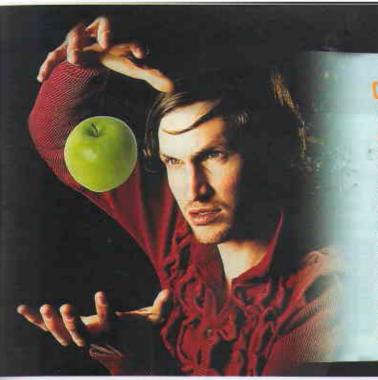
2 1.38 Read the text, ignoring the gaps. Match each section of the text (A-C) with two of the questions (1-6).

Which mind-over-matter activity:

- 1 is sometimes used by doctors?
- 2 caused an injury?
- 3 did ordinary people start practising?
- 4 was first studied in the 1800s?
- 5 often takes place on stage?
- 6 was an American performer suspicious of?



In the 1770s, a doctor called Franz Mesmer started to treat his patients in Paris with a strange new technique: he held their thumbs, pressed their stomachs, and then played music on an instrument made of glass. 3 Mesmer didn't know it, but he was using a form of hypnosis. These days, hypnosis still has medical uses, but most people are familiar with it because of stage hypnotists. These performers ask for volunteers from the audience so that they can hypnotise them. In this state, the volunteers do all kinds of strange and funny things: they eat onions as if they were apples, or they act like animals or giant babies. The hypnotist seems to have control over their minds. Although the main purpose is entertainment, some people find the idea of mind control worrying. The British Government even passed a law in 1952 in order to protect the public from irresponsible hypnotists! 4 Most scientists believe stage hypnotism does not involve real mind control. The volunteers are extroverts who want to help the performer to put on a good show.



In the nineteenth century, scientists became interested in the possibility that some people had the power to move a physical object without touching it. They named this power telekinesis. and over the years several people have claimed to have it. In 1980, American James Hydrick became famous overnight after appearing on a TV show. Millions watched him as he made the pages of a book turn without touching them. 5 But James Randi, an American magician, was sceptical. He knows the different tricks people use when they pretend to have psychic powers. Randi appeared on a live TV show with Hydrick in order to test his claims. He put small pieces of polystyrene around a book and then challenged Hydrick to turn the pages using telekinesis, without moving the polystyrene. Hydrick couldn't do it. Later, Hydrick publicly admitted that he had never had special powers. So, how did the pages move? Simple: he blew them! But he had practised blowing hard without moving his lips or chest.

- 3 Match sentences a-f below with gaps 1-5 in the text. There is one extra sentence that you do not need.
  - a However, using the wrong materials can be a disaster.
  - b On the other hand, many people doubted that his powers could be genuine.
  - coll t has been part of ceremonies in many different countries for at least 3,000 years.
  - d Most viewers were convinced that he had genuine psychic powers.
  - e Many of these patients showed dramatic improvements.
  - f In fact, this was probably unnecessary.
- 4 Find the five underlined phrases in the text and look at the words which follow them. Read and complete the Learn this! box.

#### Clauses expressing purpose

- 1 We can use an infinitive to explain the purpose of an
  - He went to the Alps to go skiing.
- 2 We can also use these phrases:

\_to + base form

\_ that + subject + verb (usually a modal verb, e.g. could)

- 5 Answer questions 1-5 about the underlined parts in the text. Use a different clause expressing purpose from that used in the text.
  - 1 Why did people go on training courses? [Text A]
  - 2 Why did the managers go to hospital? [Text A]
  - 3 Why did the performers ask for volunteers? [Text B]
  - 4 Why did the British Government pass a law in 1952?
  - 5 Why did Randi appear on a live TV show with Hydrick? [Text C]

6 VOCABULARY Read the Look out! box. Then look at the red words in the text and decide whether they are nouns or verbs.

### **LOOK OUT! Homonyms**

Homonyms are words which have the same spelling, but are not the same word. Sometimes homonyms are different parts of speech. The meaning can be similar or completely different.

Let's talk, I had a talk with him. (similar meaning) Meet me at the park. Park your car over there. (different

#### VOCABULARY BUILDER 4.3: PAGE 130 (((

7 Do the experiment below in pairs. Then count the total number of correct answers in the class.

Student A: Choose one of the shapes below, but don't tell Student B. Stare at it and try to send your thoughts to Student B for thirty seconds.

Student B: After thirty seconds, look at the shapes. Guess which shape Student A chose.









- SPEAKING Discuss the results of your experiment with the class.
  - Did more than 25% of the class guess correctly? (25% is the result you might expect to get on average, just by
  - Do you think the people who guessed correctly have a special ability?
  - If your result was over 25%, can you suggest why?
  - Do you believe that some people have psychic powers? Why? / Why not?



### SPEAKING At the doctor's

I can talk about illnesses, their symptoms and treatment.

- 1 2.02 Complete the dialogue with the doctor's questions (a-e). Then listen and check.
  - a Are you allergic to penicillin?
  - b Have you had any other symptoms?
- c Have you put any drops in it?
- d is it painful?
- e When did it start?



Good morning. What can I do for you? Doctor Patient Well, I've got a problem with my eye. Doctor Oh, yes. I can see that. 1 Patient Three or four days ago. Doctor I see. 2\_ Patient Yes, it's very sore. It hurts when I blink. Doctor Let me have a look at it. Yes ... the eyelid is very swollen. 3 Patient Yes. I got some eye drops from the chemist's, but they didn't do anything. Doctor I think you need antibiotics. You've got an eye infection. Patient No, I'm not. I've taken it before. Doctor OK. I'm going to prescribe some eye drops as well. Patient Good. Thank you. Doctor 5 Patient No, I haven't. I've been feeling fine. Doctor Good. Now, I think you should come back next week. I want to make sure it's getting better. And

VOCABULARY Complete the sentences with the words below. Underline the two symptoms that are in the dialogue in exercise 1.

you must call immediately if it gets worse.

Symptoms blocked up dizzy itchy rash sore stiff swollen temperature

-	
	If a part of your body is, it has got bigger.
2	If you're, you feel as if you might fall over.
3	If a part of your body is, you can't move it easily.
4	If you've got a, your body is hotter than usual.
5	If a part of your body is, you want to scratch it.
6	If you've got a nose, you can't breathe through it.
	If you've got a, an area of skin is red.
8	If part of your body is, that part hurts.

3	2.03 Listen to four patients. Match the patients
	with the symptoms. Each person has got two different
	symptoms. Write patient 1, 2, 3 or 4.

-7		
headache	feel sick	
temperature	 upset stomach	

### Giving advice

We can use these expressions to give advice.

I (really) think you should ... I don't think you should ...

If I were you, I would / wouldn't ... Try (not) to ...

In your position, I would / wouldn't ... You need to ...

It's (very) important (not) to ... You must / mustn't ...

The best thing would be to ... You (really) ought to ...

It would be a good idea (not) to ...

- Read the information in the *Learn this!* box above. Which of the expressions is used for giving very strong advice?
- 5 2.04 PRONUNCIATION Listen and repeat the phrases, copying the intonation.
- Write the doctor's advice using suitable expressions from the Learn this! box. There may be more than one correct answer.

1 You no	ed to drink lots of water.
2	worry about food until you're better.
3	cycle home.
4	be careful about head injuries.
5	to cook meat properly.
6	take extra care washing your hands.
7	to stay at home for a few days.
8	rest as much as possible.

- Work in pairs. Prepare a role-play between a patient and a doctor. Decide:
  - · how long the patient has been feeling unwell.
  - what the patient's symptoms are (see Vocabulary Builder 4.4: Page 132).
  - · what the doctor's advice is.
- 8 SPEAKING Act out the following dialogue using your ideas from exercise 7. Use expressions from the *Learn this!* box for giving advice.

Student A: You are staying in England on an exchange trip and you've started to feel unwell. You are now at the doctor's. Tell the doctor your symptoms and answer any other questions.

Student B: You are a doctor. An exchange student has come to see you, feeling unwell. Listen to the symptoms and ask relevant questions. Give advice.

### WRITING An announcement

I can write an announcement for an event or activity.

Read the announcements. Which activity appeals to you most? Why?



### Are you a strong swimmer and generally fit? THEN COME AND TRY COASTEERING!

The North Devon Coasteering Society meet every weekend to explore the beautiful, rocky coastline from Lynton to Bideford. It's a great way to make friends too!

Time: 4.30 p.m. every Saturday Venue: meet by Watermouth Castle Cost: £15 per session

Come along for one session – and you'll be hooked!

### Meditation

Meditation is not only relaxing and enjoyable, but it also boosts your natural immune system. Follow our ten-week course and learn a new skill which will have real benefits for your health.

### Meditation is ideal for people who suffer from:

• frequent headaches • memory failures • anxiety • backache • loss of concentration

The new course starts on 10 May at 7.30 p.m. at Frume Village Hall and costs

Why don't you try it I stould change your life!

Do you prefer parkour to working out

Then our naw parkour class could be perfect



Match the activities in exercise 1 with the sentences (1-6).

- 1 It includes music.
- 2 It is probably the quietest.
- 3 You do it outdoors.
- 4 It is the cheapest per session.
- 5 It claims to be good for both the mind and the body.
- 6 It is only for fit people.

### WRITING STRATEGY

When we write an announcement, we often:

- 1 use capitals to emphasise key words or phrases.
- 2 present key information (the time, date, place, cost, etc.) in note form or
- 3 in a list with bullet points (•).
- 4 use rhetorical questions (questions that are asked to create an effect rather than to get an answer).
- 5 end with a strong and memorable final message.

### Read the writing strategy. Then answer these questions.

- 1 Which announcements use capitals to emphasise key words? Underline the words.
- 2 Which announcement does not present key information in note form? Rewrite that part in note form.
- 3 Which announcement uses bullet points? Find a list in another announcement and rewrite it with bullet points.
- 4 How many rhetorical questions do the three announcements contain in total? Underline them.
- 5 Do all three announcements end with a final message? Which is the most memorable, in your opinion?

SPEAKING Work in pairs. Look at the photos. Discuss how the activities might benefit your mind and / or body.





- Choose one of the activities from exercise 4 or your own idea. Imagine you are organising regular sessions. Decide on the details (price, venue, time, etc.).
- Write an announcement to publicise your sessions.
  - · Inform people what the activity is and describe it briefly.
  - Mention the benefits for mind and / or body.
  - Inform people of the time, place and cost of sessions.
  - · End with a strong and memorable final message.

### **CHECK YOUR WORK**

#### Have you:

- included the information in the task in exercise 6?
- ended with a strong final message?
- included ideas from the writing strategy?

### Skills Round-up

### Lead-in

1 Imagine you needed to work part-time to earn some extra money. What job would you like to do? Why?

### Speaking

- 2 Describe the photo. Then answer the questions.
  - 1 How do you think the waiter in the photo is feeling?
  - 2 What do you think young people can learn from doing part-time jobs?
  - 3 Tell me about the last time you saw somebody who seemed unhappy at work.



### Reading

3 Read the job adverts (A-E). Which job looks the most interesting, in your opinion? Why?

Α

### Are you hard-working and reliable?

If you are, then come and join the team at Left Field Bookshop and Café. We need people to work 9-5 Tuesday-Saturday in our busy sandwich bar and in the bookshop too: please state your preference when you apply. Send your CV and a covering letter to the shop manager. Pay: £8 an hour.

В

# Part-time job at the Museum of Liverpool

We are looking for hard-working and enthusiastic people to work a two-hour shift (morning or afternoon) every day between Tuesday and Sunday. Applicants must be good at dealing with the public. Languages an advantage. Apply online or phone for an application form.

Pay: £10-£12 an hour depending on age and experience.

C

## ALFREDO'S

Waiters required to work at our busy. city-centre restaurant, lunchtime or evening shifts (11-3 p.m. / 7-11 p.m.) Monday to Friday. 27 an hour. Successful applicants will be tlexible, hard-working and polite. Please apply by sending a hand-written letter addressed to the restaurant manager, Ms Tara Cox.

- 4 Match each sentence to one or more of the job adverts (A-E).
  - 1 The job involves working six days a week.
  - 2 Applicants need to write a letter.
  - 3 Successful applicants must be reliable.
  - 4 Successful applicants must work in the evening.
  - 5 Successful applicants will have a choice of hours.
  - 6 The job pays £8 an hour or more.
  - 7 Speaking another language will help.
  - 8 There is an application form for this job.

### Listening

- 5 2.05 Listen and answer the questions.
  - 1 Which job from exercise 3 does Anna apply for and get?
  - 2 Why doesn't she start work on the agreed day?
- 6 2.05 Listen again. Are these sentences true or false?
  - 1 The interviewer hasn't seen Anna's application.
  - 2 Anna tells the interviewer that the job matches her experience and personality.
  - 3 Anna says she can speak English, Polish, German and a little Russian.
  - 4 Anna doesn't remember correctly what the job advert said about working hours.
  - 5 Anna prefers to work in the afternoon because she has classes in the morning.
  - 6 Anna can't speak to Julian Lloyd because he isn't in the office.

### Writing

- 7 Choose one of the other job adverts from exercise 3 and write an application letter. You do not need to include addresses. Remember to state:
  - where you saw the advert (invent this).
  - · what your personal qualities are.
  - what relevant experience you have (invent if necessary).
  - what you are enclosing with the letter.

D

#### Wanted

ReceptionIst for busy sports and fitness club in Liverpool city centre. Must be polite, friendly and reliable. An interest in sport and /or keep-fit is essential and foreign languages would be an advantage. Hours: 6-10 p.m., Monday to Saturday Pay: £6 an hour. Apply by email to: manager@fitnessforall.com

### EARN MONEY

Did you know you can earn £9 an hour delivering important letters and packages?

We need couriers to work seven evenings a week from 8 p.m.-10 p.m. Applicants should be honest and enthusiastic. They must also have their own car and a full driving licence.

To apply, phone 07753 27166528.

#### THIS UNIT INCLUDES

Vocabulary ■ computing ■ noun prefixes ■ verb and noun allocations ■ making, accepting and declining suggestions

Grammar ■ zero conditional ■ speculating and predicting: will, may, might, etc.
■ first conditional ■ future perfect and future continuous ■ will, going to, present continuous ■ future time clauses

Speaking ■ talking about the future ■ making and agreeing plans
Writing. ■ an informal email

5A

### VOCABULARY AND LISTENING Computing

I can talk about computers and computing.

- 1 SPEAKING Work in pairs. Discuss this question.

  How often do you use a computer and what different things do you use it for?
- 2 .06 VOCABULARY Complete the questionnaire using the words below. Use a dictionary to help you if necessary. Then listen and check.

Computing app autocomplete blog browsers channel data desktop links network podcast social-networking USB username web page webcam Wi-Fi

COMPUTER GEEK
COMPILER BLE
Have you ever ? a downloaded and listened to a ? site?
h unloaded photos to a
4 :=ctalled an on your pro-
e joined a file-sharing
g subscribed to a YouTube ?
h used a to video chat?
g subscribed to a YouTube  h used a to video chat?  i used to fill in forms on web pages?
2 Explain these sentences in your own words.
a Please contact the webliaster
and nassword are cost -
b Your and possible color the red button to bookmark this
3 Can you name three different computers?
a companies that make computers? b things you could connect to the port
b things you could connect to the of a computer?
c means of
storage?
d Internet
6

- 3 SPEAKING Answer the questionnaire in exercise 2. Then compage answers with your partner. Who is more geeky?
- 4 1 2.07 Look at the description of a computer. Then listen to a customer in a shop and write the missing numbers.

This laptop has a 1.66 Ghz processor and

1 MB of RAM. It has a 2 GB
hard drive and a 3 "LED display.

It has a 4 X DVD writer and two
built-in 5 W speakers.

- 5 2.07 PRONUNCIATION How do you pronounce the abbreviations in red in exercise 4? Say them aloud. Then listen again and check.
- 6 Match the first part of the sentences about smartphone apps (1-6) with the endings (a-f). Which app sounds most useful? Give reasons.

#### With this new phone app:

- 1 your phone tells you what song is playing
- 2 if you visit a tourist attraction,
- 3 you can make free calls
- 4 you can exchange information between two phones,
- 5 if you take the phone outside at night,
- 6 if you point the phone at something in a shop,
- a your phone knows where you are and gives you interesting information about the place.
- b it tells you where you can buy the same thing at a cheaper price.
- c it tells you the names of the stars in the sky.
- d if you bump the phones gently together.
- e if you hold it in front of a speaker.
- f if the person you are calling has the same app.

#### GRAMMAR BUILDER 5.1: PAGE 115 (

- 7 SPEAKING Work in pairs. Invent a new app for a smartphone. Think about:
  - · the type of activity (games, work, music, photos, etc.).
  - a name for your app and what it can do / how you can use it.
- 8 SPEAKING Describe your smartphone app to the class. The class votes for the best app.

# GRAMMAR Speculating and predicting

I can speculate about the future and make predictions.

SPEAKING Read the text. Do you think Ray Kurzweil's predictions will come true? Give reasons.

Man won't fly for 50 years.' said Wilbur Wright in 1901. Two years later, he and his brother made the world's first successful flight, Predicting the future is difficult, but at the Singularity University in California, you can actually study



futurology. The University's director is Ray Kurzweil, who predicts that huge increases in computer power will change the world dramatically. By 2045, we'll probably be only the second most intelligent creatures on Earth, after computers. These computers might think, communicate and act so quickly that ordinary humans won't be able to understand them. But of course, ordinary humans might not exist then - everybody may have computer chips inside their brains. Technology may also eradicate disease and increase life expectancy. If life expectancy increases faster than people age, nobody will die. This could cause other problems for the Earth!

Read the Learn this! box. Find examples of these structures in the text: may, might, could, won't, might not, will and will probably.

### Speculating and predicting

0%

100%

won't  $\rightarrow$  probably won't  $\rightarrow$  may / might / could  $\rightarrow$  will probably  $\rightarrow$  will

- 1 To talk about possibility in the future, we can use may, might or could followed by a base form: She may / might / could leave school next year.
- 2 We use may not or might not for the negative we do not use could not.
- 3 To make predictions, we can use will. When we are not certain, we use I think ... or probably: I think it will rain later. / It will probably rain later.
- How likely are these events to happen in the next five years? Write sentences using expressions from exercise 2.

there's an earthquake in Britain there's a major flu epidemic Brazil wins the football world cup you fail an important exam

you move abroad you learn to drive you go to university you get married

There probably won't be an earthquake in Britain.

Read the Learn this! box. Find an example of the first conditional in the text in exercise 1.

### Predicting: first conditional

1 We often make predictions with the first conditional. We use the present simple in the if- clause and will in the main clause:

If the hotel has Wi-Fi, I'll check my emails.

- 2 We can use may, might or could in the main clause if the prediction is only a possibility: If you refresh the page, it might load.
- Match the two halves of the predictions and write the verbs in brackets in the correct tenses (present simple and will or may / might / could).

1	If there	(be) a major flu er	oidemic.
	Ordinary tourists		
3	Governments	(ban) cars	
	If the Earth		crowded.
	Everybody		
6	If young people	(put) too cial-networking site	much personal
а	humans		
	if tickets		ensive
С	if the number of W	/i-Fi hotspots	(increase)
d	millions of people	(die)	(mereuse).
	thev (re		re older

### DDD GRAMMAR BUILDER 5.2: PAGE 116 (CC)

f if global warming \_\_\_\_\_ (get) worse.

#### SPEAKING STRATEGY

We can use these phrases to agree or disagree with other people's opinions: I think that's true. / I don't think that's true.

I agree / don't agree with (you / him / that opinion).

I believe / don't believe that's right.

- That seems / doesn't seem very likely.
- 6 SPEAKING Read the exam strategy. Say whether you agree or disagree with the predictions in exercise 5. Give reasons.
- 7 SPEAKING Work in pairs. Complete these predictions about the future with your own ideas. Then tell the class. Do they agree?
  - 1 If everybody lives forever, ...
  - 2 If computers become more intelligent than humans, ...
  - 3 If the world becomes too crowded, ...
  - 4 If humans have computer chips in their brains, ...
  - 5 If we don't use less energy, ...



### CULTURE Time capsules

I can understand and react to a radio programme about time capsules.

1 SPEAKING Look at the picture of the Westinghouse time capsule. Work in pairs and discuss these questions.



- 1 What is the point of a time capsule?
- 2 What kinds of items do you think would be interesting to people in the future? Give reasons.
- 2 VOCABULARY Complete the compound nouns using the words below. Check in a dictionary to see if they are written as one word or two.

alarm	base	can	light	lip	news	tape	tooth
1		clock			5	_	stick
2	V	opene	r		6		ball
3		measu	re		7		switch
4		brush			8		reel

- 3 2.08 PRONUNCIATION Listen, repeat and check your answers. Which part of the compound nouns is stressed?
- Work in pairs. Think about the items in exercise 2, which are all in the time capsule. Decide whether each item:
  - 1 is in the picture in exercise 1.
  - 2 would be interesting for people in the future. Why?
- 5 2.09 Listen to a radio programme. What has been buried in the park in New York?
- 6 🞧 2.09 Listen again. Choose the correct answers.
  - 1 The interview is taking place in Flushing Meadows Park a because there is a World Fair taking place there.
    - **b** because Professor Wolfson works at a university near the park.
    - c because the time capsules are buried in the park.
  - 2 Why are there two time capsules?
    - a They made a copy of the first capsule.
    - b They couldn't fit everything into one capsule.
    - c Because there were two World Fairs.
  - 3 How were the 35 items inside the first time capsule chosen?
    - a They were all made of different materials.
    - b They showed what everyday life was like in 1939.
    - c They were all invented in the 20th century.

- 4 What is the connection between Albert Einstein and the time capsule?
  - a He invented the material the capsule is made of.
  - b There's a biography of Einstein in the capsule.
  - c There's a message from him in the capsule.
- 5 What does the capsule contain to help people in the future understand the contents?
  - a A complete guide to the English language.
  - b A grammar book.
  - c Translations of the contents into different languages.
- 6 What does the Book of Record contain?
  - a A list of libraries and museums around the world.
  - b Information about the time capsule.
  - c Information about things in libraries and museums.
- 7 SPEAKING Work in groups or pairs. Imagine you are going to bury a time capsule with ten items inside. Choose two items for each category A-E below.
  - A Culture (music, literature, etc.)
  - B Technology
  - C Politics and world affairs
  - D Home life
  - E Language

- Let's include a ...
- **B** PROJECT Write a message to the people who will open your time capsule 1,000 years from now. Include this information:
  - · Who you are.
  - · When and why you are burying the time capsule.
  - · An explanation of your choice of items from exercise 7.
  - One or two problems the world is facing today (e.g. climate change, war, poverty, etc.).
  - · When the time capsule should be opened.

Our names are ... we live in ...

The year is ... and we're burying this capsule because ... We are including ... because ...

The world today faces the problem of \_

The capsule should be opened in the year.

9 SPEAKING Present your project to the class. The class votes for the best choice of items and the best message.

### GRAMMAR Future perfect and future continuous

I can talk about actions in the future and when they will happen.

Read the text. Which of the three jobs do you think would be the most interesting? Give reasons.

hat new jobs will we be doing 20 years from now? Many of today's jobs will have disappeared, but what will replace them? Nobody knows for sure, but here are three ideas from employment experts. Vertical farmer: Our cities will have become so over-populated that farmers will be growing crops in skyscrapers in order to feed everyone. Weather police: Global water shortages will have become so serious that people will be stealing clouds from their neighbours. Memory surgeon: Medical scientists will have learned how the human brain works, Doctors will be adding extra memory to people whose brains are full.

Read the Learn this! box. Underline all the examples of the future perfect and future continuous in the text in exercise 1. Then complete the rules.

### Future perfect and future continuous

- 1 We form the future perfect with: will have + past participle By next Friday, we'll have finished school.
- 2 We form the future continuous with: will be + -ing form This time next week, I'll be revising.
- 3 We use the future 1\_\_\_\_\_ to talk about a completed action in the future.
- \_\_\_\_\_ to talk about an action 4 We use the future 2\_\_\_ in progress in the future.
- Complete the text. Use the future perfect or future continuous form of the verbs in brackets.

This is my final year at sol	hool. Six months fro	m now, I
(study) at univ	versity. It's a three-y	ear course, so
four years from now, *	(finish) it. L'a	d love a career
in fashion. Maybe, in five ye	ears' time, ( *	(work)
for a fashion designer. I *_ big city. London, New York	(live / pro	ibably) in a
iobs are Hopefully, by the	time I'm 35, 19	(isarn)
enough about the fashion label. With luck, I	industry to start my (run) my own s	uccessful
company by then and a fe	w young fashion gra	iduates *
T (work) for me	t/	

### 355) GRAMMAR BUILDER 5.3: PAGE 116 🐠 🕡

Look at the chart. Do you think these things will have happened, or will be happening, by the years suggested? Write Y (yes) or N (no) next to each prediction.

prediction	date	Y/N
1 doctors / find a cure for all major diseases	by 2025	
2 tourists / go on trips into space	by 2030	
3 scientists / invent zero-emissions cars	by 2035	
4 people / often live to the age of 200 or more	by 2040	
5 humans / make contact with aliens	by 2045	
<b>6</b> a robot / become president of a country	by 2050	
7 Earth / completely run out of oil	by 2055	
8 teenagers / spend all day in a virtual world	by 2060	
9 humans / destroy the Earth	by 2065	

5 SPEAKING In pairs, ask and answer questions about the chart in exercise 4. Use the future perfect or future continuous.

> Will doctors have found a cure for all major diseases by 2025?

> > Yes, I think so. / No, do I don't think so.

Will tourists be going on trips ...

- 6 Work in pairs. Choose a year between 2025 and 2065 and
  - one current job that will have disappeared.
  - one new job that people will be doing.
  - one new gadget that people will be using.
  - one new item of clothing that people will be wearing.
  - · one new place where people will be living.
  - · one major discovery that scientists will have made.
- 7 SPEAKING Present your ideas to the class. Do they agree or disagree? Which idea is the most interesting or unusual?

We think that by 2040, the job of teacher will have disappeared because students will be learning at home using personal robots. One new job that people will be doing is ...



### READING Visions of the future

I can understand and react to experts' predictions for the future.

- 1 SPEAKING Describe the pictures. They show visions of the future fifty years from now. Which one do you think is the most likely to come true? Give reasons.
- 2 8 2.10 Read the texts. In your opinion, whose prediction is:
  - 1 the most optimistic?
  - 2 the scariest?
  - 3 the most likely to come true?

### READING STRATEGY

When you're looking for specific information in a text, reading the first sentence of a paragraph often tells you what the whole paragraph is about.

- Read the exam strategy. Then match paragraphs A-F with predictions 1-8. There are two extra predictions that you do not need.
  - 1 We will be able to choose how long our own life is.
  - 2 We will be communicating directly with search engines as if they were people.
  - 3 We will use computers to help us talk to people who do not speak our language.
  - 4 We will be able to get any new body parts we need.
  - 5 We will develop a new technology that will make the human race extinct.
  - 6 Some humans will have gone to live on another planet.
  - 7 We will have made contact with life in other parts of the galaxy.
  - 8 We won't be living in most of the areas we inhabit now.
- VOCABULARY Match the verbs (1-7) and nouns (a-g) to make phrases from the text.
  - 1 reduce
- a a catastrophe
- 2 treat
- **b** information
- 3 suffer
- c damaged parts
- 4 start
- 5 replace
- d discoveries e carbon emissions
- 6 provide
- f a colony
- 7 make
- g illnesses
- 5 Complete the sentences with phrases from exercise 4.
  - 1 When poorer countries like a flood or an earthquake, it causes enormous destruction.
  - 2 Is it possible to \_\_\_\_\_ without drugs?
  - 3 Using public transport helps to \_
  - 4 Today, surgeons can \_\_\_\_\_\_ of your heart.
  - 5 I asked the university to \_\_\_\_\_ \_ about their degree courses.
  - 6 It would be difficult to \_\_ on the moon because there's no water.
  - 7 Every year, scientists \_\_\_ \_\_\_\_\_ about our universe.

- 6 Work in pairs. Make three predictions about the world in fifty years' time. Use the ideas below to help you and some of the nouns and verbs from exercise 4.
  - buildings climate computers education entertainment health space transport work
- SPEAKING Tell the class your predictions. Do they agree or disagree?
  - VOCABULARY BUILDER 5.2: PAGE 131



### 445

Sir David King, scientific adviser to the British Government

If we don't reduce carbon emissions, the Earth will become warmer, polar ice will melt and the  $\boldsymbol{\beta}$ oceans will rise. Cities like London and New York will disappear under the water. By 2100, Antarctica could be the only continent that is suitable for human life – the rest of the world will be too hat.



### collins geneticist

The years from now, millions of people will live post and remain healthy. This will happen. we'll be able to study each person's genetic and find the best way to treat illnesses in that in about fifty years' time, the most important amon for our society might not be 'How long can memors live?" but 'How long do we want to live?"

### J Richard Gott, physicist

During the next fifty years, our planet might suffer a constrophe. Humans could disappear, just like the ancsaurs and hundreds of other species. The best way to make humans safe from extinction is to start a colony as Mars. This is not a prediction, but a hope. Will we be smart enough to do it?



### Ellen Heber-Katz biologist

I believe that soon we will be able to repair the human body in the same way that we can replace damaged parts of a car or a washing machine. Five years from now, we will be able to grow new lingers, and, a few years after that, new arms and legs. Within tifty years, replacing your whole body will be normal.

## Peter Norvig, director of research at Google

Today, people all over the world have access to billions. of pages of text on the Internet. At the moment, they use search engines to find information, but fifty years from now, people will simply discuss their needs with their computer, and the computer will make suggestions and provide usable information, not just a list of links.



# Eric Horvitz, principal researcher at Microsoft Research

In fifty years' time, computers will be much more intelligent than today, and this will change people's lives. Computers will help people work, learn, plan and decide. They will help people from different countries to understand each other by automatically translating from one language to another. Intelligent computers will work as scientists, and will start to make important discoveries on their own.

### SPEAKING Talking about plans

I can suggest and agree on plans for the weekend.

1	2.11 VOCABULARY Read and listen to the dialogue.
	What are Blake and Lauren planning to do this weekend?
	Write L (Lauren) and B (Blake) next to the activities you hear.

Activities do some schoolwork go bowling
go ice skating go for a pizza go for bike ride
go skateboarding 🗌 go to bed early 🗌
have a barbecue have lunch / dinner with relatives
have some friends round
meet (somebody) for a coffee

Lauren	What are you up to at
	the weekend?

Blake I'm going skateboarding on Saturday morning.

Lauren Have you got any plans for the afternoon?

Blake

Yes, I have. I'm going to finish my science project. But maybe we could meet up in

the evening? Lauren I can't, I'm afraid. I'm having a barbecue.

That's a shame. Do you fancy doing something Blake on Sunday?

Lauren Sure! The afternoon is better for me. I might be going for a bike ride with my sister in the morning.

Blake Actually, I'm going bowling with some friends on Sunday afternoon. But you're welcome to join us.

Lauren Thanks, I'd love to, What time?

Four o'clock, And we'll be going for a pizza after. Blake

Lauren Great idea. Let's speak again on Sunday.

Blake OK. I'll call you.

2 Read the Learn this! box and underline all the examples of the tenses in the dialogue.

### will, going to, may / might, present continuous and future continuous

- 1 We use will for things we decide to do as we are speaking (instant decisions, offers, promises).
- 2 We use going to or the future continuous for things we have already decided to do (intentions).
- 3 We often use may or might if we aren't sure.
- 4 We use the present continuous for things we have already agreed to do, usually with somebody else (arrangements).
- GRAMMAR BUILDER 5.4: PAGE 117

- 3 SPEAKING Work in pairs. Practise reading the dialogue in exercise 1 replacing the words in blue with other activities from exercise 1 or your own ideas.
- 4 2.12 Listen to two dialogues. Why are the speakers calling each other? Who is more keen to meet up? Katie or Joe? Jack or Olivia? Explain your answer.

5	S	2.12	Listen	again.	What	arrangement	t do	they	make:
---	---	------	--------	--------	------	-------------	------	------	-------

- 1 Katie & Joe
- 2 lack & Olivia
- 6 Match these phrases from the dialogues with the groups A-C in the Learn this! box. Then add one more phrase to each group from the dialogue in exercise 1.

I'm not up for it. 🔃 I've already got plans. 🗌	
I was wondering if you'd like to Next time	maybe.
OK. Why not? No, thanks. I'm not very keen	on 🗌

# EARN THIS

### A Making suggestions

Why don't we / you ... ? Shall we ... ? Maybe we could ... How about (+ -ing)? What about (+ -ina)?

**B** Accepting suggestions

Great idea. I'd love to.

Yes, that sounds fun. Yes, I'd be up for that. That's a good idea.

**C Declining suggestions** 

Sorry, I can't. I don't really fancy (+ ;\*ing).

7 SPEAKING Work in pairs. Practise making suggestions and reacting to them using phrases from the Learn this! box. Use activities from exercise 1 and your own ideas.

Why don't we watch a DVD?

Yes, I'd be up for that.

- 8 SPEAKING Work in pairs. Prepare a dialogue. Remember to use the correct verb forms from the Learn this! box and appropriate phrases from exercise 6.
  - Ask about your partner's plans.
  - · Tell your partner about your own plans.
  - Make suggestions for an activity you could do together.
  - Accept or decline your partner's suggestions.
  - · Agree on one activity you can do together.
- SPEAKING Act out your dialogue to the class.

### WRITING An informal email

I can write an informal email about future plans and ambitions.

- Read the email. Why is Archie writing to Carl?
- Find four different activities that Archie is planning to do during the Easter holiday. What tenses does he use in his email?



#### Inbox

Dear Carl,

Thanks for your email. It's great that you're planning to visit us next month.

As soon as term finishes, I'm going camping in the New Forest with my dad and my brother, Kieran. We're planning to be away for three or four days. I really want to go fishing a few times, and while we're there, I'm hoping to catch some fish to eat in the evenings. After we get back I'll be working in my uncle's café for a few days over Easter. You could visit any time during the last week of the holiday. I'll be re-taking a couple of exams next term, so I need to do some revision before I go back to school. But I reckon I'll be able to work when you're here.

I'd be grateful if you could confirm the dates of your visit as soon as possible. I won't make any more plans until I hear from you!

All the best

Archie

- Find one sentence that is too formal. How could you rewrite it in a more informal style?
- Read the Learn this! box. Underline examples of want, hope, plan and reckon in Archie's email.

- 1 We can use an infinitive after the verbs want, hope and plan.
  - I'm hoping to visit some friends.
- 2 We use a clause after the verbs think and reckon. We cannot use an infinitive.
  - I think I'll stay at home.
  - I don't reckon I'll enjoy this film.

- Complete the sentences using the verbs in brackets and a clause or an infinitive.
  - 1 I'm not planning \_\_\_\_ \_ (go) to university next year.
  - (pass) all my exams. 2 I don't reckon \_\_\_
  - 3 We're hoping \_\_ (spend) a few days abroad.
  - 4 I think \_\_\_ \_ (look) for a job in a restaurant.
  - 5 I don't think \_\_\_\_ \_\_ (visit) any relatives this holiday.
  - (stay) in a hotel by the sea. 6 We want \_\_\_\_
- Read the writing strategy. Find and underline an example of all six conjunctions in Archie's email.

#### WRITING STRATEGY

In sentences referring to the future, we use the present simple after: when, as soon as, until, after, before and while, but NOT will.

- Choose the correct conjunction in these sentences.
  - 1 We can't go to the beach until / while it stops raining.
  - 2 I'm going to buy a car after / as soon as I can afford to.
  - 3 I'll believe it before / when I see it.
  - 4 You must visit the Eiffel Tower until / while you're in Paris.
  - 5 I need to get to the bank as soon as / before it closes.
  - 6 They won't let us into the cinema after / while the film starts.

### GRAMMAR BUILDER 5.5: PAGE 117 (CC)

Read the exam task below. Which parts of Archie's email include the information required in the task?

A British friend wants to stay with you for a few days over the holiday. Write an email (120-150 words) to him / her.

- · Say how you feel about his / her plans to visit and why.
- · Give some information about what you will be doing in the holidays and when.
- · Explain when the best time for his / her visit would be, and why.
- · Ask when he / she plans to arrive and how long the visit will be.
- Make notes for the exam task. Write down one or two ideas for each piece of information required in the task. Invent a name for the person you are writing to.
- Write your email using your notes from exercise 9.

### **CHECK YOUR WORK**

### Have you:

- included the information in the task in exercise 8?
- written in an informal style?
  - used future time clauses correctly?
  - written the correct number of words (120-150)?

### Get Ready for your Exam

### Reading

- 1 Get ready to READ Work in pairs. Ask and answer the questions.
  - 1 Do you like cooking? Why? / Why not?
  - 2 Who's the best cook in your family?
- 2 Match the cooking verbs (1-4) with the definitions (a-d).
  - A cook in liquid that is gently boiling 1 steam
  - B cook quickly in hot oil 2 stir-fry
  - C cook under or over very strong heat 3 poach
  - D cook over boiling water 4 grill
- 3 Do the Reading exam task.

#### **READING** exam task

Read the text and decide if the sentences are true or false. For each sentence, write the line number where you find evidence for your decision.

#### Healthy cooking with Jordi Francisco

Jordi Francisco, the world-famous prize-winning Spanish chef, has been cooking healthy food in his restaurant for over ten years. Here he takes us through some of his top tips for healthy eating.

- 5 'Healthy eating really starts with healthy cooking. It's not only about what you eat, but how you cook it. A burger can be incredibly unhealthy if it's made from low quality meat, deep-fried in cheap oil and served in processed white bread. However, if you make a burger from premium beef,
- 10 brush it with a small amount of good-quality oil, grill it and serve it with a generous portion of salad and wholemeal bread, you've transformed it into a nourishing and wellbalanced meal.
- Light steaming is perhaps one of the healthiest cooking 15 methods to use. I've always liked cooking vegetables this way, in a basket over simmering water, as all the flavours and nutrients are retained - all you have to do is add seasoning and you're done. Easy, quick, delicious and nutritious!
- 20 Another healthy cooking method I've used a lot is stirfrying. It's no coincidence that in Asian countries, where this is the most common form of cooking, there are very low rates of heart disease. You only need a splash of oil to stir-fry and you cook things for a very short time, so your
- 25 meat or vegetables retain their nutrients, as well as texture, flavour and colour.
  - Grilling can also be great for preparing low-fat meals. In my opinion, it adds a delicious smoky flavour to meat, fish or vegetables. The fat drips away from the food as it cooks.
- 30 Perhaps the most under-rated healthy cooking method is poaching: gently simmering food in water until it is cooked

through. Just thinking about a lightly poached egg on toast makes my mouth water! Fish works fantastically well 35 poached. You have to be careful with fish, as it's so easy to overcook it and make it go dry and flavourless. With poaching, however, you can cook it very gently and keep it moist and full of flavour.'

		T	F	Line no.
1	Burgers cooked with fat can never be healthy.			
2	Jordi recommends steaming vegetables because it keeps all the goodness in the food.			
3	People in Asia use stir-frying more than any other cooking method.			
4	Jordi suggests adding some fat to grilled vegetables.			
5	Jordi doesn't often poach fish as it is easy to overcook it.			

### **Use of English**

4 Do the exam task.

#### USE OF ENGLISH exam task

A design student has created a 'walking chair' which
he hopes will one day help 1 (able) people to get
around more 2(easy). Its 21-year-old 3
(create), Martin Harris, said the machine operates like
a conventional electric wheelchair, with one important
4 (different). Instead of wheels, Harris' 5
(invent) has got six metal legs on each side. This gives the
user far greater 6 (free) of movement. The chair can
be 7 (use) indoors while also having the 8
(able) to cross soft surfaces such as sand or grass, which
can prove difficult for wheelchairs. Harris came up with
the idea after being 9 (inspire) by the 'walking
sculptures' of Dutch 10 (art) and engineer Theo
Jansen, whose giant skeletons can walk across beaches.

### Get Ready for your Exam

### Speaking

5 Get ready to SPEAK Work in pairs. Read the task and think of three arguments in favour of the statement and three against. Then compare your ideas with the class.

#### SPEAKING exam task

Do you agree or disagree with this statement? Give reasons.

Computers have made the world a better place.











### Listening

- 7 Get ready to LISTEN Work in pairs. Make a list of the five most important inventions in recent times. Explain why you think they are important.
- 8 Match the words (1-6) with the definitions (a-f).
  - a main road 1 artificial
  - b not natural; made by people 2 monitor
  - c focus on something 3 detector
  - d watch closely; observe
  - 4 concentrate e machine used for finding or
  - launch noticing something 6 highway
    - f start: activate
- 2.13 Do the exam task.

### LISTENING exam task

Listen to five speakers talk about various inventions. Match each invention 1-5 with a sentence A-F. There is one extra sentence that you do not need.

Speaker 1	Speaker 3	Speaker 5
Speaker 2	Speaker 4	

- A This invention will help people with communication
- B This invention is designed to make people's lives safer.
- C This invention is used to create realistic images.
- D This invention enables people to control their mental activity.
- E This invention is only for people who live in big cities.
- F This invention is a combination of two different vehicles.

### Writing

- 10 Get ready to WRITE Work in pairs. Ask and answer these questions.
  - 1 What special cultural traditions do you have in your country? Think about music, food clothing, etc.
  - 2 What is one of the most important characteristics of the culture of your country? Write a slogan to advertise it.
- 11 Do the exam task.

### WRITING exam task

You are staying in the UK, studying English at a language school in London. You want to organise a cultural evening to celebrate the traditional food, music, costumes, etc. from your own country. Write an announcement in which you:

- Inform the reader about the party you are planning
- Say when and where it is going to take place
- Give information about food and entertainment
- Encourage everybody to come.

#### THIS UNIT INCLUDES

Vocabulary compound nouns easily confused words inseparable phrasal verb Grammar reported speech (statements) say and tell reported speech (questions must have, might/could have, can't have indirect questions verbs with two objects

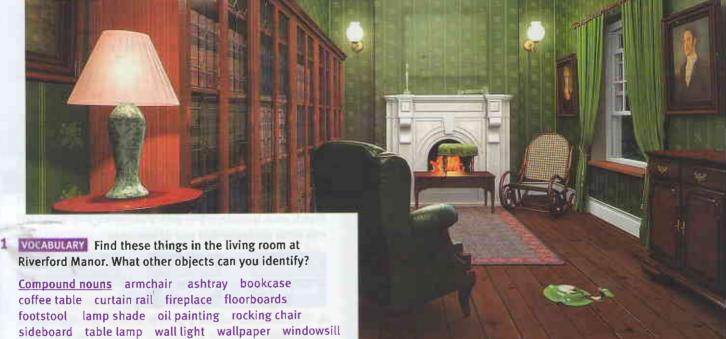
Speaking - deciding who committed a crime - speculating about an event

Writing a formal letter

6A

### VOCABULARY AND LISTENING Crime at the manor

I can suggest solutions to a mystery.



2 2.14 VOCABULARY Match the objects in exercise 1 with the materials they are made from. (Some objects are made

from more than one material.) Then listen and check.

Materials china fabric glass leather marble paper wood

The armchair is made of wood and leather.

LEARN THIS

A compound noun is formed from two words. Some compound nouns are written as two words, others as one word. They are always written as two words when the first word ends in *-ing*:

a living room a bedroom

They can refer to a specific part of something:

a garden path a door handle

Or they can specify the purpose of an object:

an ironing board a carwash

3 VOCABULARY Read the Learn this! box. Then complete the compound nouns using the words below. Check in a dictionary to see if they are written as one word or two.

book chair	flower hai	r key lig	ght window	writing
1	hole	5	bed	
2	ledge	6	brush	
3	shelf	7	paper	
4	shade	8	leg	

- 4 Look at your answers to exercise 3. Which nouns refer to a specific part of something and which specify its purpose?
  - VOCABULARY BUILDER 6.1: PAGE 132 ((()
- 5 SPEAKING Work in pairs. Look at the picture of the living room at Riverford Manor. There has been a burglary last night. Decide what happened and tell the class your ideas.

A thief climbed in through the window. He put the footstool on top of the ...

- 6 2.15 Listen to Inspector Dalton talking to his assistant. Who does he think took the painting? Are his ideas similar to your ideas in exercise 5?
- - 1 the flower bed 2 the windowsill 3 the coffee table
- 8 SPEAKING Work in pairs. Decide what happens next in the story. Then tell the class.
  - VOCABULARY BUILDER 6.2: PAGE 132 (

### GRAMMAR Reported speech (statements)

I can report what other people have said.

- Read the text. What did André Poisson get for his money?
  - a Secret documents.
- **b** The Eiffel Tower.
  - c Nothing.

### One day in 1925, a Czech man called Victor Lustig invited six French businessmen to a meeting in Paris. Lustig told the men that the Eiffel Tower was becoming too expensive to maintain. He said that the Government had-decided to sell it, and he showed them secret official documents to prove it. He told them they couldn't tell anyone else about it. One of the businessmen, André Poisson, agreed to buy the Tower, but his wife was suspicious. She said Lustig wasn't telling them the truth. Lustig met Poisson again in private - and told him he was acting strangely because he expected a bribe. So Poisson said to Lustig that he would give him a large bribe - as well as the money for the Tower. In fact, Lustig was a conman and disappeared with all of Poisson's money. The 'official documents' were forgeries and the whole story was a lie. Poisson

- Read the quotations below. Underline the parts of the text in exercise 1 that match them.
  - 1 'The Eiffel Tower is becoming too expensive to maintain.'
  - 2 'The Government has decided to sell it.'

never told anybody except his wife that Lustig had tricked him – he was too embarrassed!

- 3 'You can't tell anyone else about it.'
- 4 'Lustig isn't telling us the truth.'
- 5 'I'm acting strangely because I expect a bribe.'
- 6 'I'll give you a bribe.'
- 7 'Lustig tricked me.'
- Compare the quotations in exercise 2 with the parts of the text that you underlined. Then complete the table.

	Direct speech	Reported speech
1	present simple	past simple
2	present continuous	
3	past simple	
4	present perfect	
5	can / can't	
6	will / won't	

Read point 1 in the *Learn this!* box. Find examples of pronouns that are different in direct speech and reported speech in exercise 2.

When you change direct to reported speech

- 1 the pronouns and possessive adjectives often change: *I, you, we, they, myself, yourself, my, your, etc.*
- 2 time expressions often change: today, tomorrow, yesterday, last month, etc.
- Read point 2 in the Learn this! box. Match time expressions 1-6 with their equivalents in reported speech a-f.

1	today	а	the next week
2	tonight	b	the month before
3	next week	c	that day
4	yesterday	d	that night
5	this year	е	the day before
6	last month	f	that year

Read the direct speech and complete the reported speech with the correct tenses, pronouns and time expressions.

1	'I'm doing my homework today,' he said.
	He saidhomework
2	'I don't understand your question,' she said to me.
	She said question.
3	'We sold our car last month,' he said.
	He saidcar
4	'I'll give you your book back tomorrow,' he said to her
	He saidbook back

### GRAMMAR BUILDER 6.1: PAGE 117

Read the Look out! box. Underline all the examples of say and tell in the text in exercise 1.

LOOK OUT! say and tell	
tell somebody (something)	
She told me her name. NOT She said me	<del>her name.</del>
say something (to somebody)	
We said goodbye to our cousins.	

8 Complete the sentences with said or told. Then rewrite the direct speech as reported speech.

1	'I'm not feeling well,' my sister 1014 me.
	My sister told me she wasn't feeling well
2	'You've done really well,' my dad me.
3	'It will be great show,' the singer
4	'I can't find my purse,' she to her boyfriend.
5	'I'm going on holiday next week,' my aunt me.
6	'You don't need your books today,' our teacher
	US.

SPEAKING Think of something that somebody told you which you didn't believe. Why didn't you believe it? Tell the class.

My mum once told me that she'd met Johnny Depp, but I didn't believe her. It was probably a dream!

### CULTURE Crime writers

I can talk about mystery stories.

- 1 SPEAKING What is a crime novel? What characters and events would you expect to see in a crime novel?
- Read the first paragraph of a story by the crime writer Edmund Crispin. Then work in pairs and decide what 'the job' is.

Max Linster went through the small side gate and saw the large house in front of him. Not far away, a church clock told him that it was ten o'clock. He had half an hour to do the job. At midnight, a private plane would take off for Europe from a lonely field in Norfolk, and Linster planned to be on it even if his last job in England was not successful.

- 3 2.16 Listen to the next part of the story and check your ideas for exercise 2.
- 4 2.16 Listen again. Choose the correct word in these sentences.
  - 1 Linster climbs / looks into the servants' room.
  - 2 Mr Elliston has only got one arm his left / right
  - 3 Linster will get the money when Elliston's brother / wife is dead.
  - 4 Linster agrees to use two guns / hands for the murder.
  - 5 Linster agrees to hide / steal a jewellery box so the murder looks like a burglary.
  - 6 Elliston / Linster goes into another bedroom to
- 5 Read the final part of the story. Does Linster follow Elliston's instructions?
- 6 VOCABULARY Complete these expressions from the text with the correct preposition.
  - 1 to move \_\_\_\_\_\_ of a cupboard
  - 2 to go \_\_\_\_\_\_ behind somebody
  - 3 to watch somebody \_\_\_\_\_ a mirror
  - 4 to pull something from \_\_\_\_\_ a blanket
  - 5 to jump \_\_\_\_\_ (when you get a shock)
  - 6 to put something \_\_\_\_\_ somebody's hands
  - 7 to look \_\_\_\_\_ a window
  - 8 to climb \_\_\_\_\_\_ of a window
- 7 SPEAKING Work in pairs. Work out the answers to these questions. Then compare your ideas with the class.
  - 1 Does Linster kill the servant by mistake? How do vou know?
  - 2 Why does Linster only use one hand to kill her?
  - 3 Why does Linster hide the jewellery box under the bed?
  - 4 Why does Linster say 'You will' at the end?

Linster hides in a cupboard. But instead of Mrs Elliston, the next person to enter the room is Josephine, a servant, who tries on Mrs Elliston's coat and some of her jewellery.

t was then that Linster moved out of the clothes cupboard. He went silently up behind her. He watched her face in the I mirror and was still a metre or two away when she saw him and turned around. But his left hand was large and fast. It closed around her narrow throat. She made no sound as she died ...

Linster gently put her body on the bed, then covered her with a blanket. It took only a few minutes to open the cupboards and make them look untidy. He looked at the little jewellery box, then threw it under the bed.

When Elliston entered the room again, he looked at the shape under the blanket. He said, 'It - it's done?'

'Yes,' said Linster. 'It's done.'

'You're sure she's ...?'

'Yes, Mr Elliston, she's dead.' Linster pulled a white hand from under the blanket. 'If you don't believe me, feel this.'

But Elliston jumped back, shaking. 'That ring,' he said slowly. It's one she almost never -'

Linster dropped the hand. 'The money, Mr Elliston. Five thousand.'

The money was put silently into his hands.

'I'm going now, Mr Elliston,' said Linster. And then, with a smile, he said, 'Sorry I can't stay and talk to that pretty little servant that your wife has."

Elliston looked surprised. 'The - the girl?'

"The girl,' said Linster. 'I looked through the window of your servants' room before I climbed up here, and there she was. A pretty girl. I'd recognise her again, anywhere. But I had this job to do. And you don't get paid until you've done the job, do you? It's cash on delivery. And a man must live."

'I don't understand what you're talking about,' said Elliston. But Linster was already climbing out of the window. 'You will, Mr Elliston,' he said. 'You will.'



### GRAMMAR Reported speech (questions)

I can report questions which other people have asked.

SPEAKING Describe the picture. Do you think encounters between humans and aliens really happen? Give reasons for your opinion.



2.17 Listen to the press conference with Vernon, a man who claims to have encountered an alien. Complete the reported questions with the words below.

allens contact encounter night police spacecraft

- 1 They asked him if he could remember the previous clearly.
- 2 They asked him where he'd seen the \_\_\_
- 3 They asked him how many \_\_\_\_\_ there had been.
- 4 They asked him if he felt different after his \_\_\_\_
- 5 They asked him if the aliens would try to make \_ again.
- 6 They asked him if the \_\_\_\_\_ were investigating his story.
- 2.17 Work in pairs. Listen again.

Student A: Write the exact words spoken in questions 1, 3, and 5 in exercise 2.

Student B: Write the exact words spoken in questions 2, 4 and 6 in exercise 2.

In pairs, compare your answers to exercise 3 with the reported questions in exercise 2. Then choose the correct words in the Learn this! box to complete the rules.

#### Reported questions

- 1 The reporting verb is ask / say / tell.
- 2 The tense changes are / aren't the same as for reported statements. (See Lesson 6B, page 55).
- 3 Pronouns and time expressions change / don't change in the same way as for reported statements.
- 4 The subject comes before / after the verb.
- 5 We use / don't use do or did.
- 6 We use if / that when we report yes / no questions.

- Read some other questions that reporters asked Vernon. Rewrite them as reported questions.
  - 1 'Did you take any photos?' They asked him if he'd taken any photos.
  - 2 'Were you scared?'
  - 3 'Do you drink every night?'
  - 4 'Will you give more interviews tomorrow?'
  - 5 'Can you describe the spacecraft?'
  - 6 'Are you telling the truth?'

### SSS GRAMMAR BUILDER 6.2: PAGE 118 (

Read the dialogue between Vernon and his wife. Then complete the text with reported speech (questions and statements).

Marie Are you going to tell me the truth, Vernon?

Vernon What do you mean?

Marie You didn't really meet any aliens last night.

Vernon How do you know?

I can tell when you're lying. We've been married Marie

for ten years! Why did you invent the story?

Vernon I can make money from it!

It's wrong to lie. Vernon Do you want to be rich?

Marie asked Vernon if he was going to tell her the truth . Vernon asked her 1\_\_\_\_\_\_. Marie said that Vernon \_\_\_\_ the previous night. When Vernon asked her 3\_\_\_\_\_\_, Marie replied that she 4\_\_\_\_\_ because they 5\_\_\_\_\_for ten years. She asked him 6\_\_\_\_ story. Vernon replied that he 7\_\_\_\_\_ from it. When Marie told him to lie, Vernon asked her rich.

- Write down six questions on any topic to ask your partner. Use a different tense or verb below in each question.
- can past simple present continuous present perfect present simple will

What kind of films do you like?

8 SPEAKING Play a class game in two teams. One pair from team 1 asks and answers a question from exercise 7.

What kind of films do you like?

I like horror films.

One person from team 2 has to remember and report the question and answer.

Catherine asked Mark what kind of films he liked. Mark said that he liked horror films.

1 You are going to read about a famous German mystery story. What other famous mystery stories do you know?

# KASPAR HAUSER

A

ON 26TH MAY 1828, THE PEOPLE OF NUREMBERG IN GERMANY FOUND A TEENAGE BOY WHO WAS WANDERING ALONE THROUGH THE STREETS. When they came across him, he had no possessions except for two old letters. Because of his behaviour and appearance, they took him to the police station. Kaspar spent the next two months in prison, where he hardly spoke and refused all food except for bread and water. Some people assumed that Kaspar had grown up alone in the forest, like a wild animal. But gradually, a different picture emerged.

В

Kaspar said he had spent his whole childhood in a small dark cell. He had never seen the world outside or left his cell. He had never met or spoken to another human being. The cell was empty apart from a small bed and one toy – a wooden horse. He claimed that he had found bread and water in his cell every morning. According to Kaspar's account, a mysterious man had begun to call on him shortly before his release. The man never showed his face.

С

Kaspar became well-known throughout Germany and in other countries too, and people found his story fascinating. Some suggested that Kaspar was the son of a rich and powerful man – a prince perhaps – who wanted to keep his identity secret. A schoolteacher called Friedrich Daumer met Kaspar and agreed to look after him. Daumer taught him various subjects and encouraged Kaspar's talent for drawing.

D

One day in 1829, Kaspar was found with a knife wound to his head. He claimed that a man with a hood over his face had attacked him – the same man who had brought him to

- - 1 His fame spreads
  - 2 Were his stories true?
  - 3 Reunited with his real parents
- 4 Alone in a strange city
- 5 A mysterious murder?
- 6 A strange childhood

Nuremburg. It wasn't a serious injury, and Kaspar got over it. But in 1833, Hauser came home with a deep knife wound in his chest, saying someone had attacked him in a garden. Three days later, Kaspar died from the wound. Just before he died, Kaspar told the police that his attacker had given him a bag, so the police went to the garden and looked for it. They found it, with a note inside. The note was in mirror writing and said, in German: 'I want to tell you about myself. I come from the Bavarian border, on the river.'

E

Over the years, books have been written about Kaspar's stories and various historians have looked into them. Most have concluded that the stories were untrue and that Kaspar Hauser was a liar who killed himself (possibly by mistake). But for some people, Kaspar Hauser's life and death remain one of the most mysterious stories in history.



### EXAM STRATEGY

The order of the questions usually follows the content of the text. Read the questions first, then the text and if you are not sure of the answer, eliminate the options which are definitely incorrect first. This should help you to narrow down your answers and focus your reading.

### Read the exam strategy and choose the correct answers.

- 1 People in Nuremberg took Kaspar Hauser to the police station because
  - a he was carrying two letters.
  - b he said he wanted to be a soldier.
  - c he was acting strangely.
  - d he had no possessions.
- 2 Before Kaspar told his story, some people believed that he had grown up
  - a in prison.
  - b with his father, in a forest.
  - c without any people around him.
  - d in a normal home.
- 3 According to his story, Kaspar spent the first years of his life
  - a in a dark cell with a mysterious man.
  - b in a dark cell with absolutely nothing in it.
  - c in the garden of a mysterious stranger.
  - d alone and always indoors.
- 4 Some people suggested that Kaspar Hauser was
  - a from another country.
  - b really an artist.
  - c the son of a schoolteacher.
  - d from a wealthy family.
- 5 Between 1829 and 1833, Kaspar Hauser suffered
  - a two knife wounds, but they weren't serious.
  - b two knife wounds, one small and one fatal.
  - c two very serious knife wounds.
  - d two knife wounds on the same occasion.

- 6 Police found a mysterious letter inside a bag
  - a in Kaspar Hauser's room, after his death.
  - b in the place where Kaspar Hauser died.
  - c near a river in Bavaria.
  - d in the place where Kaspar Hauser was attacked.
- 7 Most historians today believe that Kaspar Hauser a was the son of a Bavarian prince.
- b was one of the most mysterious people in history.
  - c invented the story of his life.
  - d did not really die from the knife wound.
- 4 VOCABULARY Match the highlighted phrasal verbs in the text with the definitions below.
  - 1 to study or investigate something
  - 2 to visit somebody
  - 3 to recover from something
  - 4 to try to find something
  - 5 to take care of somebody or something
  - 6 to find somebody or something by chance

### VOCABULARY BUILDER 6.3: PAGE 132 ((()

- 5 SPEAKING Which of these events from Kaspar Hauser's life do you find strangest? If his story wasn't true, how would you explain them?
  - 1 He was found wandering the streets alone.
  - 2 He could only say a few words when they found him.
  - 3 He was found with a knife wound.
  - 4 He was attacked in a garden and died three days later.
  - 5 A note containing a mysterious message was found after his death.
- 6 SPEAKING Work in pairs. Discuss whether you think Kaspar Hauser's story is true. Then have a class vote.
- 7 SPEAKING Work in pairs. Look at the film posters. Do you know any of these films in which the main character's true identity is kept secret? Discuss (a) Why you think the character's identity needs to be a secret, and (b) other possible reasons for hiding your true identity.



### Speaking Speculating about events

I can speculate about recent events.

1 SPEAKING Read the news report. Work in pairs and decide what happened to the people on board the boat. Tell the class.

We think they probably ...

Perhaps they ...

Maybe ...



## YACHT FOUND DESERT

A large, luxury yacht has been found deserted off the coast of Monaco. There were no signs of an accident or a fight. According to records, the yacht left port with twelve people on board: the owners - a Russian billionaire and his wife - and ten crew members. The personal possessions of the twelve missing people were still on the yacht.

the news report. Do they mention any of your ideas from exercise 1? Which explanation do they agree is most likely?

Tyler Have you seen this story about a deserted boat?

Kayla Yes. It's weird. What do you think happened?

Tyler They could have been attacked by pirates, I guess.

Kayla I doubt it. There aren't any pirates in the Mediterranean.

Tyler Hmm. Or they might have gone swimming and been killed by sharks.

Kayla That isn't very likely. They can't have all gone swimming at the same time.

Tyler I see what you mean. That would be crazy!

Kayla The crew could have killed the owners, stolen their money and then escaped.

Tyler Yes, that's quite likely. But where are the bodies? Kayla They must have thrown the bodies into the sea.

Tyler Hmm. Yes, I think you're right.

- 3 Read the Learn this! box. Underline the examples of could have, might have, must have and can't have in the dialogue in exercise 2. Match them to the opinions of the speakers a-c.
  - a It's impossible it didn't happen.
  - b It's possible maybe it happened.
  - c It's definite it happened.

#### Speculating about the past

We can use these phrases - could / might have, must have, can't have - to speculate about the past. They are all followed by a past participle. Where's my phone? I must have left it somewhere. I can't have left it at school - I didn't take it there. My sister might have picked it up.

GRAMMAR BUILDER 6.3; PAGE 119

- Work in pairs. Read the newspaper headlines and think about what might have happened. Make notes.
  - 1 \$3,000 Ferrari destroyed by fire in car park
  - 2 Footballer found unconscious in hotel room
  - 3 Missing cat returns home after ten years
- 5 🕝 2.20 Listen to teenagers talking about the headlines in exercise 4. Do they mention any of your ideas?
- 6 2.20 Listen again. Which explanation (a, b or c) do they agree is most likely in each case?
  - 1 a It was an accident.
    - b Somebody was jealous of the car's owner.
    - c The owner had argued with somebody.
  - 2 a The footballer took drugs.
    - b He hit his head during a match.
    - c He was attacked by a robber.
  - 3 a The cat found its old house by accident.
    - b The cat's new owner died.
    - c The cat's new owner moved away.
- 7 2.21 PRONUNCIATION Read the speaking strategy. Then listen and repeat the phrases, copying the intonation.

### SPEAKING STRATEGY

We can use these phrases to react to another person's speculation.

No way! No, that's not possible. I don't think so. I doubt it. That's unlikely. That's not very likely. Maybe. Perhaps. Yes, that's possible.

Yes, that's quite likely. I suppose so. Yes, you're probably right. Definitely!

SPEAKING Work in pairs. Read the headline below and think about possible explanations. Use the words below to help you or your own ideas.

drug-dealers in hiding kidnapped murdered on the run robbers stolen

25-YEAR-OLD BUSINESSMAN DISAPPEARS FROM HOTEL IN MEXICO, **LEAVING \$100,000 IN** CASH IN SUITCASE



- In pairs, write a dialogue like the one in exercise 2. Use your ideas from exercise 8. Include three possible explanations and agree on the most likely. Include phrases from the speaking strategy.
- 10 SPEAKING Act out your dialogue to the class. How many of your classmates agree with your conclusion?

Read the advert. Would you enjoy this holiday? Why? / Why not?



# Murder Mystery Tour!

Combine a trip to London with the chance to take part in a special weekend event: a murder mystery party

Your holiday begins with two days of sightseeing in the UK's historic capital. On Thursday and Friday. afternoon at the Sherlock Holmes Museum in Baker
Street, On Friday accelyou visit all the major landmarks, and spend a whole Street. On Friday evening, you see Agatha Christic's The Mousetrap at the theatre. On Saturday and Sunday, the excitement really begins. Someone at vour hotel is found dead, and it's your job to be a detective: question witnesses, collect clues and try to solve the mystery.

For more details, contact Bob Clarke at MM Tours. dates? fully booked? which hotel?

Read the notes that Oscar added to the advertisement. Then read his letter. What information does he forget to ask for?

### Dear Mr Clarke,

Having read your advertisement in News Weekly, I am very interested in attending one of your Murder Mystery Tours, but would be grateful if you could give me some more information about some of the arrangements.

Could you tell me if there is any free time on Thursday or Friday, and also if the cost of the theatre ticket is included in the price of the

holiday? I'd also like to know which hotel in London we will be staying at, so I can look at its website. Ideally, I would like to book the holiday before the end of the year. Would you mind sending me a complete list of dates for September and October? Please let me know which of the tours are already fully booked.

I look forward to hearing from you in due course. Yours sincerely,

Oscar Deer

Mr O Deer

### WRITING STRATEGY

Direct questions often sound too familiar for a formal letter. It is more polite to use indirect questions beginning with these phrases:

Could you tell me ...? Could you please let me know ...? I'd be interested in knowing ... Please let me know ... I'd appreciate it if you could tell me ... I'd like to know ... I'd be grateful if you could tell me ...

- Read the writing strategy. Find questions in Oscar's letter which are formal equivalents of:
  - 1 Is there any free time on Thursday or Friday?
  - 2 Which hotel will we be staying at?
  - 3 Which of the tours are already fully booked?

### GRAMMAR BUILDER 6.4: PAGE 119 (CC)

🚣 Work in pairs. Write three direct questions that you could ask about a restaurant. Then swap questions and rewrite your partner's questions as indirect questions.

What time does the restaurant close? I'd like to know what time the restaurant closes.

Read the Learn this! box. Find two verbs with two objects in the letter.

### Verbs with two objects

Some verbs can be followed by both an indirect and a direct object. The indirect object comes first and is usually a person.

Sam bought his mum some flowers. My friend sent me an email.

### GRAMMAR BUILDER 6.5: PAGE 119 (G)

- 🌀 Imagine you are interested in booking the Murder Mystery Tour. Plan a formal letter to Mr Clarke. Ask for information about these aspects of the holiday:
  - meeting time and meeting place in London.
  - costumes for the weekend event and acting involved.
  - cost of meals and availability of vegetarian meals.
  - reduced prices for students and for sharing rooms.
- Write a formal letter asking for information. Write 120-150 words using your notes from exercise 6.

### **CHECK YOUR WORK**

#### Have you:

- included the information in the task in exercise 6?
- followed the formal letter writing style?
- used the phrases in the writing strategy?

# 5-6 Language Review

Unit 5	Unit 6
1 Choose the correct word and complete the sentences.	5 Complete the compound nouns using the words below.
<ol> <li>Plug the printer into the port.         a blog b desktop c USB</li> <li>Email me from the airport. There's a hotspot there.         a Wi-Fi b links c channel</li> <li>I downloaded an that helps me with my English.         a username b app c autocomplete</li> <li>This hard disk can store a huge amount of         a social networking b data c Wi-Fi</li> <li>Go to the home page and click on the to the booking form.         a browsers b podcast c link</li> </ol>	flower hole lamp ledge shelf  1 Could you get me the dictionary from the book?  2 There are some wonderful plants in that bed.  3 Can you see inside if you look through the key?  4 Shall I switch the table on so you can read?  5 The cat's sitting on the window again!  Mark:/5  6 Report the direct speech with said or told.  1 'I didn't finish my project yesterday,' said John.
Mark: /5	2 'We're having our lesson outside,' our teacher told us.
2 Choose the correct word.  1 If we're lucky, it could / might not rain for the picnic tomorrow.	3 She said, 'I can't do it on my own.'  4 'I'll do it for you tomorrow,' Mum said to us.
<ul> <li>2 She probably won't / may not come to the party tomorrow.</li> <li>3 I'll buy you a present if I will have / have enough money.</li> </ul>	5 'Our plane leaves tonight,' they told me.
4 They may / will have Wi-Fi in the hotel, but we're not sure. 5 You could win the race next Saturday if you will run / run as fast as that.  Mark:/5	Mark:/5  7 Rewrite the questions as reported speech. 1 'Did you have a nice time yesterday?' I asked her. 2 'When are you going home?' he asked me.
3 Correct the sentences.  1 By the end of term, we have done all our exams.  2 This time next week, they will be lie on the beach.  3 A year from now, I will have learn to drive.  4 At 10 p.m., I'll still have doing my homework.  5 I'll be leave for the airport at 7 a.m. tomorrow.	<ul><li>3 'Will you give me a call?' she asked him.</li><li>4 'Where were you last night?' I asked him.</li><li>5 'Are you working this evening?' he asked her.</li></ul>
Mark:/5	Mark: /5
4 Complete the dialogue with the phrases below.  Do you fancy I'd be up for Maybe we could Sorry, I can't. Yes, that sounds  Boy Hi, Bella! going to the cinema on Saturday evening?  Girl ' I'm going out with friends. But what film is it?  Boy It's I Am Number Four, that science fiction film.  Girl Oh, I want to see that film! ' go on Sunday afternoon?  Boy ' that. I'll find out what time it's on.  Girl Great. And how about a pizza before?	<ul><li>3 Will there be a break for lunch?</li><li>4 Do we have to bring food?</li></ul>
Boy 5 fun. I'll call you later.	5 How many people will be there?

/20

Total:

Mark:

Total:

### 1-6 Skills Round-up

### ■ #ad-in

- 1 Work in pairs. Discuss these questions. Then compare your ideas with the class.
  - Why are museums important? What can you learn from them?

### Reading

- 2 Look guickly at the text. What kind of text is it? Choose a, b, c or d.
  - a A review of a new exhibition.
  - b A formal letter from a museum.
  - c A publicity leaflet about an exhibition.
  - d An article about a new museum.
- 3 Match the headings (1-7) with paragraphs A-E in the text. There are two extra headings that you do not need.
  - 1 Artificial intelligence
  - 2 The future of entertainment
  - 3 Shopping in the 25th century
  - 4 A multimedia experience
  - 5 Half human, half machine
  - 6 Homes of the future
  - 7 Science fiction films of the future

# Into the Future

A new exhibition at the Museum of Liverpool opens on 1 July. It looks at current trends in four different areas and asks where they are heading. It

includes videos, interactive displays and virtual reality exhibits.

computers are

more and more reful each year. Will they win be more intelligent than people? If the unswer is yes, then how will that change relationship with computers? Might nere be dangers for the human race? This of the exhibition explores this question and other related issues.



What will the kitchen of the future look like? Will domestic robots finally become a reality? In this part of the exhibition you can find out what day-to-day life may be like fifty years from now. From a fridge that does your shopping online, to a wardrobe that tells you what to wear, it seems certain that everything around us will soon be 'smart', not just our phones!

D

At the moment, 3D TV and films are a new and exciting development. But what will the next development be? Will TV become genuinely interactive? Or perhaps nobody

### Writing

- 4 Imagine you are Anna. Your boss Julian Lloyd has asked you to write an announcement for a local newspaper to advertise the new exhibition. Include this information:
  - where the exhibition is and when it opens
  - · what the exhibition is about and what you can see there (choose information from the text)
  - · how much the tickets are and who can get a reduction (invent this information)
  - what the opening times are and how people can get more information (invent this information).

### Speaking

5 Read the text message from Anna to her friend Libby. What might have happened? Discuss your ideas using could / might have, can't have and must have.

WENT TO OPENING PARTY FOR EXHIBITION AND INVITED MIKE. WHAT A DISASTER! SO ANGRY WITH HIM. NEXT TIME, I'LL GO ON MY OWN! :- <

### Listening

- 6 2.22 Listen to what happened at the exhibition. Were any of your ideas from exercise 5 correct?
- 7 2.22 Listen again. Complete each sentence with between one and three words.
  - 1 Anna tells Mike that she \_
  - 2 She invites Mike to the party on \_\_\_\_ afternoon.
  - 3 They arrange to meet \_\_\_\_\_ the museum.
  - 4 While Anna is talking to Julian, Mike goes to the \_
  - 5 Daisy guesses Anna is not British because of her
  - 6 Anna tells Mike that she felt \_\_\_\_\_ when he disappeared.

will watch TV or films at all. Instead, they will put on a headset and find themselves a new world of virtual reality. These technologies already exist; come and try them, and get a taste of the future. The fun has only just started ...

We all know about superheroes from comic books and science fiction films. As science advances, will some of their 'superpowers' be found in ordinary humans? Perhaps - if we are prepared to let technology and our bodies mix. In this part of the exhibition, you can try out a bionic hand and let a mind-reading computer explore your thoughts. You'll be amazed!

#### THIS UNIT INCLUDES

Vocabulary = dating and relationships = time expressions = phrasal verbs = idion with heart and head = noun + preposition = expressing contrast

Grammar = comparative and superlative forms = second conditional = I wish, If or

**Speaking** = telling the story of a relationship = stimulus description

Writing = a for and against essay



### VOCABULARY AND LISTENING Relationships

I can talk about relationships.

1	VOCABULARY Work in pairs. Put the phrases below into the
	order that they might happen in a marriage. There is
	more than one correct answer.

### Getting married

ask somebody to marry you chat somebody up

- fall in love (with somebody)
- fall out (with somebody)
- get back together (with somebody)
- get back together (with somebody)
- get divorced get engaged (to somebody)
- get married (to somebody) get on well (with somebody)
- make up (with somebody)
- split up (with somebody)
- Complete the sentences with back, in, on, out, up, with, to or (nothing).
  - 1 He fell \_\_\_\_\_ love \_\_\_\_\_ her the moment he saw her,
  - and asked her \_\_\_\_\_ marry him.

    2 Jake and Sue split \_\_\_\_\_ last month, they're going
  - to get married.

    Tom and Ann didn't use to get \_\_\_\_\_ well, but now they're going \_\_\_\_\_.
  - 4 Jo and Kevin had a big row and fell \_\_\_\_\_, but they made \_\_\_\_\_ a few days later.
  - 5 Did they get engaged \_\_\_\_\_\_ before they got married
- 3 Rewrite the sentences using phrases from exercise 1.
  - 1 Phil and Tanya had a big argument.
    Phil and Tanya fell out
  - 2 Harry and Diana have ended their friendship.
  - 3 Kate and Ian's marriage has ended.
  - 4 Pete and Sarah have a good friendship.
  - 5 Tina and Bruce have become friends again after their argument.
- 4 2.23 Listen to people talking about couples. Match the conversations (1-5) with the sentences (a-g). There are two sentences that you do not need.
  - a They're divorced.
  - **b** They're married.
  - c They're friends.
  - d They're engaged.
  - e They've split up.
- f They're just good friends.
- **g** They've got back together.

- 5 Look at the photostory of Ryan and Hannah's relationship. Make notes about what happened in each picture. Use phräses from exercise 1 to help you.
  - 1 They met at a wedding Ryan liked















6 SPEAKING Tell the story of Ryan and Hannah's relationship.
Use the pictures, your notes from exercise 5 and the time
expressions below to help you.

<u>Time expressions</u> after a (few days) after that before finally first for (two months) in the end (two years) later the moment ... the same day

VOCABULARY BUILDER 7.1: PAGE 133 ((()

# STAYING IN TOUCH

**Modern life is getting** busier and busier. And the busier it gets, the more isolated people can feel. These days, people have fewer opportunities to meet friends, because they work harder, and have less time to socialise. Some say that social-networking sites allow them to stay in touch with friends more easily. Sue Weeks decided



to test this theory. She stayed in for a week and only contacted her friends via Facebook, one of the most popular social-networking sites. Her view? 'It was great for staying in touch with friends I don't see very often or who live far away, but it wasn't the most exciting week I've ever had.' The least appealing aspect for Sue was not seeing the people she gets on with best. Her final verdict: 'It was more fun than I expected, but it's less satisfying than meeting people face to face.

Read the text. Do you use social-networking sites to contact friends? Why? / Why not? Do you agree with Sue's opinions?

### Comparative and superlative adverbs

We usually form comparative and superlative adverbs with more and most. However, we add -er and -est to some adverbs:

Please speak more slowly. Tom works harder than Sam.

### less and least

less is the opposite of more, least is the opposite of most. We can use them with adjectives, adverbs and uncountable nouns:

My dad bought the least expensive TV in the shop. Who earns less money, teachers or nurses?

- 2 Read the Learn this! box. Then match the words in red in the text with the descriptions (1-7).
  - 1 A comparative form of an adjective with less.
  - 2 A superlative form of an adjective with least.
  - 3 A comparative form of an adverb with more.
  - 4 A comparative form of an adverb with -er.
  - 5 An irregular superlative form of an adverb.
  - 6 An uncountable noun with less.
  - 7 A superlative form of an adjective with most.

Read the Learn this! box. Then match the words in blue in the text with points 1-4.

### Comparison

1 We often use a superlative with the present perfect and ever:

That's the least funny film I've ever seen.

2 We can make comparisons with simple nouns: She's more confident than her brother. and also with clauses: She's less talkative than she used to be.

3 We use double comparatives to say that something is changing:

You're getting taller and taller!

4 We use the ... the and comparatives to say that one thing changes with another: The more I eat, the fatter I get.

- 4 SPEAKING Work in pairs. Ask and answer questions using a superlative form and the present perfect with ever. Use the prompts below and your own ideas.
  - 1 interesting book / read
- 4 attractive person / meet
- 2 good friend / have
- 5 long phone call / make
- 3 boring film / see
- 6 good party / go to

What's the most / least interesting book you've ever read?

### GRAMMAR BUILDER 7.2: PAGE 121 (

- Complete sentence B so that it means the same as sentence A. Use the words in brackets.
  - 1 A Mum is a faster driver than dad. (slowly)

\_\_mum. B Dad \_\_\_

2 A My wife's got more money than me. (less)

\_my wife . BI

3 A This is the cheapest TV in the shop. (expensive)

B This is \_\_\_\_\_\_ TV in the shop.

4 A No team scored fewer goals than Plymouth. (fewest)

B Plymouth scored \_\_

5 A It's getting increasingly difficult to meet people. (and)

to meet people. B It's getting \_\_\_

- SPEAKING Complete the sentences using structures from the Learn this! boxes. Then read them to your partner and compare your answers.
  - 1 The older you get ...
  - 2 Britain is much ...
  - 3 I'm getting more and more ...
  - 4 The harder I work ...
  - 5 I'm ... than I was ...

### 1 How many poets can you name:

- 1 from your country?
- 2 from other countries?
- 2 Try to complete the poems with the verbs below. Remember that poems often rhyme.

came by chose depart get knew met mere said suppose told took

### Love's Secret

Never seek to tell thy love, Love that never told can be; For the gentle wind does 1 move Silently, invisibly.

I 2 my love, I told my love, I told her all my heart; Trembling, cold, in ghastly fears, Ah! She did <sup>3</sup>

Soon as she was gone from me, A traveller 4\_\_\_\_\_, Silently, invisibly He 5 her with a sigh.

William Blake

#### **One Perfect Rose**

A single flow'r he sent me, since we 6\_ All tenderly his messenger he 7\_ Deep-hearted, pure, with scented dew still wet -One perfect rose.

I \* \_\_\_\_\_the language of the floweret; 'My fragile leaves,' it 9\_\_\_\_\_, 'his heart enclose.' Love long has taken for his amulet One perfect rose.

Why is it no one ever sent me yet One perfect limousine, do you 10 Ah no, it's always just my luck to 11 One perfect rose.

Dorothy Parker

### 3 2.24 Listen and check your answers.

- 4 SPEAKING Answer these questions about each poem. Give reasons for your opinions. Is the poem:
  - 1 funny or serious?
  - 2 old or modern?
  - 3 pessimistic or optimistic?
  - 4 likely to be written by a woman or by a man?
  - 5 about lost love or about the poet's spouse?

5	VOCABULARY	Check the meaning of these words in a
	dictionary. Th	en use them to complete the sentences.

mystical patriotic professional religious renowned romantic

- 1 Christianity and Islam are \_\_\_\_ beliefs.
- 2 Watching the sunrise was an almost \_ experience.
- 3 \_\_\_\_\_ people love their country.
- 4 Joe is very \_\_\_\_\_\_. He's always buying flowers for his
- 5 Everyone has heard of Shakespeare. He's England's most \_playwright.
- 6 My mum's a \_\_\_\_\_ musician. She plays in a big orchestra in London.
- 6 2.25 Listen to a radio documentary about the life of William Blake, a famous poet. Which of these things does the speaker talk about?

growing up relationships school travel writing

### 7 2.25 Listen again and choose the correct answers.

- 1 Blake was
  - a a poet.
- c a poet and a musician.
- b an artist and a poet.
- 2 Blake was
  - a uneducated.
- c educated at school.
- b taught at home.
- 3 When Blake was 21, he

  - a got a job as an engraver. c made his first engraving.
  - b started to write poems.
- 4 His wife Catherine
  - a never learned to read or write.
  - b was taught to read and write by her husband.
  - c taught herself to read and write.
- 5 Blake lived in London
  - a for most of his life.
- c for all of his life.
- **b** during his marriage.
- 6 The majority of his poems are
  - a romantic love poems.
  - b mystical and religious poems.
  - c poems about dead people.

### 8 SPEAKING Work in pairs. Ask and answer these questions. Give reasons.

- 1 Did you like writing poems when you were younger?
- 2 Do you ever write poems now?
- 3 Do you like reading poetry?

### VOCABULARY BUILDER 7.2: PAGE 133 ((()

### GRAMMAR Talking about imaginary situations

I can talk about imaginary situations and things I would like to change.

2.26 Read and listen to the conversation. Are there ever arguments about clothes in your family?



I wish you'd throw those old jeans out. They're Mum so scruffy. I like them. If I had more money, I'd buy some Sam new ones. But I don't. Mum If you didn't buy so many computer games, you would have more money. If only I could leave school and get a job. Sam Don't be silly. Anyway, I'd rather you didn't wear Mum those leans this evening. We're going to a very nice restaurant. I'd rather stay in and watch TV. Sam

No. It's your dad's birthday. We're all going out

Read and complete the Learn this! box. How many examples of the second conditional are in the dialogue?

### Second conditional We use the second conditional to talk about an imaginary situation or event and its result. We use the 1\_\_\_\_\_ simple for the situation or event and 2\_\_\_\_\_ + base form for the result.

together.

Mum

- Complete the sentences with your own ideas.
  - 1 If I didn't have to go to school, ...
  - 2 I'd leave home if ...
  - 3 If I could live anywhere in the world, ...
  - 4 If I could drive, ...
  - 5 If I had €3,000 for a holiday, ...
  - 6 If I found €100 in the street ...
  - 7 I'd never tell anyone if ...
  - 8 If I fell out with my best friend, ...

#### GRAMMAR BUILDER 7.3: PAGE 121 (

Read the Learn this! box. Underline an example of each expression in the dialogue in exercise 1.

### I wish, If only, I'd rather

- 1 We use I wish ... or If only ... with the past simple to say that we really want a situation to be different: I wish it was Saturday. If only I had more money.
- 2 We use I wish ... or If only ... with would + base form to say that we really want somebody's (or something's) behaviour to be different:
  - I wish he wouldn't speak so loudly. I wish it would snow.
- 3 We use I'd rather with a base form to express a preference:
  - 'Do you want a cup of tea?' 'I'd rather have a coffee.'
- 4 We use I'd rather with the past simple to say that we really want somebody's (or something's) behaviour to be different:
  - I'd rather you didn't phone me after 10 p.m.

5 Complete the sentences with I wish (or If only) and I
---

- 1 I don't like living in the city. live in the country. \_\_ it would stop raining. 2 I hate wet weather. \_\_\_\_\_ 3 I'll give you a lift to town if you want, but \_\_\_\_\_ you took the bus. 4 I hate camping. \_\_\_\_\_ stay in a hotel than in a tent. 5 \_\_\_\_\_ my sister wouldn't keep following me around.
- 6 I can't afford those trainers. \_\_\_\_\_ they were less expensive!
- 6 How many sentences can you make using this chart?

I wish If only I'd rather If she worked harder, She'd be less tired if

I had a better job. she didn't have to work. get up later. we took more holidays. she'd do better in her exams. our teachers wouldn't give us so much homework.

#### 7 SPEAKING Work in pairs.

Student A: Make comments using I wish ... and the ideas below or your own ideas.

Student B: Ask why.

Student A: Say how life would be different. Swap roles halfway through the exercise.

- 1 | / live / in the mountains 4 it / be / my birthday
- 2 | / have / eight brothers 5 | 1 / can / draw really well and sisters
- 3 I / have / a new smartphone
- 6 I / own / a private jet 7 I / not have to / go to
  - school on Friday

I wish I lived in the mountains.

Really? Why?

If I lived in the mountains, I could go skiing every day in the winter.

GRAMMAR BUILDER 7.4: PAGE 121 (((

### READING Make Friends on the Internet

I can understand a text about online friendship.

- 1 SPEAKING Discuss these questions with the class.
  - 1 Can you fall in love with somebody without meeting them face to face?
  - 2 In what ways can online relationships be dangerous?
  - 3 Do you know anybody who has used an online dating agency or started a relationship online?

#### **READING TIP!**

Be aware of what type of text you are reading and what kind of information you expect to find in it. This will make it easier to understand the text.

- Read the reading strategy. Then look quickly through the text and decide what type of text it is. Choose a, b, c or d.
  - a a blog

c an online article

**b** an email

- d a Wikipedia entry
- 3 2.27 Read the text. Which sentence best summarises the writer's opinion?
  - 1 Science can definitely help you to find a partner.
  - 2 Science definitely can't help because it doesn't take account of personal attraction.
  - 3 Science may help some people, but not all.
- 4 Are the sentences true or false? Correct the false sentences.
  - 1 Over 50% of adults who aren't in a relationship think that Internet dating sites are a good way of meeting a life partner.
  - 2 A psychometric test consists of a personality profile, and a hobbies and interests questionnaire.
  - 3 Psychometric tests were first used about 100 years ago.
  - 4 Cathy liked David the moment she saw him.
  - 5 Simon had a lot in common with the women he met through online dating.
  - 6 Dr Kenton thinks that psychometric testing will help you find someone with the opposite personality to you.
- 5 VOCABULARY Find and complete the noun + preposition combinations. Look in the text between lines 20 and 45.
  - 1 a chance \_\_\_\_\_
- 4 an interest
- 2 an attitude \_\_\_\_
- 5 take account \_
- 3 a date \_\_\_\_\_
- 6 an attraction \_\_\_\_
- 5PEAKING Read the comments about online dating. Work in pairs. Discuss which are advantages and which are disadvantages of online dating.
  - 1 It's impossible to know if you are really attracted to the person until you actually meet them.
  - 2 You can find out a lot about a person before you meet.
  - 3 You can meet lots of potential partners without leaving your home.
  - 4 You have to fill in a long psychological questionnaire.
  - 5 You can meet people from other countries.
  - 6 You can't be sure if the other person is telling the truth about their sex, age or appearance.



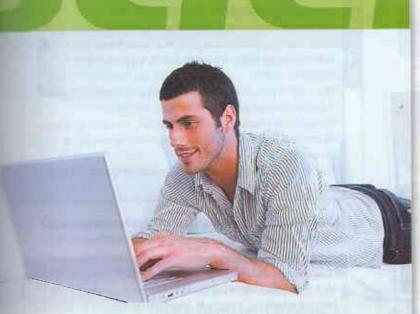
In our busy, stress-filled modern times, how do people meet their life partner? In Britain, over 50% of single adults think that online dating provides the answer. Internet dating sites have become the most popular way to meet people.

- But is the Internet the ideal way to find true love? The dating agencies think so. They are using science in an attempt to match people more closely with suitable partners. In the past, dating agencies just used a simple personality profile, and a hobbies and interests a sestionnaire to put people together.
- 10 Now, however, more and more of them are using psychometric tests. These detailed psychological questionnaires were developed by scientists at the beginning of the twentieth century to recruit good spies for the First World War. Later they were used in business to find the right people for the right
- jobs. And now online dating agencies are using the same techniques. If you logged on to a dating agency today, you might have to answer over 200 questions about yourself and the kind of person you would like to meet. It would take a very long time!
- 20 But does it work? 'Yes,' says Dr Jan Fellowes, a senior research scientist at one of the most popular agencies. 'It allows us to match people far more closely with compatible partners, so that there is a greater chance of success.'

2.28 Listen and complete the song with the words below.

mel cried lost man mess remember scared tired

- 2.28 Listen again and choose the best summary of the song.
  - 1 You were very unfair to me and you left me. I hope I never see you again.
  - 2 You left me and now I feel terrible. But I'll soon be strong again.
  - 3 You left me and now I feel terrible. If you don't come back to me, I'll never be strong again.



So how does this work in real life? Here are two people's

- 25 stories.
  - Cathy is an attractive fitness instructor. I was working long hours and wasn't meeting men that I was interested in, so I joined a dating agency,' says Cathy. 'I was matched with several men and one of them was David When I first met him I wasn't impressed. But as we
- 30 started talking, I discovered that we had a huge amount in common. I liked his attitude to life and the way he talked, and I realised that I really liked him. So, as a fitness instructor, I told him he had to get in shape!' Seven months later, Cathy and David got married, 'And now I think he is the most gorgeous man in the world!' she says.
- 35 Simon's experience was different 'I wanted a serious relationship and a friend suggested online dating. I had some very pleasant dates with some very nice women and had a good time. All of them shared my interest in films and travel, so we were compatible, but there just wasn't that spark of attraction. It was strange.'
- 40 Dr Sarah Kenton agrees. She is the author of How to meet your Soulmate. She says, 'Psychometric testing is useful, but can't take account of attraction. And sometimes you can feel attraction for someone because they have something you haven't got. As the old saying goes, "Opposites attract"."
- 45 So, perhaps science can help you find your perfect partner, but sometimes it's just down to chemistry.

This	ain'	t a	hit	song
------	------	-----	-----	------

Every night I that evening,
The way you looked when you said you were leaving
The way you 2 as you turned to walk away
The 3 words and the false accusations,
The mean looks and the same old frustrations.
I never thought that we'd throw it all away,
But we threw it all away.

#### Chorus

And I'm a little bit 4\_ \_ without you, And I'm a great big 5\_\_\_\_\_ inside. And I'm a little bit lost without you. This ain't a hit song. This is goodbye. (ooh) This ain't a hit song. This is goodbye. (ooh)

I've been lost, I've been out, I've been losing. I've been , I'm all hurt and confusion. I've been mad, I'm the kind of 7\_\_\_\_\_ that I'm not. I'm going down, I'll be coming back fighting. I may be 8 \_\_\_\_ and a little bit frightened, But I'll be back, I'll be coming back to life, I'll be coming back to life.

#### Chorus

And you could try, (you could try) And you can try, but you'll never keep me down. And you could try, (you could try) And you can try, but you'll never keep me down.

La la la la la la la la

### Chorus

It's alright (It's alright) 'Cause you can try, but you'll never keep me down. It's alright (It's alright) I may be lost, but you'll never keep me down. You could try, (you could try) You can try, but you'll never keep me down. You could try, (you could try) I know I'm lost, but I'm waiting to be found. You'll never keep me down.

### SPEAKING Stimulus description

I can compare and contrast photos.

1 SPEAKING Look at the photos. Compare the restaurants. Use the adjectives below.

Adjectives to describe venues boring bright cheap crowded dark expensive formal friendly informal lively noisy quiet traditional trendy



2 Q 2.29 Look again at the photos and read the exam task below. Listen to a student answering the questions. Which restaurant did she choose and why?

You need to talk about a problem with a good friend who is visiting from the UK. Which of these places would you choose to meet in and why? Why wouldn't you choose the other places?

3 2,29 Complete the sentences with the words below. Then listen again and check.

best certainly choose looks might opt overall problem too

- 1 I'm going to \_\_\_\_\_ the restaurant in photo 1.
- with the restaurant in photo 3 is that it's \_\_ crowded.
- 3 I wouldn't \_\_\_\_\_ for the restaurant in photo 2 because \_\_\_\_too formal.
- be quieter than the other restaurants, but it wouldn't be cheap.
- \_\_\_\_the restaurant in photo 1 would be

- Do you agree with her choice? Why?
- Read the Learn this! box. Check the meanings of the word in red. Use a dictionary to help you, if necessary.

### **Expressing contrast**

We can use expressions like however, in contrast, enevertheless, and on the other hand at the start of a sentence to make a contrast with a point in the sentence before.

The café in photo 1 looks quite cheap. In contrast, photo 3 looks really posh.

We can use expressions like whereas, but and although to make a contrast between two points in the same sentence.

The restaurant in photo 1 is informal, whereas the one in photo 2 is formal.

2.30 PRONUNCIATION Listen and repeat the phrases rom the Learn this! box, copying the intonation.

### **EXAM STRATEGY**

Make sure you mention things that you can see in the photos when you compare and contrast them, and justif your choice.

SPEAKING Read the exam strategy. Then look at the photo and do the exam task. Use the adjectives in exercise 1 an the phrases in exercise 3 and the Learn this! box to help yo You are planning a surprise birthday party for a friend who

coming from the USA. Which of these restaurants would yo choose and why? Why wouldn't you choose the other place



# WRITING For and against essay

I can present arguments for and against an issue.

- SPEAKING Work in pairs. Ask and answer this question.

  If you could have fewer or more brothers and sisters, how many would you have? Why?
- Read the exam strategy and the introduction to the essay.
  Which two of the techniques (a-c) does the writer use?

### **EXAM STRATEGY**

In the introduction to the essay, you should show that you understand the title of the essay, and what the essay needs to cover. You can do one or more of these things:

- a make one or two general statements which relate to the topic and / or give some background information.
- b rephrase the statement to show that you understand the main issue.
- c give a brief introduction to both sides of the argument.
- Read the essay. Which paragraph puts forward arguments (a) for the statement in the title? (b) against the statement?

# It's better to be an only child than to come from a large family. Discuss.

In the past it was common for married couples to have a lot of children Nowadays, couples are increasingly choosing not to have children at all, or to have just one child. The question we need to answer is: is life setter for children who grow up without brothers and sisters?

List hard to deny that children with no brothers or sisters get more extention from their parents than children in large families. This can make them feel more confident and secure. It is also true that brothers and sisters in large lamilies often argue a lot. They have to share assessions and living space, a bedroom for example, and this can lead conflict. An only child does not face this problem.

On the other hand, children with no brothers or sisters may sometimes feel lonely, as they have no one at home to play with. They have to find friends to play with in their free time, and this may be difficult if they do not live in a large community. It can also be argued that they are often spoil. Their parents give them whatever they want, and so they don't carn to share or to co-operate with other people.

To sum up, there are clearly some advantages to being an only child, but also some disadvantages. It depends on personal experience and individual circumstances. In my view, it's better to have brothers and usiers, but I'm from a large family!

Read the Learn this! box. Find four of the phrases in paragraphs 2 and 3 of the essay. Presenting an argument

It is true / clear that ... It is hard to deny that ...
It can be argued that ... Some people argue that ...

Presenting an opposing argument

On the other hand, ...

However, some people argue that ...

Other people take the opposite view and claim that ...

Read the exam strategy. Identify an example or a supporting statement for each argument in the essay.

### **EXAM STRATEGY**

Follow each argument in your essay with an example or a supporting statement.

- 1 Argument followed by example: Only children get more privacy. For example, they don't have to share a bedroom.
- 2 Argument followed by supporting statement: Children from large families are rarely lonely. There's always someone to talk to.
- Read the Learn this! box and the conclusion of the essay. What is the writer's opinion? Do you agree with him / her? Why? / Why not?

For and against essay conclusion

- 1 You can begin the conclusion with:

  To sum up / In summary, I would say that ...
- 2 You should give your opinion. This could be a balanced view, or you may agree with the statement in the title, or you may disagree with it.
- You are going to write an essay entitled Friends have more influence than family on teenagers.
  - 1 Plan the second and third paragraphs. Think of two arguments for the statement and two against.
  - 2 Think of an example or a supporting statement for each of the arguments.
  - 3 Read the exam strategy in exercise 2 and plan the introduction.
  - 4 Read the second *Learn this!* box again. Decide what *your* opinion is and plan the conclusion.
- Write the essay (200–250 words).

#### **CHECK YOUR WORK**

#### Have you:

- followed all the instructions in exercise 7?
- checked your spelling and grammar?

### Get Ready for your Exam

### Reading

- 1 Get ready to READ Work in pairs. Make a list of the advantages and disadvantages of living in the city and living in the country. Then compare your answers with your partner.
- 2 Do the exam task.

#### READING exam task

Read the text and choose the correct answers: A, B, C or D.

A few years ago I moved with my family from the city to the country, and we now live in an old farmhouse on the edge of a village. The house itself was built in the 1800s and looks like something out of a novel. It's an old stone house with very thick walls. These walls make the house slow to heat up in the winter, so we always have a fire in the living room fireplace in the winter months. And it is always cool inside in the summer - too cool, actually, as the English summers never get that warm!

For an old house, the ceilings are quite high, but they are also very thin. They are just the wooden floors of the upstairs rooms. When the lights are on in the kitchen, they shine through the floorboards into the bedroom above! And when you walk around upstairs, you can hear every step downstairs. Downstairs, the floors are made of black stone and are old and uneven. In fact, the whole house isn't straight. If you put a ball in the middle of the dining room, it rolls immediately into the far right-hand corner.

The best thing about the house is the living room. It is a lovely, light room and I can spend hours looking out of the window. The view is made even more interesting because the window has the original glass in it, and each small pane of glass is different and alters the view outside. From the sofa you can look straight out into the garden, and to the fields beyond. The scene is always changing and there is always something to see, including lots of different wildlife.

It has taken me a while to appreciate this view, though. For a long time I missed the noise and the bustle of city life. I preferred to see people, shops and buses on my way to school, not fields and trees. And it took me a long while to be able to sleep well at night - it was too quiet! Now I've got used to country life. I cycle everywhere and I like the space and freedom. But I never wait too long before going back and visiting my old friends in the city!

- 1 The old farmhouse
  - A was built by the narrator's family.
  - B was described in a book a long time ago.
  - C takes a very long time to get warm.
  - D is better for the summer than for the winter.

- 2 Inside the farmhouse
  - A there's enough room to play ball games.
  - B the stairs make a lot of noise.
  - C there are very interesting lights.
  - D the floors upstairs aren't very thick.
  - 3 Which is true about the living room?
    - A It's a bit dark as the windows are very small.
    - B Each window looks out onto different scenery.
    - C The window had to be changed recently.
    - D The window is good for observing animals.
- 4 The narrator
  - A can't wait to move back to the city.
  - B used to like the city sights and sounds.
  - C sleeps only a few hours a day.
  - D wanted to move here for the views.
  - 5 According to the text, the narrator
    - A still prefers the city.
    - B has got used to living in the country but doesn't feel happy.
    - is happy living in the farmhouse in the country.
    - D is planning to move back to the city.

### Speaking

3 Do the exam task.

### SPEAKING exam task

Compare and contrast the two photos. Answer the questions.





- 1 What are the main differences between the two places to live: a flat in the city and a house in the country?
- 2 What could be good or bad about living in the city or the countryside?
- 3 Is it better to rent a place or save up and buy your own?
- 4 Which place would you prefer to live in? Why?

# Get Ready for your Exam

### **Use of English**

A Do the exam task.

USE OF	<b>ENGLIS</b>	H exam	tack.
Shadende-Street All		II CAGIII	FEMALES IN

Complete the text with an appropriate word in each gap. Birth order theory

In 1908, Alfred Adler, a contemporary 1\_\_\_\_\_\_ Freud and Jung, first put forward the idea that a child's personality is deeply affected by when it is born in relation to its siblings. He suggested that eldest children are socially dominant, highly intellectual, and extremely conscientious. Unfortunately, they're also less open 2\_\_\_\_\_ new ideas, and prone to perfectionism and people-pleasing – the result 3\_\_\_\_\_ losing both parents' undivided attention \_\_\_\_\_ an early age, and working throughout their lives \_\_\_\_\_ get it back.

Middle children, sandwiched 6\_\_\_\_\_ older and younger siblings, often develop a competitive nature – making them natural entrepreneurs later in life. They tend to be the 7\_\_\_\_ diplomatic and flexible members of the family and, eager for parental praise, often develop musical or academic skills.

Youngest children, according 8 \_\_\_\_\_ Adler's theory, tend to be dependent and selfish – as they're used to others providing for them. 9 \_\_\_\_\_ , despite the negatives, they're also quite often fun, confident, and good 10 \_\_\_\_ entertaining others.

### Listening

- 5 Get ready to LISTEN Work in pairs. Ask and answer the questions.
  - 1 Are your parents very strict?
  - 2 Should parents give their children everything they want? Why / Why not?
  - 3 How can parents help their children to be successful?
- 6 Complete the phrases (1-6) using the prepositions below.

about for for in of on

1 to live in the USA \_\_\_\_\_ some of the time
2 to know something \_\_\_\_ advance
3 to have a huge influence \_\_\_\_ someone
4 to be obsessive \_\_\_\_\_ something
5 to win an Oscar \_\_\_\_ a screenplay
6 to be proud \_\_\_\_\_ your children

### 7 6 2.31 Do the exam task.

### LISTENING exam task

Listen and decide if the sentences are true or false.

	T	F
1 When his father left, Matt lived with five other members of his family.		
2 Matt's mother encouraged her sons to be creative.		L
3 As a child, Matt loved to pretend he was someone else.		
4 His first success came when he met Ben Affleck.		
5 Good Will Hunting was successful thanks to Matt's fame.		
6 Matt doesn't devote all his time and energy to acting.		

### **Speaking**

- 8 Get ready to SPEAK Work in pairs. Read the situations (1–4) and discuss what you think might have just happened.
  - 1 Children are laughing.
  - 2 A businessman is running and looking at his watch.
  - 3 A girl is holding her head.
  - 4 A man is standing next to a car in the middle of the road.
- 9 Do the exam task.

### SPEAKING exam task

Describe the picture. Then answer the questions.

- 1 What do you think has happened to the child?
- 2 Would you like to look after very young children? Why? / Why not?
- 3 Describe a situation when you comforted someone who was really sad.



# **Globetrotters**

#### THIS UNIT INCLUDES

Vocabulary • travel-related compound nouns • travel and transport adjectives 
• phrasal verbs • acronyms — accommodation problems • tourist attractions

Grammar w the passive w indefinite pronouns: some , any , no w introductory it

Speaking • discussing different modes of travel • planning an ideal holiday

s complaining and dealing with complaints

Writing a description of a place

8A

# VOCABULARY AND LISTENING Getting from A to B

I can talk about travel.

1 SPEAKING Work in pairs. What are some of the advantages and disadvantages of travelling by bike, car, train, bus, plane and ship? Use the adjectives below to help you.

Useful adjectives cheap / expensive comfortable / uncomfortable fast / slow dangerous / safe reliable / unreliable relaxing / stressful convenient / inconvenient

Travelling by bus is slower than travelling by train.

That's true, but travelling by bus is cheaper.

When you travel by train, you can see more on the journey.



2 VOCABULARY Make compound nouns by matching words in column 1 with words in column 2.

arrivals hall

1		2	
arrivats	baggage	reclaim	desk
buffet	check-in	balt	car
departure	duty-free	control	shoulder
hard	passport	gate	shop
petrol	taxi	office	station
ticket	waiting	room	rank

- 3 3.02 PRONUNCIATION Listen and check your answers to exercise 2, then repeat. Underline the word that is stressed in each compound noun. Is it usually the first or the second word?
- 4 Put the compound nouns from exercise 2 into the correct group (A, B or C).

A air travel	B road travel	C rail travel
arrivals hall		

5 Work in pairs. How many other words (nouns or verbs) can you add to each group from exercise 4?

A a plane, to fly, \_

6 3.03 Listen to eight dialogues and match them to eight of the locations from exercise 2.

1 a waiting room

7 3.03 Listen again. Complete these sentences with the words below. Which sentences include compound nouns? What are they?

belt boarding carriage economy flight luggage platform unleaded

- 1 It left from the other \_\_\_\_\_.
- 2 I'll have to go back to my \_\_\_\_\_
- 3 Did you have a good \_\_\_\_?
- 4 Can I see your \_\_\_\_\_ pass?
  5 Don't forget your seat \_\_\_\_\_
- 6 Can I take it as hand \_\_\_\_\_?
- 7 You're in \_\_\_\_\_ class.
- 8 How much is the \_\_\_\_\_?
- 8 Work in pairs. Choose one of the twelve locations from exercise 2. Write a short dialogue for that location. You could be:
  - meeting somebody
  - buying something (tickets, food, gifts, petrol, etc)
  - waiting to travel
  - · dealing with a problem or delay
  - · talking to an official
  - talking to another traveller.
- 9 SPEAKING Act out your dialogue to the class. Can they identify the location?

VOCABULARY BUILDER 8.1: PAGE 134

### **GRAMMAR** The passive

I can identify and use different forms of the passive.

- Read the text. Are these sentences true or false?
  - 1 The Velocipede was the first bicycle ever built.
  - 2 Bicycles with backrests are slower, but more comfortable.
  - 3 China manufactures about 80 million bicycles a year.

In the 1860s, a two-wheeled bicycle with pedals was built by a Frenchman called Ernest Michaux. Other kinds of bicycle had been invented earlier in the century, but Ernest Michaux's invention, the Velocipede, was easier to ride and thousands were sold throughout Europe from 1869. Over the next few decades, several improvements were made: tyres were fitted to the wheels and later, a chain was added to the pedals.

More recently, bicycles have been invented with pedals at the front and a seat with a backrest. They're comfortable to ride, and they're fast too.

Bicycles are more popular today than ever before. About 80 million new bicycles are manufactured every year in China alone! In cities around the world. cycle lanes are being built and cycling is being encouraged by governments. It's possible that in ten or twenty years' time, cars will be banned from city centres and only cyclists and pedestrians will be allowed.



Complete the table with the examples of the passive in red in the text.

The passive	
present simple	
present continuous	mile width
past simple	
present perfect	
past perfect	
future with will	

Read the Learn this! box. Match the examples of the passive in exercise 1 with a and b below.

We use the passive when:

- a we don't know who or what performed the action.
- b we want to focus mainly on the action itself. We may know who performed it, in which case we can add by ... to say who or what the agent is.

- Make these sentences passive. If appropriate, write who or what performed the action.
  - 1 Kirkpatrick MacMillan built the first bicycle in 1839. The first bicycle was built by Kirkpatrick MacMillan in 1839
  - 2 People ride bicycles all the time in Oxford.
  - 3 Do they hold the Tour de France every year?
  - 4 They've banned cars from the centre of Rome.
  - 5 Sam Wittingham set the world record for the fastest speed on a bicycle.
  - 6 People are designing faster bikes all the time.
  - 7 They won't allow electric bikes to compete in races.

#### GRAMMAR BUILDER S.1: PAGE 122 (3)

Complete the text using the active or passive form of the

1	verbs in brackets.
iri 2 TT kk ()() TT th initial ar r A	The Tour de France 1 (hold) almost every year in France since 1903. About twenty teams of cyclists (take part) with nine riders in each team. The race lasts for 21 days and in that time, about 3,200 cilometres 3 (cover). A few changes 4 make) to the route every year, but the race always (end) on the Champs-Élysées in Paris. The first Tour de France 6 (win) by Maurice Garin 10 the following year, Garin 17 (disqualify) because the 6 (travel) part of the distance by train. In fact, in the early days, competitors often 9 (cheat) and some competitors 10 (attack) by fans of their ivals!  Advertising 11 (allow) since 1930, when organisers 2 (agree) to allow lorries to follow the cyclists for the first time. Today, about 11 million free items 13 give) to spectators each year during the race.
	<b>大人</b> 人。在1965年中的1964年,1964年
	FEAKING In pairs, complete the sentences with a passive form of the verb in brackets. Then choose the correct information.  1 The world's first plane (fly) by the Wright brothers in 1803 / 1903 / 1953.
	<ul> <li>In 2000, the Channel Tunnel (open) between England and France / Ireland / Wales.</li> <li>Tickets for spaceflights (sell) today by Virgin Galactic for \$2,000 / \$20,000 / \$200,000 each.</li> <li>The construction of Sagrada Familia in Barcelona / Paris /</li> </ul>
	Milan (not finish) until 2026.  5 Skoda cars (manufacture) in Hungary / the

Czech Republic / Romania.

6 According to US plans, a manned spacecraft

(send) to Saturn / Mars / Jupiter in around 2030.



# GRAMMAR Indefinite pronouns: some-, any-, no-, every-

I can use indefinite pronouns.

Read the text. What is strange about the photo on Sarah's camera? Who might have taken it?

was October, and three friends were on a walking heliday in the Lake District. It was seven o'clock in the evening and starting to get dark. They needed somewhere spend the night. Jim looked at the map. 'There's where within two hours' walk of here,' he said.

Let's camp in this field then,' suggested Sarah.

"Good idea," agreed Chris, sitting down on the grass. 'I'm exhausted. Can I have something to eat?'

What do you want?' Sarah asked.

'I don't mind. Anything!' replied Chris. 'I've had nothing since breakfast.' Then he turned round. 'That's strange. I thought I heard somebody.'-

Mo, there's no one around here,' said Sarah. 'Just us. Maybe you heard a rabbit.' An hour later, everybody was fast asleep inside the tent.

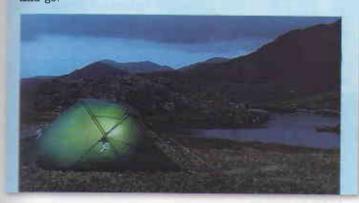
The next morning, as Chris was making tea, Sarah came out of the tent looking confused. 'Did anyone touch my camera last night?' she asked.

Jim and Chris shook their heads. 'Is anything wrong?'

Sarah didn't say anything - she just held out the camera so everyone could see the picture. It showed all three friends fast asleep in their sleeping bags.

Nobody said anything for a few moments. Then Sarah started packing her bag. 'It's time to go,' she said. 'Where?' asked Jim.

anywhere,' replied Sarah. 'Let's just grab everything and go!'



Look at the examples of indefinite pronouns in red in the text. Complete the table.

Indefinite pronouns	
somebody / someone	anybody / 1
something	
3	anywhere
4/ no one	somebody / 5
4	everything
nowhere	2

Study the examples of indefinite pronouns in red in the text. Then complete the rules with affirmative, negative and interrogative in the Learn this! box.

LEA	1	We use pronouns with <i>some</i> - in sentences		
2 7	2	and in offers and requests.  We use pronouns with any- in and		
S	3	We can also use pronouns with any- in affirmative		
		sentences when we mean it doesn't matter who / what / where.		
9	4	When we use pronouns with no-, we use verbs, as the meaning is already negative.		
	5	When we use pronouns with <i>every</i> -, we use a singular verb, even when the meaning is plural.		

#### GRAMMAR BUILDER 8.2: PAGE 122 (CC)

Complete the dialogue with indefinite pronouns.

Sarah	Look, 1 must have taken that photo.				
Chris	I mean, 2has a logical explanation.  Perhaps 3 went wrong with the camera.				
Sarah					
Jim	Maybe 4came into the tent during the				
	night and took the photo.				
Chris	Was 5 missing from your bag? Money?				
Sarah	No, 6 is still here.				
Chris	I knew 8 strange was going on. I'm sure				
	I heard 9 walking around. Don't you				
	remember, Sarah?				
Sarah	Yes, I do remember. But I couldn't see				
	in the field.				
Chris	But even if 11 was in the field, that				
	doesn't really explain anything. How did they				
	open the tent without waking us up?				
Jim	And how did they find the camera? Perhaps they				
	were looking for 12 to steal.				
Sarah	But they didn't take 13 – and there was				
	plenty of money in the bag. It's very odd! Are you				
	sure it isn't one of your jokes, Chris? 14				
	knows you love tricking people.				
	THE RESIDENCE OF THE PROPERTY OF THE PERSON				

5 Complete the questions with indefinite pronouns.				
	1	If you could visit in the world, where would you go?		
	2	Do you think the world would be better or worse if ever travelled by plane?		
	3	Would you prefer to live very hot or very cold?		
		Do you think will ever travel backwards in time?		
6	5	PEAKING In pairs, ask and answer the questions in		

exercise 5. Give reasons for your answers,

# Travelling with friends



- 1 SPEAKING Work in pairs. Describe the photos above. Then ask and answer these questions.
  - 1 What kind of holiday do you think these young people are having?
  - 2 Do you prefer going away with friends or with your family? Give reasons.
  - 3 Describe a holiday, trip or visit you went on recently (with or without your family).

#### READING TIP!

When you are reading a text and you need to establish the author's intention, it is a good idea to read the first and the last lines carefully. The author's intention is often described there.

- Read quickly through the article. What is the author's main intention? Choose a, b or c.
  - a To narrate an experience of a trip abroad with friends.
  - b To give young people advice about travelling without their parents.
  - c To warn teenagers about the dangers of travelling alone.
- 3 3.06 Read the article again. Match the summary sentences (1–7) with paragraphs A–E. There are two extra sentences that you do not need.
  - 1 You should think about your health.
  - 2 You should contact home if you feel worried.
  - 3 You should learn some useful phrases.
  - 4 You should all agree on the type of holiday you want.
  - 5 You should take care of each other while you're away.
  - 6 You should be careful with your money.
  - 7 You should take basic medical supplies with you.



- VOCABULARY Match the highlighted colloquial words in the text with the definitions below. Look carefully at the words in context.
  - 1 relaxing
  - 2 friend
  - 3 keep somebody safe, take care of somebody
  - 4 parents
  - 5 not sure, worried
  - 6 cause problems or worries
  - 7 aware of, thinking about
- VOCABULARY Find these acronyms in the text. Do you know what they stand for? Try to fill in the missing words.

DIY: Do it \_\_\_\_\_\_
BBC: \_\_\_\_\_\_ Broadcasting Corporation
ASAP: As soon as \_\_\_\_\_\_
SMS: Short \_\_\_\_\_\_ service

3.07 PRONUNCIATION >>>> VOCABULARY BUILDER 8.3: PAGE 134 ((())

- Work in pairs. Plan your ideal holiday with friends. Make notes about:
  - · the people you want to travel with
  - the places you want to visit and why
  - · your accommodation and methods of transport
  - the activities you plan to do.
- SPEAKING Present your ideas to the class.

# 8F

### SPEAKING Travel problems

I can complain politely and effectively.

1 SPEAKING Work in pairs. Look at the titles of some hotel reviews on a travel website. How serious are the complaints, in your opinion? Put them in order from 1 (most serious) to 6 (least serious).

The rudest staff ever! 0000	Noises kept me awake all night ⊙⊙○○	
Freezing cold swimming pool 0000	Tiny bathroom, no shower ⊙⊙○○	
5-star hotel? No way! Only 3-star 0000	Warning: hidden extras add 50% to bill!	

- In pairs, think of three more possible problems with hotels.
  Write titles following the style in exercise 1.
- 3 3.08 Listen to five dialogues. Match the problems (a-g) with the dialogues (1-5). There are two problems that you do not need.
  - Some of the facilities they were expecting are not there.
  - b The passenger is going to have problems completing his journey.
  - They have to pay extra for some of the facilities.
  - d The view is disappointing.
  - e The passenger is physically uncomfortable.
  - f The accommodation gets very cold when the weather is bad.
  - g Some of the facilities are very dirty.

#### SPEAKING STRATEGY

When we make a complaint, we often speak more slowly and emphatically than usual in order to make our point more strongly.

4 3.09 PRONUNCIATION Read the speaking strategy. Then listen and repeat these phrases from the dialogues, copying the intonation. Tick the ones which are slow and emphatic.

1	I'd like to make a complaint.		
2	That's just not acceptable.		
3	There's really nothing I can do about it.		
4	I'm very sorry to hear that.		
5	It's a disgrace.	***	
6	I'm running out of patience.		
7	I'm sorry to hear there's a problem.		
8	I'm really not happy about this.		
9	I'll sort it out immediately.		

- 5 Read the phrases in exercise 4 again. Who said them, the person making the complaint or the person dealing with it?
- 6 Add the phrases from exercise 4 to the chart below.

	A	Starting a complaint
3		I want to complain about
1		1
	В	Sympathising with a complaint
2		I dounderstand why you're unhappy about this.
T.		234_
1	C	Emphasising your discontent
- 1		Something needs to be done about this.
1		I'm sorry, it's just not good enough.
_		·
-	D	Agreeing to act
-1		I'll see what I can do.
1		I'll do everything I can to sort this out.
П		9
П	E	Declining to act
-		That's really beyond our control, I'm afraid.
		10

In pairs, practise making and dealing with complaints. Use phrases from exercise 6. Choose a problem and prepare a dialogue following the guide below. Then swap roles.

Accommodation problems dirty room mosquitoes no clean towels no hot water noise room too hot / cold room too small TV / telephone / Wi-Fi not working uncomfortable bed unhelpful staff

Student A: Start a complaint. Say what it is.
Student B: Sympathise with the complaint.
Student A: Emphasise your discontent.
Student B: Agree or decline to act.

SPEAKING Do the speaking task below in pairs, taking turns to be A and B. Use phrases from exercise 6 and your own ideas.

**Student A:** You are a tourist. While staying at a hotel, you have to complain about the accommodation. Include these issues:

- · There are too many noisy children.
- The restaurant closes early and the entertainment is terrible.
- · Explain how the problems are affecting your stay.

Student B: You are the hotel receptionist.

It is very late at night. Deal with the tourist's complaints politely. Apologise and / or suggest solutions.

10 | must apologise.

# WRITING Description of a place

I can write a description of a place.

- Look at the photo and read the description. What kind of text is it? Choose a, b, c or d.
  - a a newspaper report
- c part of a tourism leaflet
- b part of a geography textbook
- d part of a biography



- North Devon is the perfect setting for a holiday in the UK. It is situated in the south-west of England, and it takes only three hours to get there from London by train or car. But it is hard to imagine a bigger contrast - or a better place to escape from the stresses of urban life.
- 2 The North Devon Coast is an Area of Outstanding Natural Beauty, and for many visitors, it is the wide variety of breathtaking scenery which makes the region so attractive. There are tall cliffs and rocky headlands. There are wide, sandy bays and small, quiet coves. There are smooth, gentle sand dunes and steep, wooded hills. Or go inland and you can enjoy the wide open spaces of the moors, with their wild scenery and isolated villages.
- 3 North Devon is famous for its beaches, but there are plenty of other attractions for holidaymakers. A great place for families to visit is Watermouth Castle. It's a theme park as well as a historic building.
- 4 This region offers day trips to suit every taste, but for nature-lovers, a visit to Lundy Island is a must. Although it's less than five kilometres long and one kilometre wide, the island is home to a wide range of fascinating wildlife. His a short boat trip from the coast or, if you are feeling adventurous, a thrilling helicopter ride! The place is a must-see for visitors.

#### **EXAM STRATEGY**

When writing a description, organise your ideas into paragraphs with separate topics: geographical location, physical description and scenery, activities and attractions, etc.

Read the exam strategy. Then match paragraphs 1-4 of the description with four of the topics below.

excursions getting about landscape location things to see and do where to stay

VOCABULARY Find these adjectives in the text. Match them to the definitions below.

#### breathtaking fascinating historic isolated wild wooded

- 1 \_\_\_\_\_: amazing; extremely beautiful
- 2 \_\_\_\_\_: covered with trees
- 3 \_\_\_\_\_: not neat or tidy
- 4 \_\_\_\_\_\_: important and from the past
- 5 \_\_\_\_\_: very interesting 6 \_\_\_\_\_: not close together
- Use the adjectives in exercise 3 to describe places in your own country or region.

There are lots of historic buildings in the centre of Poznan.

Read the Learn this! box. Then look at the words in red in the description of North Devon and say which three are examples of introductory it.

#### Introductory it

- 1 We often use it as the subject in sentences referring to time, weather, temperature and distance. It's midnight. It's Sunday. It took ages to do this exercise. It's raining. It's 20 °C. It's 10 km to the nearest town.
- 2 We can use it when we want to avoid starting a sentence with an infinitive, -ing form or clause, which often sounds unnatural or very formal. It was nice to meet you. (= Meeting you was nice.) It's hard to explain. (= To explain is hard.) It doesn't matter what you say. (= What you say doesn't matter.)

#### SE GRAMMAR BUILDER 8.3: PAGE 123 (79)

Read the exam task. Make notes for each point in the task.

A travel magazine has asked you to write a description of a region of your own country. Write a description designed to attract tourists and include information about:

- · what part of the country you are describing
- · the landscape and scenery
- · places to see and visit
- · an interesting trip or excursion.
- Do the exam task in exercise 6. Write 200-250 words.

#### CHECK YOUR WORK

#### Have you:

- organised your ideas into separate paragraphs?
  - used adjectives to make the text more interesting?
  - checked your spelling and grammar?

### Language Review

10.0	10.0	* m	100
	n	ш	-/
-	ш	14	- 7

1	Comple	te the	text	with	the	words	be	low	•
---	--------	--------	------	------	-----	-------	----	-----	---

asked engaged fell ma	de split
Guess what happened at Simo	
Luke's brother, so she 1	him out and he said yes! Jill
and Mike had a huge row, and	
Jill went home. Stella and Fred	l also 3 out with each
other, but I think they've 4	
Kirsty and Mark? They've got 5	! How romantic!
	Mark: /5

2	Match the sentence halves and write the comparative or
	superlative form of the adjectives in brackets.

	A THE RESERVE TO SELECT A SECURIT OF SECURITY AND ADDRESS.	3 3 3 4 4 5 5 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	
1	That's the (good) pizz	za	
2	The (early) we arrive,		
3	This exercise is much	(difficult)	
4	This school is getting	(big)	
5	This is the (far)		
锏	than Layrostad		
	than I expected.	THE RESERVE THE PROPERTY OF THE PARTY OF THE	
b	we've ever cycled.		
C	I've ever tasted.		
d	and(big).		
е	the (good).		
U.S.		Heller Sales Manual	1

#### 3 Complete the sentences with the phrases below.

I'd buy it for you If I could sing If only you

1 W1511 1	Tu Tattlet	
1	, I'd join a band!	
2	would stop annoying me!	SHARE
3	had a million pounds!	
4	go to the beach than the café.	
5	if I had the money.	
		Mark:

#### 4 Choose the correct adjectives.

- 1 It's a very lively / quiet café. They have music every evening.
- 2 This club is too bright / dark. You can't see the person you're talking to!
- 3 It's a very traditional / trendy shop. Everything they sell is the latest fashion.
- 4 It's a crowded / romantic restaurant with candles on the tables and soft music.
- 5 It's quite a friendly / formal restaurant. The waiters all wear suits and call you 'sir' or 'madam'.

Mark:		/5
Total:		/20

15

### Unit 8

5	M	atch words 1	−5 with a−e to	make comp	ound nouns.	
탪	1	passport	a	rank		
2	2	hard		gate		
	3	taxi		control		
		departure		shoulder	THE REST	
	5	petrol	e	station		
					Mark:	/5

6	Rewrite	the	sentences	in t	the	passive.
---	---------	-----	-----------	------	-----	----------

1. People are huving more electric cars now

Ill copie are buying more electric and power
2 They built a bridge over the river last year.
3 The police have caught the criminals.
4 The teachers had already written the new exams.
5. They will award prizes later

#### 7 Complete the sentences with some-, any-, every- or no-.

ě	1	Have you seen my bag? I can't find it wher
š	2	Shall I buy him thing for his birthday?
	3	'Who's at the door?' ' one. You're imagining
		things.'
	4	Keep looking for Sara. Has one seen her?
	5	Where have you been? I've looked where!
Ē		Mark

#### 8 Complete the dialogue with the phrases below.

But that just isn't good enough

Employee Certainly, sir. 5

I d tike to n	take a complaint. The see what I can so
I'm running	gout of patience I'm sorry to hear
Employee	Can I help you?
Guest	Yes. <sup>1</sup>
Employee	Oh. What's the problem?
Guest	The shower still doesn't work in my room.
<b>美工工工</b>	That's three days now. 2!
Employee	3that. I'll send someone to look at it
	immediately.
Guest	4 I'd like to be moved to another

	Mark:	/5
ij	Total:	/20
Ħ	STREET,	

Mark:

15

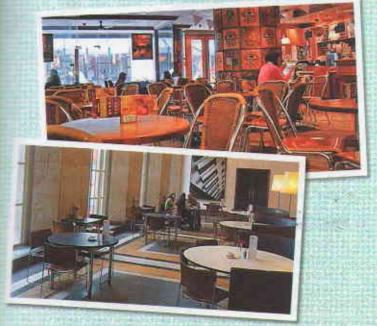
# Skills Round-up

#### Lead-in

- 1 Work in pairs. What do you know about the history of your town? Did it use to be
  - a bigger or smaller? b more or less important?
- 2 3.10 Listen to five short scenes. Are any of the characters in all five scenes? If ves. who?
- 3 3.10 Read the summary sentences a-g. Then listen again and match one sentence with each scene. There are two extra sentences that you do not need.
  - a Anna and her friend make preparations for the evening.
  - b Zara speculates about other people's feelings.
  - c Libby tells Anna to make an arrangement with Mike.
  - d Anna invites her flatmate to join them for dinner.
  - e Mike tells Libby about his argument with Anna.
  - f Mike recommends places to visit in Liverpool.
  - g Libby and Mike make an arrangement to see each other.

#### Speaking

Imagine you and a friend want to go for a coffee and a chat. Look at the photos of two possible venues. Which place would you choose and why?



#### Writing

- 5 Imagine you are Libby. Write a postcard from Liverpool to a friend back home. Include this information:
  - · why you are there and where you are staying
  - · your first impressions of the city
  - · what you've done and what you're planning to do
  - · when you're coming home.

#### Reading

- 6 Read the text below, ignoring the missing sentences. Choose the best title: a, b or c. Explain your answer.
  - a Famous Liverpudlians past and present.
  - b A turning point in the history of Liverpool.
  - c Liverpool through the centuries.

iverpool attracts many thousands of tourists every year, and the city certainly has a lot to offer. It's a great place for culture-lovers. I And of course, football has always played an important part in the life of the city: Wayne Rooney and Steven Gerard are both famous Liverpudlians. Visit the old port where these days you can enjoy the modern, fashionable shops and restaurants. But if you stop to look at the old buildings, you may realise that this part of the city has a rich and interesting history.

During the 18th century, Liverpool's port was part of an important trade route. 2 This trade made the city rich and successful - but there is a dark side to its success. The same ships also took slaves from Africa to the West Indies, where they worked on the sugar plantations. About 10 million slaves were taken from their homes, until the slave trade became illegal in 1809.

The end of the slave trade did not mean the end of Liverpool's importance as a port. At that time, Britain had colonies all over the world. 3 The population of Liverpool grew; by 1880, it had reached 600,000. 4 But in fact, they found an overcrowded city with thousands of homeless children on the streets and frequent outbreaks of disease.

By the 20th century, Liverpool's port was becoming less important. 5 But the city now had a life of its own and soon became famous for other things, especially football, fashion and music. The most famous pop group ever, The Beatles, were from Liverpool. And now, at the start of the 21st century, the city still takes pride in all of its achievements, making Liverpool one of the most exciting places to visit in the UK.

- 7 Match the gaps (1-5) with the sentences (A-G). There are two sentences you do not need.
  - A When ships brought sugar to England from the West Indies, they arrived at Liverpool.
  - B Britain had lost most of its colonies and trade was declining.
  - C And there's a second team in the football Premier League:
  - D However, more and more people fought to put a stop to the slave trade.
  - E Ships from Liverpool took steel, coal and other goods to these colonies.
  - F There are more art galleries and museums in Liverpool than in any other UK city except London.
  - G Some of these were immigrants from Ireland who came in search of a better life.

#### THIS UNIT INCLUDES

Vocabulary money and payment banking advertising prepositions and rphrases linking words

Grammar ■ have something done ■ reflexive pronouns ■ third conditional

Speaking ■ advertising on TV ■ photo description

Writing a an opinion essay

9A

### vocabulary and LISTENING Money and payment

I can talk about money and payment.

1 Look at the photo. What is happening? Have you ever bought anything in a sale?



2 3.11 VOCABULARY Listen and complete the signs with the nouns below.

Money and payment bargains cash change cheques credit cards offer price receipt reductions refunds sale stock till

2

Summer 1\_\_\_\_\_!
50% off everything.
2\_\_\_\_\_\_ galore!

We accept all major <sup>3</sup>

Huge stock clearance!

Massive 4\_\_\_\_\_!

Please check your

Mistakes cannot
be rectified later.

This item is currently out of s

7\_\_\_\_\_ only at this 8\_\_\_\_ No 9\_\_\_\_ or credit cards.

Special 10\_\_\_\_\_!
Three for the 11\_\_\_\_\_ of two!

Please retain your 12 as proof of purchase.



- What is the purpose of the signs? Identify (a) three that are advertising things, (b) two that are requests to customers, and (c) four that are giving general information.
- 4 3.12 Listen to the conversation. Are the sentences true or false?
  - 1 Bella's mum doesn't think that Bella spends her money wisely.
  - 2 Alice thinks it's a good time to go shopping because there are lots of reductions.
  - 3 Bella doesn't think the blue dress is a bargain.
  - 4 Bella's aunt sent her a cheque for her birthday.
  - 5 Bella pays in cash.
  - 6 The assistant says Bella can return the dress if she keeps the receipt.
- 5 3.12 VOCABULARY Complete the sentences with the correct prepositions. Then listen again and check.

around back back by for in in on on out up

1 I've spent too much money \_\_\_\_\_ music and clothes lately.

- 2 She thinks I waste my pocket money \_\_\_\_\_ things I don't really need.
- 3 We can shop \_\_\_\_\_\_ for fantastic bargains.
- 4 I've been saving \_\_\_\_\_ for some boots.
- 5 | don't like being \_\_\_\_\_ debt.
- 6 I don't know when I can pay you \_\_\_\_\_, though
- 7 She could pay \_\_\_\_\_ the dress.
- 8 I can always take it \_\_\_\_\_ and get a refund.
- 9 Are you paying \_\_\_\_\_ cash or \_\_\_\_ credit card?
- 10 We've nearly sold \_\_\_\_\_\_ of that dress.
- 6 SPEAKING Work in pairs. Ask and answer these questions.
  - 1 Have you ever bought something that was a waste of money? What?
  - 2 Have you ever asked for a refund or an exchange? Why? What happened?
  - 3 Do you always pay for things in cash? Why? / Why not?
  - 4 Is there something that you'd like to buy, but can't afford? What?
  - 5 Have you ever saved up to buy something? What?
  - 6 Have you ever lent somebody some money? How much?
  - 7 Have you ever borrowed some money from somebody? How much? What for?

VOCABULARY BUILDER 9.1: PAGE 135 (

### GRAMMAR have something done

I can use the structure 'have something done'.

- Compare the two photos of Heidi Montag below. What has changed about her appearance?
- Read the text. Why do you think Heidi Montag changed her appearance?



Heidi Montag is probably more famous for the plastic surgery that she has had carried out than for her TV career. Before she was 21, she had her nose altered And now the 23-year-old star of The Hills has admitted to having ten plastic surgery procedures in one day! Heidi says she feels better and more confident. But many people think it is sad that she wanted to change her appearance at all

Read the Learn this! box. Underline examples of the structure have something done in the text.

#### have something done

- 1 You can use the structure have + object + past participle to say that you arranged for somebody to do something for you. (You didn't do it yourself.) He had his hair cut. He had his new car delivered to his house.
- 2. You can also use the structure for unpleasant things that have happened to you.

Where do you have these things done? Write sentences with the present simple form of have and the words below.

dentist's page hairdresser's jeweller's opticians tailor's

1 your car / service 4 your eyes / test 5 a suit / make 2 your hair / cut 3 your teeth / whiten 6 your watch / repair

I You have your car serviced at a garage.

#### GRAMMAR BUILDER 9.1: PAGE 124

5 3.13 Complete the dialogue using the correct form of have something done and the words in brackets. Then listen and check.

Hey, Mark. Nice car! Was it expensive? Mark No. But I had to 1 (a lot of work / do) on (new wheels / fit), And I \_ (it / repaint). It used to be blue. Nice sound system. 4\_\_\_\_\_ (you that / fit) too? Mark No, I did that myself. Can we go for a drive? Mark Er, no. It's broken down at the moment. I've got to 5 (it / repair). But I can't afford to!

Read the Learn this! box. Find an example of a reflexive pronoun in exercise 5. Is it use 1 or use 2? What are the reflexive pronouns for she, you, we and they?

#### Reflexive pronouns

1 We use a reflexive pronoun when the object of a verb is the same as the subject. He burnt himself on the hot cooker.

2 We can use a reflexive pronoun to add emphasis. He did his homework himself, without any help.

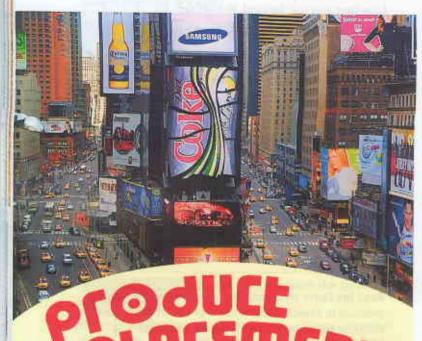
#### GRAMMAR BUILDER 9.2: PAGE 124 (

- Rewrite the sentences using have something done. Write a negative sentence using a reflexive pronoun.
  - 1 Somebody took her photograph. She had her photograph taken. She didn't do it herself.
  - 2 Somebody has dyed my hair.
  - 3 Somebody is repairing his bicycle.
  - 4 Somebody washed our windows.
  - 5 Somebody is going to paint her nails.
  - 6 Somebody cleans their house every Friday.
- SPEAKING Work in pairs. Find out if these things have ever happened to your partner. Use Have you ever had your ...?
  - 1 eyes / test
- 4 photograph / take
- 2 hair / dve
- 5 passport / steal
- I had my bag stolen vesterday. 3 luggage / search
- 6 palm / read

### CULTURE Advertising

I can discuss opinions about advertising.

- SPEAKING Describe the photo. Do you think that adverts change (a) the behaviour of people in general? (b) your own behaviour? Why do you think this?
- 2 Can you think of any famous advertising slogans? What do they advertise?
- Complete each gap in the text with an appropriate word.



eople are getting tired 1\_\_\_\_\_ advertisements. There are adverts everywhere - from the magazine in your hand to buses in the street. We see ads all day, every day. So people stop paying attention.

Therefore, in the USA the latest approach 2\_\_\_\_\_\_ to make advertising less obvious. Companies try to place their products within a film. This started the 1980s, but now it happens 4\_\_\_\_\_ the time. There are even agencies to help companies do this. The next time you watch a Hollywood film, look 5 \_\_\_\_\_ products or brands that you recognise. Pay attention 6\_\_\_ drinks, as it is likely you'll see one of the major companies represented. Is it Coke or Pepsi, 1 example? Then see how many times that product appears. Car manufacturers are going further with product placement. The Hollywood action film Lara Croft: Tomb Raider became an advert the new Jeep Wrangler Rubicon. And in I, Robot, Audi designed a futuristic car especially for the film. It looked amazing, but it was definitely still an Audi.

- 3.14 Read the text and answer the questions.
  - 1 Why do people nowadays pay less attention to adverts?
  - 2 How are American companies trying to deal with this problem?
  - 3 What kind of products were advertised in Lara Croft: Tomb Raider and I, Robot?
  - 4 How do some people avoid watching the adverts on TV?
  - 5 Which product is advertised in American Idol?
  - 6 How are advertisers now targeting children?
- 3.15 Listen to three people talking about advertising. Match two of the opinions (a-g) with each speaker (1-3). There is one opinion that you do not need.
  - a Adverts aimed at children should be banned.
  - b Companies don't tell the whole truth in their adverts.
  - c Adverts don't influence most people to spend money.
  - d Many adverts are clever and entertaining.
  - e Adverts encourage people to buy things that they don't
  - f All TV advertising should be banned.
  - g People can switch off the TV if they don't want to watch the adverts.
- 6 SPEAKING Say whether you agree or disagree with the opinions in exercise 5. Give reasons.

I agree / don't agree that ... because ...

It's fair / It isn't fair to say that ... because ...

I think / I don't think it's true to say that ... because ...

>>> VOCABULARY BUILDER 9.2: PAGE 135 ((()

Product placement is also starting to happen more 9
American television. With hard disk recorders, people can now fast
forward through the advertising breaks. So companies are paying
to have their products placed in the programmes. If you watch
American Idol, you will see 10judges sitting behind huge
red Coca-Cola glasses.
You can now find product placement in books, music videos,
computer games and <sup>11</sup> the Internet. <sup>12</sup> fact,
children's learning books are one of 13 biggest new
areas. Read these titles: The Hershey's Addition Book, The
Cheerios Christmas Play Book, The Oreo Cookie Counting Book.
The last book has children counting those little chocolate biscuits
<sup>14</sup> every page.
Product placement is the future of advertising. There's no escape

### GRAMMAR Third conditional

I can talk about an imaginary event in the post and its consequences.

### \$ 3.16 Listen and complete the dialogue.



Mum Where have you been, Joe? Do you know what time it is? It's 1.30 in the morning!

Joe Sorry, mum! If I'd known the time, I 1\_ have come home earlier.

Mum Oh, yes? So, what's your excuse then?

Joe I had to walk home. I was at Dave's house and I missed the last bus. If I 2 \_\_\_\_\_ missed it, I wouldn't have had to walk.

Mum Oh, really? Well, you could have phoned me. I was worried sick!

Joe Sorry, mum. I 3 have phoned you if I'd had my mobile with me. But I think I left it at Dave's.

#### Answer the questions about Joe.

- 1 Did Joe know what time it was?
- 2 Did loe miss the last bus?
- 3 Did Joe have his mobile with him?
- Study the Learn this! box and complete the rule with past participle and past perfect.

#### Third conditional

- 1 We form the third conditional with if + 1 would have + 2.
- We use the third conditional to talk about the imaginary result of things that did not happen. If I'd known you were coming, I'd have cooked some more food.
- 3 We often use it to express criticism or regret.

  I'm sorry. If you hadn't lied to me, I wouldn't have got angry!
- 4 We can also put the *if* clause in the second part of the sentence.
  - Argentina would have won the match if Messi hadn't been sent off.
- 5 We often use short forms in third conditional sentences. The short form of both had and would is 'd, If I'd had more time, I'd have done my homework.

4	Complete the sentences	with	the	third	conditional	form	o
	the verbs in brackets.						

1	If you	(set) the alarm clock, you	(no
	be) late fo	r school!	
2	1f 1	(know) it was her birthday today,	
		_ (send) her a card.	
3	If I	(hear) the phone ring, I	_ (answer)
	it.		
4	If you	(not waste) all your pocket mo	ney, you
		(not have to) borrow money from me	2!
5	This coat.	(be) cheaper if I	(buy) it in

- the sale.
  6 Sally \_\_\_\_\_ (not fail) her exams if she \_\_\_\_\_
- (revise) properly for them.

  7 We \_\_\_\_\_\_ (play) tennis if the grass \_\_\_\_\_ (not be) wet.
- 8 He \_\_\_\_\_ (not crash) his car if he \_\_\_\_\_ (not drive) so fast.
- Which sentences in exercise 4 express regret? Which express criticism?
- 6 3.17 PRONUNCIATION Listen and repeat the first three sentences in exercise 4. How is the word have pronounced?

#### 7 Rewrite the sentences as third conditional sentences.

- 1 I didn't pay by credit card because I forgot my wallet.
  I'd have paid by credit card if I hadn't forgotten my wallet.
- 2 They didn't give you a refund because you didn't keep your receipt.
- 3 I didn't lend you any money because I was broke.
- 4 I didn't notice the mistake because I didn't check my change.
- 5 I didn't buy the dress because it wasn't in the sale.
- 6 I got into debt because I lost my job.

#### DD GRAMMAR BUILDER 9.3: PAGE 124 @@

# 8 SPEAKING Work in pairs. Ask questions and find out what your partner would have done if:

- 1 he / she had found a wallet on the way to school this morning.
- 2 he / she had forgotten to do his / her homework.
- 3 he / she had overslept.
- 4 he / she had lost his / her mobile on the way to school.
- 5 he / she had felt ill this morning.
- 6 it had been Saturday yesterday.

What would you have done if you'd found a wallet on the way to school this morning?

I'd have taken it to the police station.

### READING A charmed life

l can understand an article about a lucky person.

- 1 SPEAKING Can you think of anyone who is really lucky? In what way are they lucky?
- 3.18 Read the text, ignoring the gaps. Why does Frano Selak think that he is the world's luckiest man? Choose the correct answer.
  - a Because he is now very rich, having narrowly escaped death on a number of occasions.
  - **b** Because he has survived seven serious accidents and then won the lottery.
  - c Because he has finally found happiness with his fifth wife.

#### **EXAM STRATEGY**

When completing a gapped text, look for words in the missing sentences that link with words that come before and after each gap (e.g. nouns, verb tenses, pronouns, time expressions, etc.).

- 3 Read the exam strategy. Then do the tasks below.
  - Look at the sentence before gap 2 in the text. Then read sentences a-h below and find two sentences that have words which link with 'freezing river'. Underline the key words in each sentence.
  - 2 Only one of the sentences fits the gap. Which one? How do you know?
  - a Four people drowned, but again Selak swam to safety.
  - b Nineteen people were killed, but Selak fell clear of the crash and landed in a havstack.
  - He turned sharply to avoid a collision, and went straight off the road.
  - d He never travelled by public transport again.
  - e He celebrated by buying his very first lottery ticket and he won the jackpot!
  - f He had his hip replaced in hospital.
  - g Seventeen people drowned in the icy waters, but Selak survived.
  - h He managed to escape from it just before it exploded.
- 4 Match the sentences (a-h) in exercise 3 with the gaps (1-7) in the text. There is one sentence that you do not need.
- 5 Are the sentences true or false? Correct the false ones.
  - 1 Selak got married after winning the lottery.
  - 2 The third accident happened when Selak was travelling by bus.
  - 3 Two of the accidents happened in the 1960s.
  - 4 Selak was badly injured in the bus accident.
  - 5 At the time of all seven accidents, Selak was travelling in a vehicle.
  - 6 On three occasions Selak escaped from a burning car.
  - 7 Selak feels that before he met his wife he had more bad luck than good luck.
  - 8 Selak believes that money doesn't make him happier.

# The World's Luckiest Man

# ighty-one-year-old Frano Selak is known as the world's luckiest man.

Throughout his long life, he has survived seven disasters, all of which could have killed him. Then, at the age of 76, he got married for the fifth time.

Selak was born in a small town in Croatia. He was involved in his first accident in 1962. He was travelling by train from Sarajevo to Dubrovnik, when the train jumped from the rails and fell into a freezing river. 2 He managed to get to the riverbank with a broken arm, suffering from hypothermia. The following year Selak took a flight for the first – and last – time. The door opened and the passengers were thrown out of the plane. 3 If that haystack hadn't been in the field, he would have died.

A few years later, he was travelling by bus this time, when – again – it fell into a river. 4 This time he only had cuts and bruises. He was getting used to it. His next accident happened in 1970, but with a different method of transport. He was driving along the motorway, when suddenly his car caught fire. 5 Three years later, his next car caught fire at a garage. The fire swept through the car. Again, he escaped from the vehicle, but he lost most of his hair.

6	VOCABULARY	Complete the preposition + noun phrases.
	They are all in	

	, are arri	ii tiic text.
1		the (first) time
2	travel	train
3	be	foot
4		the first place
5		the end
6		fact

#### VOCABULARY BUILDER 9.3: PAGE 135 (



accent number six was caused by transport easo but this time Selak was on foot. He was wax ng in Zagreb, when a bus hit him. Amazingly, wasn't too badly hurt. Was there no safe ver for him to travel? His seventh accident respende the following year. He was driving in The mountains. He came round a bend and saw a toge lorry coming towards him. 6 Miraculously, he managed to jump out of the car. He watched as car number three rolled down the mountain and exploded.

Selak said, 'I never thought I was lucky to survive all my disasters. I thought I was unlucky to be in them in the first place.' In the end, however, Selak did feel lucky - not when he won the lottery, but when he met his fifth wife, Katerina. In fact, he has sold his luxury home and given away most of his lottery money. He said, 'All I need at my age is my Katerina. Money wouldn't change anything.'

But there was one thing that he did spend some of his money on. 7 Now, even if he never travels by car, bus or plane again, he can still keep walking!

- 7 SPEAKING Imagine that you had €1 million and wanted to give it away. Who would you give it to and why?
- 8 3.19 listen to the song and choose the best summary (1-4).
  - 1 | used to have lots of money. I lost it all, but it doesn't matter, because I've got you.
  - 2 I'd love to be rich, but it doesn't matter if I never am because I've got you.
  - 3 I'm very rich, but money means nothing to me now because I've lost you.
  - 4 Let's throw away all our money and possessions and just be together.

# Doesn't mean anything

Used to dream of being a millionaire, Without a care. But if I'm seeing my dreams. And you aren't there 'cause it's over, That just won't be fair. Darling, rather be a poor woman Living on the street, no food to eat, 'Cause I don't want nobody if I have to cry. 'Cause it's over when you said goodbye.

Chorus

All at once, I had it all. But it doesn't mean anything, now that you're gone. From above, seems I had it all, But it doesn't mean anything since you're gone.

Now I see myself through different eyes, It's no surprise. Being alone will make you realise When it's over that all in love is fair. I shoulda been there, I shoulda been there, I shoulda, shoulda.

#### Chorus

I know I pushed you away. What can I do that would save our love? Take these material things -They don't mean nothing. It's you that I want.

Chorus

- Find colloquial equivalents in the song for the following:
  - 1 | used to
  - 2 I'd rather
  - 3 I don't want anybody
  - 4 should have
  - 5 they don't mean anything

### SPEAKING Photo description

I can describe and discuss a photo.

SPEAKING Work in pairs. Describe the photo.



- Work in pairs. Read the first question and brainstorm ideas. Make notes.
  - 1 What do you think the phone conversation is about?
  - 2 Do you and your friends buy a lot of things online? Why? / Why not?
  - 3 Tell me about the last time you used a computer.
- 3.20 Listen to a student answering the first question. Compare your ideas with hers.
- 4 3.20 VOCABULARY Complete the student's sentences with the words below. Then listen again and check.

could	difficult	guess	looks	possibility	pretty
somethin	g sure				

- 1 | can't be \_\_\_\_\_, but | \_\_\_\_\_ the girl is buying something.
- 2 It certainly \_\_\_\_\_ like a credit card.
- 3 I'm \_\_\_\_\_ certain that she's giving her credit card details to the sales assistant.
- 4 Another \_\_\_\_\_ is that she's phoning her bank. .
- 5 It \_\_\_\_\_ be that she's phoning the bank to set up a direct debit or \_\_\_\_\_ like that.
- 6 It's \_\_\_\_\_ to say.
- 5 3.21 Read and translate the phrases in the Learn this! box. Then listen to the student answering the second question. Which of the phrases does she use?

#### Giving an opinion (1)

I'd say that ... I wouldn't say that ... I doubt that ... Emphasising a point or giving extra details

In fact, ... Actually, ... I also think that ... My friend Sam often buys DVDs online. In fact, he bought one last week.

**Giving examples** 

For example, ... For instance, ... For one thing, ... ... say, ...

3.22 Tick the tenses that the candidate is likely to use when answering the third question. Then listen and check your ideas. Which tense did the candidate use most frequently?

1 present simple

5 past continuous

2 present continuous

6 past perfect

3 present perfect

7 used to

4 past simple.

8 future perfect

- SPEAKING Work in pairs. Take turns to answer questions 2 and 3 in exercise 2.
- SPEAKING Work in pairs. Describe the photo.



#### **EXAM STRATEGY**

When answering the examiner's questions, you should not limit yourself to succinct, single-sentence answers. Make sure you give reasons and arguments for your responses, and think about using a variety of tenses.

- SPEAKING Work in pairs. Read the exam strategy. Then ask and answer these questions. Try to use the phrases in exercises 4 and 5, and a variety of narrative tenses.
  - 1 Do you think the people are enjoying themselves? Why? / Why not?
  - 2 Do you and your friends spend a lot of money on clothes? Why? / Why not?
  - 3 Tell me about the last time you went shopping.



### WRITING Opinion essay

I can write an opinion essay.

STEAMING Work in pairs. Say whether you agree or isagree with each of these statements. Give reasons.

- : Norries about money are a cause of unhappiness.
- 2 och people are not always happy.
- 3 Love and friendship bring more happiness than money.



Read the opinion essay. What is the writer's opinion on the topic?

### Do you agree that money can buy happiness?

In most parts of the developed world, people are richer today than they were fifty years ago. But has money made them happier? This is the question we need to answer.

I firmly believe that money is not the most important thing in most people's lives. They regard friends and family as more important. For example, if you are feeling miserable about a friendship that has ended, money cannot help

What is more, it seems to me that rich people are often the unhappiest. If money really could buy happiness, the rich would be the happiest people in the world. Judging by the stories about them in magazines and on TV, they clearly are not.

On the other hand, money is obviously necessary in today's world. It is very difficult to be happy if you do not have enough money for things like holidays. However, to my mind it is still possible to be happy and relatively poor, as long as you have enough to buy food and clothing.

In summary, I would say that money can improve the lives of people who do not have enough to live comfortably. However, money alone is not enough to bring happiness; love and friendship are far more important.

Read the exam strategy. In which paragraph is the opposing view and the counter-argument?

#### **EXAM STRATEGY**

In an essay which requires you to present your opinion, first write what your opinion is and then justify it. Then present the opposing view and explain why vou disagree.

Add the highlighted expressions in the essay to the Learn this! box.

5-	
150	
10-4	

#### Giving an opinion (2)

In my opinion, ... I think that ... As I see it, ...

#### Introducing an additional point

Furthermore. ... Moreover, ... Not only that, but ... 3

- Read the conclusion of the essay. What does the writer do?
  - 1 Rephrases the question in the title, and restates his / her own opinion.
  - 2 Summarises all of his / her opinions.
  - 3 Mentions the opposing view, and restates his / her own opinion.
- You are going to write an essay answering this question: Do you agree that the best things in life are free? Decide if you agree or disagree, then think of two or three arguments in support of your opinions, and one argument against. Think of supporting statements and / or examples for each.
- Write the essay (200-250 words) following this plan. Use the phrases in exercise 4 and in exercise 4 on page 71 to help you.
  - Introduction Introduce the topic. Show that you understand the title of the essay, and what the essay needs to cover.
  - · Middle paragraphs Give your own opinions, with supporting statements and / or examples.
  - Penultimate paragraph Give an opposing view, with a supporting statement and / or example, followed by a counter-argument.
  - Final paragraph Conclusion. Mention the opposing view, and restate your own opinion.

#### **CHECK YOUR WORK**

#### Have you:

- given your opinions, with supporting statements or
- included an opposing view with a counter-argument? followed the advice for writing a conclusion?

# Get Ready for your Exam

#### Listening

1 Get ready to LISTEN Look at the picture. Where do you think these two men are going and why?



2 3.23 Do the exam task.

#### LISTENING exam task

Listen and write short answers to these questions.

- 1 How did Jason travel across the Atlantic Ocean?
- 2 How long was the race?

  It was \_\_\_\_\_ miles
- 3 After finding a boat, what did Jason and Phil do first?
  They
- 4 How much food did they take? Enough to last
- 5 What happened on the third day? There was a
- 6 What could the shark have done if it had wanted to?
  It could have
- 7 Why did Jason have to go into the water?

#### **Use of English**

3 Do the exam task.

#### USE OF ENGLISH exam task

Choose the best word(s) (A-C) to complete each gap.

A 72-year-old man has 1\_\_\_\_\_ a world record for the over-70 age group in the British 24-hour Cycle Championships. Arthur Puckrin 2\_\_\_\_\_ a distance of 565 kilometres around the course at Chester in the northwest of England. The event started at 1 p.m. in the



afternoon and finished at the same time 3\_\_\_\_\_ day.

'I managed 4\_\_\_\_ any punctures', said Arthur, 'though I had spare wheels with me just 5\_\_\_\_ case. The only problem I had came at around 1 a.m. when I was feeling sleepy and thought I might fall 6\_\_\_\_ the bike. I sorted that out with a coffee which kept me 7\_\_\_\_.'

B\_\_\_\_ his success in the race, it was a mere training run

bis success in the race, it was a mere training run for Arthur, who has a much bigger target on the horizon. He 2\_\_\_\_\_\_ a place in a triathlon in Mexico. It's a 38 km swim, a 1,800 km bike ride and a 422 km run over ten days. 'I'm looking forward 10\_\_\_\_\_ it already!' says Arthur.

1 A put B set C done 2 A cycled B had cycled C was cycled 3 A next **B** following C the following 4 A avoiding B avoid C to avoid 5 A on B in C of 6 A over B off C down 7 A going B go C to go 8 A Although B Despite C However 9 A is offered **B** offered C has been offered 10 A over B at C to

### Speaking

- Get ready to SPEAK Work in pairs. Make a list of problems that can occur when you stay in a hotel, and possible ways to avoid them or solve them.
- 5 Do the exam task.

#### SPEAKING exam task

You are in a hotel where there are things you do not like. Complain to the manager about:

- The quality of the food in the hotel restaurant
- Noise from the restaurant at night
- Taps in the bath that do not work very well
- The possibility of swapping the room.

### Get Ready for your Exam

#### Reading

- 6 Get ready to READ Work in pairs. Ask and answer the questions.
  - 1 Do you like watching reality TV shows and talent shows? Why? / Why not?
  - 2 Would you like to take part in one? Why? / Why not?
- 7 Do the exam task.

#### **READING** exam task

Read the texts. Match the texts (A–E) to the statements (1–6). There is one statement that you do not need.

# A IS YOUR HOUSE UNTIDY? HAVE YOU GOT ROOMS FULL OF JUNKS ARE YOU BAD AT THROWING THINGS AWAY?

Then apply to appear on **Tidy Rooms**, the new reality TV show! We will tidy your house and sell your unwanted possessions on eBay. See how much profit you can make! Single people or married couples with no pets only. Sorry, no apartments.

- B We are looking for men and women of all ages who have extraordinary collections. It could be stamps, Star Wars models, shoes it doesn't matter, as long you've got a lot of them! We'll film you telling us about your collection. We also need to speak to your spouse or partner about how your hobby affects your life together.
- Can you sing? Have you dreamed of performing live on TV in front of millions of people? Would you like to win a \$1 million recording contract? We are looking for just six talented but undiscovered singers. Auditions will be held in London from 21–24 July. The lucky six will appear on the live shows in the autumn.

### ARE YOU SCARED OF GHOST'S?

#### Would you like to spend a week in a haunted house!

We are looking for volunteers to live alone for a week in a haunted house, and film their experiences. We will provide you with a camcorder. The only rule is: you aren't allowed to run away! Applicants must be fit, healthy and over 18.

The producers of 'HERE, BOYI', a new talent show, are looking for audience members. The show is about trying to find Britain's most talented dog. Come and watch! The show will be filmed at Hazelwood studios in London. All applicants must be over 16 years of age. You will be required for approximately three hours. Tickets will be awarded on a first-come-first-served basis.

Ē		Text
1	You can't apply if you have medical problems.	
2	You will make some money on the show.	
3	You have to bring your pet with you.	
4	The applicants have to compete to appear on the show.	
5	Only couples should apply.	BIL
6	You won't star in the TV show.	

#### Writing

- 6 Get ready to WRITE Work in pairs. Think about the places you have stayed when you have gone on holiday. Have you ever been disappointed with your accommodation? What was wrong? Write a sentence explaining each complaint.
- 9 Do the exam task.

#### WRITING exam task

You are have been on holiday to Los Angeles and during your stay you were very unhappy with your accommodation. You are writing a letter to complain to the manager of the hotel. In the letter:

- Complain about the quality of the food in the hotel restaurant
- Complain about the noise from the cafe at night
- Explain that your room was not equipped as advertised in the holiday brochure
- · Ask for compensation for your inconvenience.

# Be creative

#### THIS UNIT INCLUDES

Vocabulary musical performers artists and artistic activities compound nouns word families: verbs and nouns
 describing books

Grammar ■ participle clauses ■ determiners: all, each, every, few, little, etc. ■ so and such - nominal subject clauses

Speaking = talking about the arts = describing a photo = discussion about music festivals - stimulus discussion

appropriate and justify your choice.

recording? Give reasons.

good performer? Give reasons.

2 Explain why you rejected the other choices.

3 Do you think it is better to hear live music or listen to a

4 What qualities does a musician need in order to be a

VOCABULARY BUILDER 10.1: PAGE 136 ((()

Writing s a book review

### VOCABULARY AND LISTENING Performers

	I can talk about different types of music.
1	SPEAKING Look at the photos. What kind of music do you think these people are performing? Have you ever performed this kind of music?
2	3.24 Listen and number the musical performers in the order you hear them (1–10).
	Match five of them to the photos in exercise 1.  a busker a choir a DJ a folk group a jazz band an opera singer an orchestra a rapper a rock band a string quartet
3	phrases below and complete the sentences. Then listen again and check.
	Describing music aria beat chords chorus harmony lyrics melody movement solo symphony
	The opera singer began to sing an  The girl clapped at the end of the first  There were a hundred people in the choir, all singing in  Beethoven's Fifth is a very famous piece of  Which of the performers in exercise 2 are you likely to hear:  in a studio?  in a church or cathedral?  in a opera house?  in a stadium or a large  in a small music venue?
	music.  5 The boy quite likes the clever, but isn't keen  5 SPEAKING Work in pairs. Do the speaking task below.
	on the music.  6 A drum can go on for quite a long time, and  1 You want to take a British friend and his / her parents to a concert. Choose the concert in exercise 1 that is most

9 Dance music has a heavy \_\_\_

can be a bit boring!

7 With modern jazz, there often isn't a strong\_

8 It's no good having a good voice if you play all the

10 Live performers sometimes ask the the audience to join

\_\_ that makes people

in with the

want to dance.

# GRAMMAR Participle clauses

I can correctly use participle clauses.

SPEAKING Look at the photograph. What does it show? How do you think it was taken?



Read the text. Check your ideas for exercise 1.

This picture, called Boxing, shows two men fighting on a skyscraper. The men, dressed in matching shorts and T-shirts, are very near the edge of the building.

The man wearing blue boxing gloves is hitting the other man, who is about to fall. This large picture, measuring 176 x 366cm, is one of a collection of photos currently exhibited by photographer Li Wei in Hong Kong, Li Wei, born in China in 1970, is well known for his unusual and gravity-defying photographs, produced without the use of computer software

Read the Learn this! box. In which examples does the participle clause replace a non-defining relative clause? (For defining and non-defining relative clauses, see pages 25 and 27.)

#### Participle clauses

- 1 We can use participle clauses to give more information about a noun. They can be described as shortened relative clauses (defining or non-defining). There's a man making a call. (= who is making a call)
- 2 They contain either a present participle (-ing form) or past participle (-ed).
- 3 Clauses with a present participle replace an active verb. The verb they replace can be in any tense. She's wearing a necklace belonging to her aunt. (= which belonged to)
- 4 Clauses with a past participle replace a passive verb in any tense.

The match, shown on TV this evening, will be watched by millions. (= which will be shown on TV this evening)

- Underline all the participle clauses in the text in exercise 2. Answer these questions for each clause.
  - 1 Does it replace a defining or non-defining relative clause?
  - 2 Does it begin and end with a comma?
- Rewrite the participle clauses in the text as relative clauses.

This picture, which is called 'Boxing' ...

#### GRAMMAR BUILDER 10.1: PAGE 125

- 6 Rewrite these sentences about Boxing using participle clauses to replace the underlined words.
  - 1 The man who is falling from the building is the photographer, Li Wei.
  - 2 The city which stretches into the distance is Beijing.
  - 3 The photograph, which was taken in 2009, is part of a collection which is called Beyond Gravity.
  - 4 Li Wei, who was born in Hubei, now lives in Beijing.
  - 5 In 2006, Li Wei received an award for creativity, which was presented by the Getty Museum.
- Look at the photo called Li Wei falls to the Earth and complete the phrases using the present or past participle of the verbs below.



#### bury carry chat line sit wear

1	a road	with trees
2	a man	a blue T-shirt
3	a boy	on a wall
4	a man	upside down in the road
5	two men _	to each other
6	a man	boxes on the back of his bicycle

SPEAKING Work in pairs. Describe Li Wei falls to the Earth to your partner. Include participle clauses from exercise 7.

> A man wearing a blue T-shirt has stopped and turned around. He's looking at ...

#### Music festivals CULTURE

I can discuss music festivals.

- 3.25 Read the text. How many different festivals does it mention in total? Which one sounds most appealing to you? Why?
- 2 Are these sentences true or false?
  - 1 Many British music fans go to European music festivals because the weather is better.
  - 2 Travelling from the UK to the Rock Werchter is not difficult.
  - 3 The Rock Werchter festival takes place in Brussels.
  - 4 The Garden Festival is much bigger than the T-Mobile INmusic Festival.
  - 5 Both festivals in Croatia take place near water.
  - 6 A lot of Brits travel to Fiberfib for a taste of Spanish culture.
- 3 Complete the compound nouns with the words below. Find them in the text to see if they are written with a hyphen, as one word or as two

ac	ts buses	Europe	goers	lovers	music	site	ир
1 2	headline shuttle		usic mp		7 line_		
	festival	_ 6 m	ainland				

- VOCABULARY BUILDER 10.2: PAGE 136 ((())
- 4 3.26 Listen to five people talking about music festivals. Match the speakers (1-5) with the opinions (a-g). There are two extra opinions that you do not need.
  - a The British climate isn't really suitable for open-air music festivals.
  - b Music festivals are the only way you can see several world-famous acts in one weekend.
  - You're so far from the stage that you can't see anything watching it on TV is better.
  - d Festivals always have a great atmosphere because everyone has the same interests.
  - e The sound system is never very good and most bands can't perform well live.
  - f The best thing isn't the music; it's eating, drinking and being with friends.
  - g There are too many people; it would be a horrible experience for me.
- 5 SPEAKING Discuss these questions in pairs.
  - 1 Are there any music festivals in your country? Have you ever been to one?
  - 2 What are the best and worst things about music festivals, in your opinion?
  - 3 Which acts would you most like to see performing live at a music festival? Why?
  - 4 What other kinds of festival interest you?



British summers are not always well-suited to standing in a field with thousands of other festival-goers, as fans of the Glastonbury Festival in south-west England have often discovered. So these days, thousands of music-lovers head for mainland Europe for sunnier festival experiences. Here are some of the most popular destinations.

### BELGIIM

Rock Werchter started in 1975 and always attracts big headline acts, like Kings of Leon and Coldplay. The location in the centre of Belgium isn't exactly exotic, but it's a short journey from London to Brussels by train, and then on to Leuven where shuttle buses will take you to the site. The festival takes place in early July and lasts for four days.

### ERORTIA

The T-Mobile INmusic Festival in late June is a 20,000-capacity event beside Lake Jarun in the centre of Zagreb. One of the many festivals in the Balkans, it always has a strong line-up, including acts like Jamiroquai and Arcade Fire. Elsewhere in Croatia, there's a music festival called The Garden Festival in Petrĉane in July. The site is a beautiful location overlooking the Adriatic Sea. It's a small festival, catering for just 2,000 fans, but with over 80 top bands playing over two weekends.

### *SPAIN*

In mid-July, Fiberfib is basically a big party by the beach in Benicassim, near Valencia. The town is usually popular with Spanish tourists - but this is one of the most popular festivals with Brits, so don't expect too much local culture. There's always a huge line-up of top acts. And there are excellent beaches about twenty minutes' walk from the campsite. But be warned - it reaches up to 40°C in the day, so the music plays from 6 p.m. - 8 a.m. and there's little chance of sleep. Finally, Sonar is a festival that takes place in Barcelona at the end of June. It attracts all the best artists and bands from the Pop music and techno scenes.

# GRAMMAR Determiners: all, each, every, few, little, etc.

I can use different determiners with nouns.

Look at the book cover. Then read the text and find out what happened to the author after he had finished writing the books.

### ATURAL BORN WRITER

Stieg Larsson was a Swedish journalist who spent much of his time campaigning against right-wing extremism. Many Swedes were familiar with Larsson's work as a political activist, but outside Sweden, few people knew his name. He was a busy man who had little time for hobbies, but he did spend some time doing creative writing. Most evenings, he would spend a few hours at his desk, just to relax. He didn't need much sleep - only three or four hours every night. When Larsson had completed three novels, he sent them to a publisher, but died suddenly before any of them were published. Since his death, each book in what is referred to as the Millennium Trilogy has sold millions of copies. Larsson had no idea his books were going to be so successful and sadly he died before he could enjoy any

2 Look at the determiners in red in the text and complete the table with ticks (1).

of the money or fame.

Determiner	+ singular countable noun	+ plural noun	+ uncountable noun
every			Salar C
each			141
no		1	1
any	1	1	1
some		1	
all		1	1
most			/
much			
many			
few			
a few			
little			
a little			1

Read the Learn this! box. Find two examples of determiner + of in the text in exercise 1.

Determiner + of

The determiners in the table can be followed by of in phrases like: a few of his friends and much of the time. However, we can't use every or no in these phrases. Instead, we use every one or none.

Every of the windows was broken. X Every one of ... No of my friends were there. X None of my ...

#### GRAMMAR BUILDER 10.2: PAGE 125

Complete the sentences with the determiners below.
all any each much no some
<ul> <li>There wasn't music in the film, just sound effects</li> <li>I haven't got money – just €1!</li> <li> of his plays are written in French, others in English</li> <li>Unfortunately there are tickets left for that festival</li> <li> correct answer is worth one point.</li> <li> champagne is made in France.</li> </ul>
LOOK OUT!  We use few and little (rather than a few and a little) when we want to emphasise the smallness of the number or quantity. It usually has a negative meaning. Compare:  Luckily, I've made a few friends at my new school.
Sadly, I've made few friends at my new school.
Read the Look out! box. Complete the sentences with few, a few, little or a little.
Read the Look out! box. Complete the sentences with few, a few, little or a little.  1 I'll ask my dad if we can go to the festival, but there's chance he'll say yes.
Read the Look out! box. Complete the sentences with few, a few, little or a little.  1 I'll ask my dad if we can go to the festival, but there's
Read the Look out! box. Complete the sentences with few, a few, little or a little.  1 I'll ask my dad if we can go to the festival, but there's chance he'll say yes.  2 Can you give me time to think about it?  3 The mathematical problem is so complex that people can understand it.
Read the Look out! box. Complete the sentences with few, a few, little or a little.  1 I'll ask my dad if we can go to the festival, but there's chance he'll say yes.  2 Can you give me time to think about it?  3 The mathematical problem is so complex that

Complete the sentences about your classmates with the phrases below. Try to guess the truth.

there.

6 The festival isn't well known. \_\_\_\_\_ famous acts play

a few all	many most none some
1	of them can play an instrument.
2	of them enjoy performing.
3	_ of them like opera.
4	_ of them have been to a music festival.
5	_ of them have sung in a choir.
6	_ of them have written a novel.

SPEAKING Read your sentences from exercise 6 to the class. Find out if they are correct.

### READING Beautiful minds

I can understand and react to a magazine article about two artists.

- 1 SPEAKING Work in pairs. Look at picture 2 and describe what is happening. Include participle clauses in your description (see page 95).
- 3.27 Read the texts quickly. Answer these questions.
  - 1 What medical condition do both artists have?
  - 2 What amazing talent do they share?

# Alonzo Clemons

Alonzo Clemons is from Boulder, Colorado. According to Alonzo's mother, Evelyn, he was always trying to sculpt things as a baby, but she did not realise what he was doing. And then, he got hold of some modelling clay and she soon realised that he had a special talent. Before he could even feed himself or get dressed, he could make models of animals that were correct in every detail.

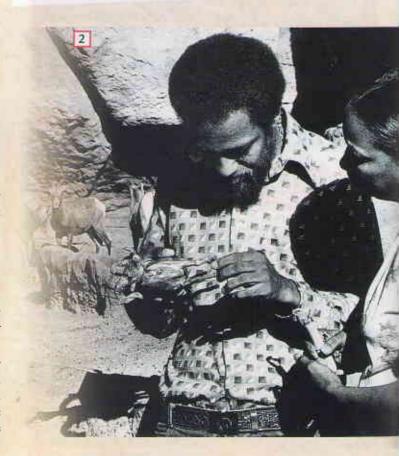


As Alonzo grew, his ability to sculpt increased rapidly, but he did not develop the other skills which children normally learn. Some doctors call people like Alonzo 'savants'. They have a developmental disability like autism, a condition which makes it hard for them to communicate or perform everyday tasks. But at the same time, they have a skill which they can do incredibly well. In some cases, that skill involves maths or memory; in other cases, music or painting. With Alonzo, it's sculpture.

It takes only 45 minutes for Alonzo to complete a small work. Recently, however, he has begun to do more ambitious projects. His most impressive work is called Three Frolicking Foals. It took Alonzo just three weeks to complete this life-size sculpture of three young horses. Like all of his work, they are anatomically correct in every detail.

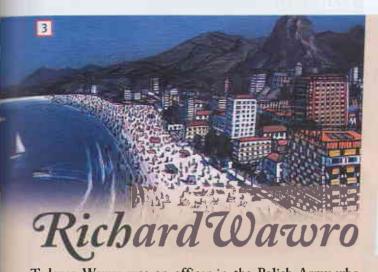
In 1986, Alonzo exhibited his work for the first time. It was very popular and today, his work is on constant display at a gallery in Colorado, USA. Alonzo's special ability has helped him deal with his autism. He is now able to communicate better and lead a more independent life. He has a job and his own apartment, and he enjoys doing weightlifting at the gym. But sculpture is still his main passion.

- Read the text again. Choose the correct answers.
  - 1 Alonzo Clemons
    - a learned how to sculpt from his mother.
    - b could make detailed models at a very early age.
    - c had a talent which his mother immediately recognised.
    - d was very slow to learn how to put on his clothes.
  - 2 'Savants' like Alonzo
  - a all have fantastic memories.
    - b can communicate well.
  - \* c perform everyday tasks very quickly.
  - d have learning difficulties.
  - 3 When Richard's parents found a school for him,
    - a his teachers sent him home.
    - **b** his talent wasn't recognised for a long time.
    - c he communicated with his teachers through his drawings.
    - d he became interested in magic.
  - 4 American people
    - a didn't realise he had learning difficulties.
    - b considered him as just an artist.
    - c didn't consider him to be a true artist.
    - d described him as their favourite artist.



#### Decide if the sentences are true or false for each artist.

		Clemons	Wawro
1	He was born in Britain.		
2	His parents discovered his rare talent.		
3	He had an interest in art from an early age.		
4	He became popular as soon as his works were exhibited.		n#mm
5	He couldn't communicate with people very well.		



Tadeusz Wawro was an officer in the Polish Army who decided to settle in Scotland after the Second World War. He married a Scottish primary school teacher called Olive and together they started a family. Their son, Richard, was clearly unlike other children from an early age. His behaviour was extremely repetitive: he would spend hours playing the

same note on the piano. He used to spend hours staring at the illustrations in books. Schools refused to teach him because he was difficult. In those days, little was known about autism, so Richard was simply described as being mentally disabled.

Richard's parents found a school for him when he was six, and his teacher there discovered his talent for drawing. 'What I saw was magic,' she recalls. 'I couldn't believe, my eves.' Richard hardly spoke; his drawings were a form of communication. He sketched pictures of his everyday life: his school bus, his breakfast, characters from the television. He always drew from memory, and the details were always perfectly accurate. He drew so much that his parents had difficulty providing enough paper!

In 1970, when Richard was eighteen, his works were exhibited for the first time in an art gallery. The exhibition was reported on a BBC news programme, and his career as an artist suddenly took off. Margaret Thatcher, who later became the British Prime Minister, described him as her favourite artist, and before long, he was travelling around the world. His favourite country to visit was the USA, because there he was treated as an artist, not an artist with learning difficulties.

#### 5 VOCABULARY Complete the chart, Check your answers in the texts.

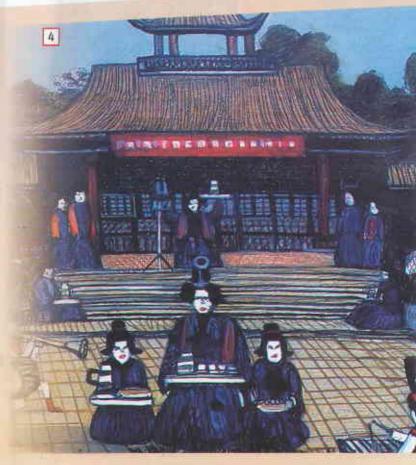
Verb	Noun	
sculpt	1	
1	drawing	
paint	3	
Illustrate	4	
1	sketch	
6	exhibition	

#### 6 SPEAKING Work in pairs. Do the speaking task below.

You have the opportunity to go to an exhibition of either Alonzo Clemons' or Richard Wawro's works. Look at the pictures and photos. Which exhibition would you choose and why? Why are you rejecting the other option?

#### 7. SPEAKING Which of these special talents and abilities would you most like to have and why?

- 1 The ability to do extremely difficult mathematical calculations in your head.
- 2 The ability to remember and recall huge numbers of dates, facts, numbers, etc.
- 3 The ability to draw or paint beautifully.
- 4 The ability to play a musical instrument to a very high standard.
- 5 The ability to learn a foreign language extremely quickly.



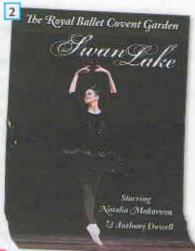
### SPEAKING Stimulus description

I can describe and give my opinion of an event.

1 3.28 Look at the posters. Listen to Ellie and Alex discussing which of the four shows to see. What do they

decide? 1-5 JUNE

PALLADIUM THEATRE







2 3.28 Complete these sentences from the dialogue. Then listen again and check.

1 It's not really \_\_\_ thing.

2 It just doesn't \_\_\_\_\_ to me.

3 I'm quite \_\_\_\_\_ it.

4 | think \_\_\_\_\_\_ be bored.

5 I wouldn't \_\_\_\_\_ I was a real fan.

6 That \_\_\_\_ more fun.

7 It should \_\_\_\_\_ really entertaining.

3 3.29 PRONUNCIATION Add the sentences from exercise 2 to the lists below. Then listen, check and repeat, copying the intonation.

**Expressing enthusiasm** I'd really love to see it. I love that kind of thing.

**Expressing lack of enthusiasm** I'm not very keen on it. I'm not particularly / really interested (in ... ). 4 SPEAKING Work in pairs. Take turns to answer the speaking task below. Student A: Use posters 1 and 2 from exercise 1. Student B: Use posters 3 and 4. Try to include expressions from exercises 2 and 3.

You are visiting your friend in the UK and she has offered to take you to a show. Which show would you choose and why? Why are you rejecting the other option?

#### **EXAM STRATEGY**

Remember to speak loudly and clearly. Try to maintain eye contact with the examiner.

- Work in pairs. Think about these questions and make notes of your ideas.
  - 1 What could be done to give more support to cultural activities like theatre, opera, ballet etc.?
    - 2 How do cultural activities make a society better? Why do we need theatres, opera houses, concert halls, etc.?
  - 3.30 Listen to two students answering the questions in exercise 5. Which question is each speaker answering? Do they mention any of the ideas in your notes?

#### so and such

We can use so or such to emphasise an opinion:

1 be + so + adjective: It's so expensive!

2 so + adverb:

They danced so brilliantly.

- 3 such + adjective + plural noun / uncountable noun: She's got such beautiful eyes / hair.
- 4 such + a / an adjective + noun: He's got such an amazing voice.

7	3.31	Read the Learn this! box. Complete the sentences
	helow wit	h so, such or such a(n). Listen and check.

\_\_\_ formal venues. 1 Opera houses can be \_\_\_\_

2 Opera-goers often look \_\_\_\_\_ posh!

3 It's \_\_\_\_ an expensive night out.

4 People work \_\_\_\_\_ hard these days.

5 Ballet is \_\_\_\_\_ old-fashioned.

6 Watching a play is \_\_\_\_\_ a different experience.

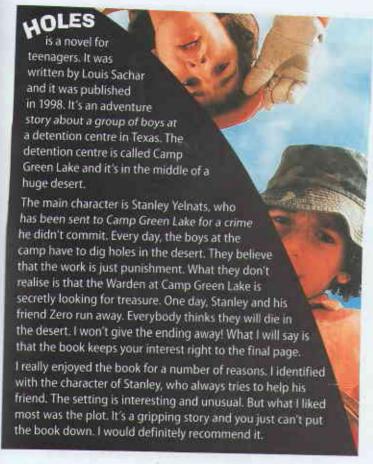
570) GRAMMAR BUILDER 10 3: PAGE 126 🕊

8 SPEAKING In pairs, ask and answer the questions in exercise 5, using your notes.

# WRITING Book review

I can write a review of a book.

- Read the review. Are these sentences true or false?
  - 1 The setting for the story is a beautiful lake.
  - 2 Stanley shouldn't be in a detention centre.
  - 3 The Warden has a secret reason for asking the boys to dig holes.



How many phrases from the box can you find in the review?

#### Talking about stories

lidentified with (a character) It's the story of \_ I fiked the book because \_\_ In the end, \_\_ The main character is (name) A film was made (of the book) It was written by (outnor). There's a twist at the end. It's a (type of story) I would definitely recommend it It's set in (place)

Complete the text about The Lord of the Rings. Use the phrases from exercise 2.

The Lord of the Rings is a fantasy story. 1		
J. R. R. Tolkien. 2	an imaginary land called 'Middle	
Earth', and 3	a group of hobbits who have to destfoy a	
magic ring. 4	_ called Frodo, 5they succeed	
in destroying the ring.	A few years ago f starring	
Orlando Bloom. It's a g	reat book and 7!	

### Nominal subject clauses

We sometimes emphasise particular information in a sentence by putting it in a What- clause followed and a I really like adventure stories. What I really like is adventure stories.

The ending made a big impression on me.

What made a big impression on me was the ending.

- Read the Learn this! box. Find two sentences with nominal subject clauses in the review in exercise 1. Rewrite them as ordinary sentences.
- Rewrite the sentences with nominal subject clauses starting with What.
  - 1 All of the characters are looking for happiness.
  - 2 The setting is really unusual.
  - 3 I loved the twist at the end.
  - 4 The main character really needs a holiday.
  - 5 I really enjoy reading classic novels.
  - 6 Stephen King is famous for writing thrillers.

### GRAMMAR BUILDER 10.4: PAGE 126 (CC)

Choose a book you know. Write notes under these headings. You can include any other important information.

#### Title: Where is it set? Author: Main characters: Type of book: What happens?

Why did you like it? For example:

It's funny / moving / exciting / gripping / interesting. It contains lots of interesting characters: I really wanted to know what was going to happen.

#### VOCABULARY BUILDER 10.3: PAGE 136 (

Read the writing strategy below. Write a review of 200-250 words. Use your notes from exercise 6 and include phrases from exercise 2.

Remember to use the present simple to summarise the plot of a story or film.

#### **CHECK YOUR WORK**

#### Have you:

- included the information in exercise 6?
- used phrases from exercise 2?
  - checked your word count?

### Language Review

house keys. | 3\_\_\_\_\_ that he's a burglar, Debbie!

Or it 5 \_\_\_\_\_ that he's checking the house for his

Debbie Hmm. He certainly 4\_\_\_\_\_like a burglar to me!

Jake

neighbour.

Debbie I'm not so sure!

9-10 Edisass	
Unit 9  1 Complete each sentence with a noun and a preposition from the lists below.  nouns: bargain receipt sale stock till prepositions: around back in off up  1 If you keep the, you can take those jeans to the shop.  2 It took ages to save for that jacket and now they're out of!	Unit 10  5 Read the definitions and write the correct words.  1 Someone who plays music in the street
3 There's £25 this dress! It's an absolute! 4 You can save a lot of money if you shop and buy things in the 5 I wanted to pay cash, but the shop assistant couldn't open the!  Mark:/5  2 Match the sentence halves and complete them with the correct verb. 1 She's going to the	6 Rewrite the sentences using participle clauses.  1 That's my neighbour who is walking his dog.  2 This watch, which belonged to my father, is worth a lot of money.  3 Listen to this song which was written by my teacher.  4 The bride, who wore white, walked down the aisle.  5 This is the DVD which was given to me for my birthday Mark:  7 Correct the determiners in the sentences.  1 The film was terrible, so little people came to see it.  2 Hurry up! We've only got a few time left!  3 Most teenagers don't play many sport.
5 She went to the jeweller's  Mark:/5	4 Don't ask me. I have any idea where he is. 5 No of the exam questions were easy.  Mark:
<ol> <li>Choose the correct tenses.</li> <li>If you have got / had got up earlier this morning, you wouldn't have missed the bus.</li> <li>We wouldn't come / wouldn't have come to the cinema if we'd known this film was on.</li> <li>If I would have / 'd had your phone number, I'd have called you.</li> <li>They'd have stayed / would stay at the beach if it hadn't rained.</li> <li>She wouldn't have got into trouble if she'd have forgotten / hadn't forgotten her homework.</li> </ol>	8 Complete the dialogue with the phrases below.  doesn't appeal kind of thing particularly intereste really love sounds  Boy So, which acts do you want to see at the music festival? What about that new folk group? I love the function of the proof of the proof of the proof of the proof of the phrases below.  Girl No, thanks. It just to me. What about the funk group? That to more function.  Boy I'm not in that sort of thing. There must be something we both like!
4 Complete the dialogue with the words below.  can't be could be doubt guess looks  Debbie Look! What do you think that man is doing?  Jake Well, I 1 sure, but I 2 he's forgotten his	Girl What about that singer-songwriter Bruno Mars? I' 5 to see him.  Boy OK. As long as you come to that folk group Sirius with me.  Mark:
Jake Well, Laborate a human Dehhiel	AND AND DESCRIPTION OF THE PROPERTY OF THE PRO

/5

Mark:

Total:

# 1-10 Skills Round-up

#### Mead-in

1 Compare the photos. What kind of martial artist do you prefer watching? Are there any other kinds of martial artist that you enjoy doing or watching?





#### **Ustening**

- 2 3.32 Listen to three short scenes. Explain in your own words why Anna is angry at the end of the third scene.
- 3.32 Listen again. Choose the correct answers.
  - 1 The phone call between Zara and Libby ends at
    - a three o'clock.
    - b ten past three.
    - c ten to three.
    - d three minutes to ten.
  - 2 How does Zara describe the relationship between Anna and Mike?
    - a They don't see each other very often.
    - b They're going out together.
    - c They've split up.
    - d They argue a lot, but they like each other.
  - 3 Who is Zara expecting to receive a text message from after the rehearsal?
    - a Libby.
    - b Mike.
    - c The director of the show.
    - d Her dad.
  - 4 What did Libby ask Mike when they spoke on the phone?
    - a Whether he liked ballet.
    - b Whether he wanted to meet up for a coffee.
    - c Why he had phoned her.
    - d Whether he had heard from Anna.

#### Speaking

4 Work in pairs. Why do you think Anna is angry? What do you think she should do? Compare your ideas with the class.

#### Reading

5 Read the emails. What was Libby's plan to help Anna and Mike get together? Did it work?

#### Inbox

#### Dear Libby

It's a shame you couldn't make it to Liverpool for the weekend - especially as you'd got tickets for us to see Romeo and Juliet. It was so nice of you to surprise me, Did you have your car repaired? I hope it didn't cost too much.

Anyway, I didn't waste your ticket - I invited Mike! We had a really great evening. He'd never been to a ballet before, but he enjoyed it, I think. The music is so romantic and the costumes were beautiful too (although I'm not sure Mike noticed those). We went for a drink after the show and to cut a long story short, he asked me out. He told me how much he liked me and that he wanted to see a lot more of me. I was quite surprised because I've never heard him talk about his feelings before. Maybe the romance of the music and the story had an effect on him. What do you think? Anyway, I said I needed time to think about it. Was that the wrong reply? I didn't want to seem too keen. Now I'm worried that I wasn't keen enough!

#### Anna

#### Inbox

Thanks for your email. I'm so pleased you enjoyed the ballet and went with Mike. And I'm sure the romance of Romeo and Juliet made a difference! In a way, it's lucky for you that my car broke down, isn't it? :-)

By the way, you have to say YES! You're perfect for each other. That's my opinion anyway. Don't wait, phone him now.

#### Libby

- 6 Are these sentences true or false?
  - 1 Anna gave Libby's ticket for Romeo and Juliet to Mike.
  - 2 Mike told Anna that he liked the costumes.
  - 3 Anna and Mike didn't go straight home after the show.
  - 4 Anna knew that Mike was going to ask her out.
  - 5 Anna said no when Mike asked her out.
  - 6 Anna is not sure that she did the right thing.
  - 7 Libby is sure Anna should say yes.

#### Writing

- 7 Imagine you are Mike. Write an email to a friend narrating the events of your night out with Anna. Include this information:
  - · which ballet you saw and your opinion of it
  - what you did after the show
  - your conversation with Anna and how she reacted
  - how you felt.

1

### Get Ready for B2 Exams

#### Reading

- 1 Get ready to READ. Work in pairs. Ask and answer the questions.
  - 1 Do you often go to art galleries? Why? / Why not?
  - 2 Do you like modern art? Why? / Why not?
- 2 Do the exam task.

#### READING exam task

Read the text. Five sentences have been removed from the text. Choose from sentences A–F the one that best fits each gap. There is one sentence that you do not need.

The huge gallery called the Turbine Hall at London's Tate Modern Art Museum is home to a new installation for the next few months. It looks as if the entire floor of the gallery has been covered with small grey pebbles, turning it into a vast beach. But they are not pebbles. 1 And that is precisely what is there. A hundred million sunflower seeds have been spread out over the floor of this vast, industrial space. That in itself does not sound particularly artistic. 2 Each seed was actually hand-made from porcelain by Chinese craftsmen and women. Sixteen hundred artisans, working every day for two and a half years, produced all these millions of tiny, unique works of art. Some of the artisans struggled to understand what they were making, but they were paid more than their usual daily wage and are now asking Ai Weiwei if they can be involved in his next project.

3 Not only are the seeds a common Chinese street snack, but they also represent the Chinese people. During the time of the Cultural Revolution, communist dictator Chairman Mao called his people 'sunflowers, always turning their faces to follow the sun'. The sun, of course, was the dictator Mao himself.

Unfortunately, a problem has arisen with this latest installation. 4 However, it soon became apparent that this created a fine dust, which could be dangerous if people breathed in too much of it. 5 Nonetheless, it is still impressive, and the gallery is expecting thousands of curious visitors.

- A Initially, the public was allowed to walk over this sea of seeds and pick them up.
- B The title of the installation by China's most famous living artist, Ai Weiwei, is Sunflower Seeds.
- C According to the artist, the sunflowers mean more than one thing in Chinese culture.
- D Now, visitors are only allowed to view the installation from the sides of the gallery.
- E The exhibition has not been well received by the public.
- F However, the amazing thing is that the seeds are not what they seem.

#### Speaking

- 3 Get ready to SPEAK Look at the photos. What kinds of art do they show? What adjectives would you use to describe them?
- 4 Do the exam task.

#### SPEAKING exam task

Look at the photos and talk about art, discussing the following questions.









- 1 How would you compare the four types of art shown in the pictures?
- 2 Who do various forms of art appeal to? What forms of art appeal to you? Give reasons.
- 3 Do you agree with the following statement? Give reasons.
  - Art is less important in our lives than it used to be.



### Get Ready for B2 Exams

#### Listening

- 5 Get ready to LISTEN When you visit museums, do you ever go on guided tours or use an audio guide? Why? / Why not?
- 6 🞧 3.33 Do the exam task.

#### LISTENING exam task

Listen and mark the sentences true or false.

	T	F
1 The tour guide says Stonehenge is right next to them, on the left.		
2 The final structure was finished almost a thousand years ago.		
3 The group has already paid for the tickets.		
4 The car park and ticket office are across the road from the monument.		Ħ
5 Visitors are allowed to walk around as they wish.		

#### **Use of English**

7 Do the exam task.

#### USE OF ENGLISH exam task

Complete the text with the correct form of the words given.

Living in a foreign country can be an exciting and <sup>1</sup>\_\_\_\_\_(reward) experience. It can also be a very challenging one. Many people are unprepared for the <sup>2</sup>\_\_\_\_\_ (real) of living full-time in a different environment.

If you are planning to move to another country on a long-term basis, find out about the culture and religions and how much they play a part in everyday life. This type of research is particularly important in cultures where certain \_\_\_\_\_\_ (behave), habits or gestures have different meanings. For example, in many Eastern countries, you mustn't touch people's heads, not even patting the heads of small children. These are very 4\_\_\_\_\_\_ (offend) gestures, but easily done if you are not aware of this.

Culture shock has been officially 5	(identify) as a form
of long-term psychological stress. 6	(typical), it can
be split into a number of phases. The firs	t is called the tourist
or honeymoon stage, when the 7	
by their new home and it feels like a gr	
next stage is the 8 (reject) phas	
homesick and can feel a sense of 9	(isolate). After
that comes the conformist stage, when	
culture, and finally, there is the total as	
Now you can speak the language, have	
home. Living in a foreign culture is a fas	
Don't be afraid to try it. Just be 10	(prepare)!

#### Writing

8 Get ready to WRITE Put the expressions into the correct group.

although as because besides but for example for instance furthermore however in conclusion moreover on the one / other hand since so to conclude to sum up what is more whereas

Contrasting		
Adding		
Giving an example		
Concluding	N/	1
Giving a reason		

- 9 Choose the correct words.
  - Travelling abroad is fun however / although it can be expensive.
  - 2 If you live in a foreign country, it's sometimes difficult to make yourself understood. Besides, / Whereas, you have to spend time learning a new language.
  - 3 You can sometimes earn more by moving abroad. What is more, / On the other hand, it can be difficult to find work.
  - 4 You can make new friends if you live in another country.

    Although / Moreover, you can learn about a new culture.
  - 5 You may be lonely at first, for example / but you'll soon make new friends.
  - 6 You can't claim it's too expensive to travel as / whereas you can easily get a student travel card.
  - 7 On the other hand / To conclude, I believe that spending time abroad is a good idea.

#### 10 Do the exam task.

#### WRITING exam task

Write an essay (200-250 words) with the following title.

Do you agree that you learn more about a foreign country if you travel alone, rather than with other people?

### Get Ready for B2 Exams

#### Reading

- 1 Get ready to READ Work in pairs. Ask and answer the questions.
  - 1 Have you ever been sailing?
  - 2 Would you like to go on a sea voyage around the world? Why? / Why not?
- 2 Do the exam task.

#### **READING** exam task

#### Read the text. Choose the correct answers, A, B, C or D.

Naomi Power had just returned to New Zealand from a trip to Europe. During her time abroad, she'd had many interesting adventures, but had also met experienced racing sailor, Rob James. They had spent a lot of time together and developed a close bond. Rob had also invited Naomi on board his yacht and, as she'd never been on a yacht before, she happily accepted and Rob taught her to sail. It was the beginning of two special relationships - with Rob and with sailing.

Back in New Zealand, she was reading a magazine in her parents' living room, when she saw a headline: French woman plans single-handed voyage around the world. Naomi was immediately interested. She began to dream what an adventure that would be!

Naomi started reading books such as Chay Blyth's The Impossible Voyage and became certain about two things: she wanted to spend the rest of her life with Rob, and she wanted to sail single-handed around the world.

Naomi flew back to England in March 1976, and she and Rob were married at the end of May. However, Naomi was a little worried about telling Rob that she wanted to sail around the world. To her surprise, Rob was very enthusiastic, though he tried to warn her about the dangers. They discussed the problems and risks, and thought of ways to prevent them. Then they began to think about where they could find a boat. They would also need a sponsor. 'You'll need at least £60,000 to buy and refit a boat,' Rob told her. 'Chay Blyth may help. He's got a lot of experience in finding sponsors.' But it was more difficult than they expected. Many people thought that Naomi was crazy to try to sail alone in the world's most difficult seas. However, Naomi did not lose hope. She knew that she had to be confident if she wanted other people to have confidence in her.

Then, one evening her luck changed. They were at Chay's house for dinner when one of the guests began to talk about sponsorship. He suggested it would be much easier to get a sponsor if Naomi took Chay's boat Spirit of Cutty Sark; she would only need about £10,000 to adapt the boat for singlehanded sailing. Then a man named Quentin Wallop, who owned a yacht himself, agreed to sponsor her for £10,000 and the challenge was on!

- - A sailed from France to New Zealand.
  - B wanted her name to appear in magazines.
  - C thought about travelling round the world when she met Rob.
  - D had no sailing experience before her trip to Europe.
- 2 Before Naomi flew to England in 1976, she
  - A made some decisions about her personal life.
  - B thought her idea was completely unrealistic.
  - C consulted Rob about all her plans.
  - D contacted some famous sailors.
- 3 When Naomi told Rob about her plan, he was
  - A amused.
  - B irritated.
  - C supportive.
  - D frightened.
- 4 When planning the voyage, Naomi
  - A didn't let any obstacles discourage her.
  - B refused to listen to warnings about possible dangers.
  - **C** got lots of encouragement from people.
  - **D** had no trouble finding a sponsor.
- Naomi received sponsorship
  - A from the owner of Spirit of Cutty Sark.
  - B to refit Chay's boat.
  - C to cover all the travel expenses.
  - to buy a new boat.

### Speaking

3 Do the exam task.

#### SPEAKING exam task

Compare and contrast the photos. Answer the questions.





- What challenges are the people undertaking?
- What physical and emotional qualities would you need to complete these types of challenges?
- 3 Why do you think people take on challenges like these?
- 4 Would you like to take on a challenge? Give reasons.

### Get Ready for B2 Exams

#### Listening

4 Get ready to LISTEN Complete the expressions connected with voting. Use a dictionary to look up the expressions you don't know.

candidate counts democracy election fed up right the Government vote worth

- 1 every vote \_
- 2 to be \_\_\_\_\_ with politicians
- 3 vote for a
- 4 \_\_\_\_ in an election
- 5 have the \_\_\_\_\_ to vote
- 6 to be \_\_\_\_\_\_voting for
- 7 run in the \_\_\_\_
- 8 fight for \_\_\_\_\_
- 9 disagree with \_\_\_
- 5 Work in pairs. Take turns to describe the picture and answer the question. Use expressions from exercise 4.



Is it important to vote in elections? Why? / Why not?

3.34 Do the exam task.

#### LISTENING exam task

Listen and match the opinions (A-E) with the speakers (1-4). There is one opinion that you do not need.

Speaker 1	Speaker 2	Speaker 3	Speaker 4

- You have the right to vote, so you should vote.
- Every vote is equally important and can make a В difference.
- You should vote because people have suffered in the past to make it possible.
- If you don't vote, you can't complain if you don't D like things.
- There is no point in voting until politicians improve.

### **Use of English**

7 Do the exam task.

#### USE OF ENGLISH exam task

Complete the text with an appropriate word in each gap.

#### Oxfam

The name 'Oxfam' comes from the Oxford Committee for
Famine Relief, which 1 set up in Britain in 1942. It
sent food to starving people in Europe during the Second
World War. 2 the war, the group became known
3 'Oxfam' and widened its objectives ' include
the relief of suffering due 5 wars or any other
causes in 6 part of the world. In 1995 Oxfam joined
up independent non-government organisations
in other countries to create Oxfam International. Their
aim was to work together to 8 a greater impact in
reducing global poverty and injustice. Oxfam International
is now a world leader in the delivery 9 emergency
relief. Furthermore, it organises long-term aid programmes
in the poorest countries 10 the world.

#### Writing

8 Get ready to WRITE Complete the useful phrases with the words in the lists.

#### Giving an opinion

COucellied containeer in	nd see seems
1 As I it,	4 As far as I'm,
2 To my	5 It to me that

3 I'm far from \_\_\_\_that ...

#### Presenting an argument

ca	n evide	ent nara	remember	MOLL
1	lt's		that	
2	lt	_be argue	d that	
3	It is	that	TWIND CONTROL OF	
4	It is	bearin	g in mind tha	ıt

5 We should \_\_\_\_\_ that ...

#### Presenting an opposing argument

argue hand said say spite 1 On the other \_\_\_\_\_, ... 2 In \_\_\_\_\_ of this, ... 3 Having \_\_\_\_\_that, ... 4 However, some people \_\_\_\_\_that ... 5 That is not to \_\_\_\_\_ that ...

9 Do the exam task. Use some of the expressions in exercise 8.

#### WRITING exam task

The money that rich countries give to poorer countries does not really help them. Discuss.

### Order of adjectives

The correct order of adjectives before a noun depends on their meaning.

	opinion	size	age	colour	origin	material / type / purpose	
a	lovely	big	old	blue	French	leather	bag
a	nice	tall	young		English		mạṇ

- 1 Put the words in the correct order to make sentences.
  - 1 leather / at / skirt / Look / fabulous / that Look at that fabulous, leather skirt.
  - 2 wearing / an / blouse / elegant / white / She's / lacv
  - 3 shoes / high-heeled / wearing / ridiculous / She's
  - 4 tight / socks / I hate / nylon
  - 5 skirt / wearing / velvet / a / She's / spotty
  - 6 stripy / green / like / your / tracksuit / I / baggy
  - 7 a / That's / checked / Jacket / scruffy

### Dynamic and state verbs

Dynamic verbs describe action. They can be used in simple and continuous forms.

I run ten kilometres every day.
I'm running in a race at the moment.

Verbs describing a state or situation are not usually used in continuous tenses.

I don't understand you. (state of mind)

(NOT - I'm not understanding you.)

This book belongs to me. (possession)

(NOT – This book is belonging to me.)
Common state verbs:

believe belong forget hate like love need prefer remember, understand want

Be careful. Sometimes state verbs can be used with a 'dynamic' meaning and therefore we can use continuous tenses.

This cheese tastes nice. (feature describing the cheese)
I'm fasting cheese at the moment, (action)

There is a group of verbs that can be used as either state or dynamic verbs. These are some of them:

appear consider feel look think

When a verb describes an action we can use either the continuous or the simple form. However, when we are describing a state we must use the simple form.

	Dynamic verb	State verb
think	You think too much!	I think your skirt is
	What are you thinking about?	too short.
feel	How do you feel?	I feel that he should
	I'm feeling ill.	apologise.
look	If you look carefully you can	That bed doesn't
	_just see the sea.	look very
Ā	What are you looking at?	comfortable.
see	We see with our eyes.	I see what you
	I'm seeing double!	mean.
smell	I often smell the flowers in	This cheese smells
	the garden.	horrible!
I consent	The dog is smelling its food.	
taste	Taste the pasta and see if it needs more salt.	The pizza tastes
	He's tasting the juice, not	good.
	drinking it.	
appear	Harry always appears when	She appears to be
######################################	food is ready.	in her mid-teens.
	Jennifer Aniston is appearing	
	in a play in London next week.	
	week.	

- 1 Choose the correct tense. Say whether the verb is dynamic or state.
  - 1 He thinks / He's thinking it'll rain tomorrow.
  - 2 Mandy has / Mandy's having breakfast.
  - 3 He appears / He's appearing to be wearing a hat.
  - 4 I feel / I'm feeling a bit silly in this suit.
  - 5 We consider / We're considering moving abroad.
  - 6 That burger tastes / is tasting disgusting!
- 2 Complete the sentences with the correct form of the dynamic and state verbs below.

belong know not like need not remember snow wait

1 'Why are you sitting there doing nothing?' 'I

	ioi a mui to start.			
2	you	when Jason is	arriving?	
3	I enjoy listening to music,	but I	_singing	with it
	very much.			
,				

- 4 | \_\_\_\_\_ a new computer. The one I've got is really old and slow.
- 5 I've met her before, but I \_\_\_\_\_ her name.
- 6 It \_\_\_\_\_ and I haven't got a hat or gloves.
- 7 'Who \_\_\_\_\_ this DVD \_\_\_\_\_ to?' 'It's Margaret's.'

She's waiting

I wait

3 Complete the pairs of sentences with the present simple or	<ul> <li>If the verb ends in a consonant + -e we usually drop the -e and add -ing:</li> </ul>
present continuous form of the verbs.	They smile We're smiling
1 see	If the verb ends in a short, accented vowel and a
a I George tonight. We're going to	consonant, we double the consonant:
the cinema.	$-m \rightarrow -mming  \cdot g \rightarrow -gging  -p \rightarrow -pping  -t \rightarrow -tting$
<b>b</b>   what you're trying to say, but I don't agree.	You stop. They're stopping.
2 taste	Tod stop.
a This fish really good. Is there any more?	1 Decide if the sentences are correct or not. Correct the
<b>b</b> 'What are you doing?' 'I the sauce to check	sentences that are incorrect.
that it's got enough salt.'	1 Is your dad usually wearing a suit to work?
3 smell	2 I live with a family in Ireland for a month.
a 'Put your shoes back on. Your feet awful!'	3 What are you reading at the moment?
<b>b</b> 'The dog my sock. It must smell good!'	4 The train is arriving this evening at six o'clock.
4 feel	5 We don't go to the cinema this Friday night.
a 'Your shirt really smooth. Is it cotton?'	6 It's quite cold today. I take a coat.
b Mummy brother's leg to make sure it	7 She's a surgeon. She works in a hospital.
isn't broken.	8 My brother is always borrowing my mobile! It's really
5 look	irritating!
a 'That hoodycool. Where did you buy it?'	minating:
<b>b</b> Liam is in the clothes shop over there. He	2 Complete the pairs of sentences with the present simple or
at the Jackets.	present continuous form of the verbs in brackets.
	1 a Matthew usually jeans to school. (wear)
Present tense contrast	b He trousers today. (wear)
	2 a I can't understand this film. What language
We use the present simple to talk about:	they? (speak)
habits and routines.	b I'm going to Italy on holiday, but IItalian.
I usually get up at eight o'clock	
a permanent situation or fact.	(not speak)  3 a My sister in London at the moment. (live)
Jack lives in London, It's his home town	b My uncle in Spain. He moved there 25
timetables and schedules.	
The train leaves at 630 tomorrow morning	years ago. (live)  4 a I'm getting fed up with my little sister. She!
Spelling: verb + third person singular	(always interrupt)
We usually add –s to the verb:	<b>b</b> Hewhen someone else is speaking. (never
I start It starts	
• If the verb ends in -ch,-ss, -sh or -o, add -es to the verb:	interrupt)  5 a What timeyou Kate this
They teach She teaches.	
We don't teach. He doesn't teach.	evening? (meet)  b What time the film this evening?
<ul> <li>If the verb ends in a consonant -y, we add -es and change</li> </ul>	
-y to −i:	(start)
They carry She carries	6 a My mum to work. She usually goes by bus.
We don't carry. He doesn't carry.	(not walk)
We use the present continuous to talk about:	b Today the buses are on strike, so she (walk)
	to work.
things that are happening now.  White wet kings a movie right now. Come over!  One over!	
We're watching a movie right now. Come over!	14 Verb patterns
annoying behaviour with always.  He's always talking about himself	Some verbs are followed by an infinitive.
He's always talking about himself	John managed to finish his homework
for arrangements in the near future.  Sally and Tom are flying to Rome next Eriday.	
Sally and Tom are flying to Rome next Friday	Other verbs are followed by the -ing form.
Spelling : verb + -ing form	Sally fancied going away for the weekend
<ul> <li>We add -ing form to most verbs:</li> </ul>	

verb + infinitive		verb + -ing fo	m
agree decide expect fail happen hope manage	mean pretend promise refuse seem want	avoid can't face can't help can't stand enjoy fancy	feel like imagine insist on keep spend (time) suggest

The negative in both cases is formed by adding not before the

He decided not to go to the party. Imagine not being able to see

#### 1 Complete the sentences with the correct form of the verbs in brackets.

1	Can you imagine	(not have) a fridge?
-	TI.	

- 2 They agreed \_\_\_\_\_ (not stay) out late.
- 3 I feel like \_\_\_\_\_ (see) a film tonight.
- \_4 = Did you manage \_\_\_\_\_ (do) the shopping?
- 5 My parents refuse \_\_\_\_\_ (buy) me a laptop.
- 6 Harry can't face \_\_\_\_\_ (do) the washing today.
  7 He suggested \_\_\_\_\_ (eat) at a new restaurant.
  8 She pretended \_\_\_\_\_ (not see) him.

- 9 We avoid \_\_\_\_\_ (drive) to London in the rush hour.

### Verbs that change their meaning

Some verbs-can be followed by either the infinitive or the -ing form. In both cases the meaning of the verb is very similar.

I like to get up early. I like getting up early. She continued to talk She continued talking

Some verbs change their meaning depending on whether they are followed by an infinitive or -ing form.

I remember living in Paris when I was young.

Meaning: this is a memory of something that happened in the past.

Did you remember to phone Jenny?

Meaning: this is an action that needs to be done - so you have to remember to do something.

I'll never forget swimming with all those sharks.

Meaning: this is a memory of an action.

Patrick forgot to go to football practice

Meaning: this refers to an action that has not been done yet.

Please stop talking!

Meaning: end this action.

Karen stopped to ask for directions

Meaning: stop in order to do something else.

We tried hitting it with a hammer, but we couldn't open it.

Meaning: attempt in order to solve a problem.

Sophie tried to save some money, but she spent it all

Meaning: try hard to do something.

1	Complete the sentences with the infinitive or -ing form o
	the verbs in brackets.

- 1 Can you please stop \_\_\_\_\_ (whistle)? It's driving me mad!
- 2 On the way home we stopped \_\_\_\_\_ (buy) a paper.
- 3 'I can't reach the top shelf.' 'Why don't you try \_ (stand) on a chair?"
- 4 Please try not \_\_\_\_\_ (annoy) your brother.
- 5 Did you remember \_\_\_\_\_ (send) mum some flowers
- on Mothers' day?
  - 6 I remember \_\_\_\_\_ (play) in that park when I was little.

### 2 Complete the sentences with the infinitive or -ing form of the verbs below. Which opinions do you agree with?

### not be lead took look publish understand

- 1 A lot of teenage girls enjoy \_\_\_\_\_ at pictures of models, and want \_\_\_\_\_ like them.
- 2 Most boys pretend \_\_\_\_\_\_ interested in fashion, but secretly they are.
- why people are so interested in models.
- 4 I love reading about models. I often imagine \_ that kind of life.
- 5 Magazines should refuse \_\_\_\_\_ photographs of models who are too thin.

### Past tense contrast

We use past tenses to talk about something which happened in the past.

- We use the past continuous to set the scene.
  - The birds were singing in the trees that morning.
- We use the past simple to describe actions or events which happened immediately one after the other in the past. Joanna walked down the road, turned left, then saw the house for the first time
- We use the past continuous to describe an action which was in progress when another action interrupted it. We use the past simple for the action that interrupted it. While we were staying at the campsite, somebody stole Fiona's camera.
- · We use the past perfect to talk about an event which happened before another event in the past. I wasn't hungry because I had already eaten lunch.

Notice that with regular verbs the past simple and the past participle form of the past perfect is the same.

It crashed It had crashed

However, with irregular verbs the past simple and the past participle form are often different.

He'd already seen me.

(There is a list of irregular past simple and past participle forms in the Workbook.)

1	Co	mplete each sentence with the past simple and the past				
		ntinuous form of the verbs in brackets.				
	1	James (wait) for the bus when he				
		(see) his friend with another boy.				
	2	Marcus (break) his arm while he				
	_	(play) ice hockey.				
	3	We (stop) playing tennis because it				
	3					
		(get) dark.				
	4	We (have) dinner when my dad				
		(get) home.				
	5	The sun (shine) so we (decide) to				
		go to the beach.				
	6	(listen) to my MP3 player, so				
		(not hear) the doorbell.				
		the state of the part				
2	Co	omplete the sentences with the past simple and the past				
		erfect form of the verbs in brackets.				
	1	<u>couldn't</u> (can) phone you because   <u>had left</u> (leave)				
		my phone at home.				
	2	Lucy (run) all the way here, so she				
	-	(feel) exhausted.				
	2	My piano teacher (get) angry because				
	,	I (not practise).				
		As soon as we (finish) lunch, we				
	4					
		(go) into town.  By the time we (arrive) at the cinema, the film				
	5					
		(start).				
	6	Mum (shout) at me because I				
		(not tidy) the kitchen.				
	7	By midnight, Joanna still (not phone),				
		so 1 (go) to bed.				
3		hoose the best ending for each sentence: a or b.				
	1	I didn't have any money for the bus because I				
		a spent it all. b had spent it all.				
	2	! It was a hot and sunny day, but a cool breeze				
		a blew. b was blowing.				
	3	When the phone rang, Lucy				
		a answered it. b was answering it.				
	_	the popular front of ma				
		a were making a lot of noise.				
		b had made a lot of noise.				
	-					
		snow because during the night it				
		a was snowing again. b had snowed again.				
		6 I had to use my brother's laptop because l				
		a broke mine. b had broken mine.				

2.2 used to	22 used to
-------------	------------

We use used to + infinitive to describe past situations or habits that are different now.

I used to live abroad (I lived there for a long time in the past, but I don't live there anymore.)

I used to work in a newspaper shop at weekends. (I worked regularly in the past, but I don't now.)

Affirmative	Negative	Interrogative
Sally used to live in Scotland.	Sally didn't use to live in England.	Did Sally use to live in Ireland?

#### 1 Complete these facts with used to and the verbs in brackets.

The Toltecs from Mexico	(fight) with wooden
swords so they didn't kill their	enemies.

- 2 The Anglo Saxons \_\_\_\_\_ (kill) babies who were born on Friday.
- \_ (be) green. 3 Coca-Cola \_\_\_
- 4 Before 1687, clocks \_\_\_\_\_ (not have) two hands.
- 5 The Mona Lisa, now in the Louvre art gallery, \_ (hang) on Napoleon's bedroom wall.
- 6 Before 1820, Americans \_\_\_\_\_ (not eat) tomatoes because they thought they were poisonous.

#### 2 Write the used to form of the verbs in brackets. Use the affirmative or negative, depending on the meaning.

- 1 We didn't use to live (live) near the sea, but now we live on the coast.
- 2 | \_\_\_\_\_ (eat) unhealthy food, but now I eat a lot of crisps and chocolate.
- 3 This building \_\_\_\_\_ (be) a post office, but now it's an Internet café.
- 4 There \_\_\_\_\_ (be) a shopping centre in this town, but it closed last year.
- 5 | \_\_\_\_\_ (like) romantic comedies, but now I watch them all the time.
- \_\_\_\_(have) a BMW, but 6 Our next door neighbours \_\_\_\_ now they drive an electric car.
- 7 | \_\_\_\_\_ (do) my homework on time, but now I usually hand it in late.

#### 3 Write questions and answers about Sam with used to.

	Now	10 years ago
1 have long hair?	Yes	No
2 wear glasses?	No	Yes
3 play the piano?	Yes	No
4 eat meat?	No	Yes

1 Did Sam use to have long hair? No, he didn't

#### 4 Complete the sentences with I used to or I'm used to.

- 1 I lived in London for ten years, so \_\_\_\_\_ big
- 2 I didn't like these glasses at first, but \_\_\_ them now.
- 3 I can speak Portuguese because \_\_\_\_\_live in Brazil.
- 4 I'm disappointed with this exam result because \_better marks.
- 5 I never go running now, but
- 6 The weather here is terrible, but \_\_\_ it.

# **Exclamatory sentences**

We use exclamatory sentences beginning with What ... or How ... to react strongly to something.

We use How ... with an adjective.

How strange! How funny!

We use What ... with a noun or an adjective followed by a noun. What a meal! What an incredible story! What lovely clothes!

#### 1 Choose the correct words.

- 1 My dad fell asleep in the middle of an interview! What/ How funny!
- 2 I got lost in the centre of Tokyo.
  - What / How a nightmare!
- 3 My uncle's house burned down in a fire. What / How terrible!
- 4 I keep getting text messages from somebody I don't know.

What / How strange!

- 5 When I got home, there was a burglar in the kitchen. What / How a shock!
- 6 I failed all of my exams! What / How a disaster!
- 7 Why don't we have a party at the end of term? What / How a great idea!
- 8 My dad is going to buy me a new phone! What / How wonderful!

## **Defining relative clauses**

Defining relative clauses come immediately after a noun and give vital information about that noun.

He's the doctor

He's the doctor who helped my grandmother.

They can go in the middle or at the end of sentences. We do not use commas.

The man who told me about this plate was old. I met the young woman who cuts your hair.

Defining relative pronouns are different depending on whether they refer to people, places, things or possessions.

nemuve promouns		
who (that)	people	
where	places	
which (that)	things	
whose	possessions	

Who or which can refer to the subject or object of a sentence. When they refer to the object, it is possible to omit who or which.

She's the girl who works here. (subject) She's the girl who I met (object)

She's the girl I saw on the bus (object, omitting the pronoun)

We often use that instead of which. We can also use that instead of who in informal English.

Here's the book that you wanted Did you see the guy that called Mary?

#### 1 Choose the correct words.

- 1 He's the police officer who / whose car was involved in an accident.
- 2 He works in the department where / which my aunt is in charge of.
- 3 That's the woman whose / who works a 60-hour week.
- 4 Jenny is the IT consultant who / whose fixed our computers.
- 5 She's the woman who / which applied for the cleaning job.
- 6 That's the building site where / whose my brother works.
- 7 Unskilled work is work which / who requires no qualifications.
- 8 India is the place which / where a lot of call centres are located.
- 2 Complete the sentences with relative clauses. Use the information below.

her company is really successful

the new batel will be there

they make furniture

his job is to change texts from one language to another they make microchips

they're researching climate change there

- 1 That's the theatre where my sister works .
- 2 She's the director \_\_\_
- 3 He works in a laboratory \_\_\_\_\_
- 4 That's the building site \_\_\_\_\_.
- 5 Do you know any carpenters \_\_\_\_
- 6 Tom works for an IT company \_\_\_\_\_\_.
- 7 A translator is a person \_\_\_\_

- 3 Rewrite the two sentences as one sentence. Use whose.
  - 1 That's the man. His name is Zack. That's the man whose name is Zack.
  - 2 I met a girl. Her sister is in my class.
  - 3 What's the name of the girl? Her cat died last week.
  - 4 I know a boy. His mum works in the local supermarket.
  - 5 There's a boy in my class. His first language is Italian.
  - 6 Do you know anybody? Their parents are very rich.

## Non-defining relative clauses

Non-defining relative clauses come immediately after a noun and give extra information about that noun.

Harrods is a famous department store Harrods, which is in Knightsbridge in London, is a famous department store

Non-defining relative clauses give extra information which is not essential to the meaning of the main sentence.

The Times is a daily newspaper.

The Times, which is published in London, is a daily newspaper.

They can go in the middle or at the end of sentences, and start with a comma and end with a comma or full stop.

Abraham Lincoln, who was president of the United States in the nineteenth century, was shot whilst attending a play. Kingston is the capital of Tamaica, which is an island in the Caribbean

Non-defining relative pronouns are different depending on whether they refer to people, places, things or possessions.

Non-defining	g relative pronouns
who	people
where	places
which	things
whose	possessions

We cannot omit non-defining relative pronouns and we cannot replace who or which with that.

- 1 Combine the two simple sentences to make one complex sentence. Include a non-defining relative clause, either at the end or in the middle of the new sentence.
  - 1 My sister works for British Airways. She's a flight attendant.
    - My sister, who works for British Airways, is a flight attendant.
  - 2 My aunt is a famous scientist. Her laboratory is at Cambridge University.
  - 3 The head office of my dad's company is in Oslo. Oslo is in Norway.
  - 4 Our accountant is retiring. I've known him for years.
  - 5 I'm applying for a job in Glasgow. My cousin lives there.
  - 6 A friend helped me to get this job. His mother is an IT consultant.

- 2 Invent relative clauses to complete the sentences. Use the questions to help you.
  - 1 Steven Spielberg, who directed 'Schindler's List', was born in the USA. (What did Spielberg direct?)
  - \_\_\_\_\_, is in Central Europe. (What's Italy famous for?)
  - 3 Champagne, \_\_\_ , is a very popular drink. (Where is champagne produced?)
  - , starred in 4 Jennifer Aniston, \_\_ Friends. (Who is her ex-husband?)
  - is in the 5 10 Downing Street, centre of London. (Who lives there?)
  - 6 Madonna. , was born in Michigan, (What does Madonna do?)
- 3 Complete each sentence with a different relative pronoun (which, where, who and whose). Then add commas if the clause is non-defining.
  - 1 The man, who lives next door, is Tom's cousin.
  - 2 This is Tod Garcia \_\_\_\_\_ comes from New York.
  - 3 Is that the hotel \_\_\_\_\_\_you stayed?
  - 4 | like leisure centres \_\_\_\_\_\_ you can play squash.
  - 5 Matthias \_\_\_\_\_ dad is German speaks four languages.6 Who's the girl \_\_\_\_\_ sweatshirt you borrowed?

  - 7 Where's the CD \_\_\_\_\_\_ I lent you?
  - 8 My dad's car \_\_\_\_\_ he bought in 1995 has just broken down for the first time.

## **Question tags**

We use question tags when we want someone to confirm something we are saying. A statement with a question tag often seems more polite than a direct question or plain statement. You have experience working in a shop, don't you?

When the main verb is affirmative, the question tag is negative and vice versa.

You were at home, weren't you? You weren't hungry, were you?

We use the verb be, auxiliary verbs (do, have) or modal verbs (will, would, etc.) depending on the tense of the verb in the statement.

Tense	Afirrmative	Interrogative
Present simple	You like cake,	don't you?
Present continuous	He's reading,	isn't he?
Past simple	She applied for the job,	didn't she?
Present perfect	He's left home,	hasn't he?
will	They'll be here soon,	won't they?
would	You'd like a coffee,	wouldn't you?

1	1.30 PRONUNCIATION	Add question tags to t	the
	statements. Then listen, o		
	4 Varidua hand madification	at a male continuate	

T	You're nard-working and enthusiastic, ?
2	He enjoyed the work,?
3	You've worked in a hotel before,?
4	The job involves dealing with customers,
5	You wouldn't be able to start until May,?
6	Bar staff must do shift work,?
7	You won't tell anyone,?

# Past simple and present perfect

We use the the past simple to talk about:

· completed events in the past. I visited my aunt last weekend

8 You can drive, \_\_\_

We use the present perfect to talk about:

- how long current situations have existed. I've been at this school for six years
- · experiences which happened at an unstated time in the past (the exact time is not mentioned and is not important). My sister has met Brad Pitt
- past events that are connected with the present. I've lost my watch Have you seen it? Jane has already done her homework Here it is.

We often use finished time expressions with the past simple (yesterday, three months ago, last week, in 1999), but unfinished time expressions with the present perfect (for, since, already, just, yet).

I went to Paris in 2006 I haven't been to Paris yet She's been here since Tuesday

We use yet and already with the present perfect when referring to the past. We use already with affirmative sentences. It goes before the past participle form or at the end of the sentence. We use yet in negative and interrogative sentences and it goes at the end of the sentence.

She's already left. / She's left already Have you eaten yet? No, I haven't eaten yet

We use just to mean 'only', 'a second ago'. It is usually put before the past participle.

I've just finished my lunch. Have you just arrived?

We form the present perfect like this: have / has + past participle of the verb.

(There is a list of irregular past simple forms and past participle forms in the Workbook.)

1 Write the past participles of these verbs. Which ones are regular?

take	3	promise	5	write	7	finish
be	4	have	6	buv	8	mend

2 Complete the email with the present perfect of the verbs in exercise 1. Use the affirmative  $(\checkmark)$  or negative (x).

•••
Intiox
Hi Justin
I 1( / ) my history project at last! I 2
(X) pages and pages – only about six pages, in fact. But it
<sup>3</sup> (✓) a long time. I wonder if the teacher will
like it. I <sup>4</sup> (X) a great weekend. Too much work!
In fact, I 5 (🗸 ) at my desk all day today. Next
weekend should be better, Dad 6(✓) my bike, so
I can use it again. And my brother Darren is talking about
taking me to the music festival this year. He 7
(X) the tickets yet, but he 8(\(\sigma\) to pay for mine!

- 3 Put the words in the correct order to make sentences with just, already and yet.
  - 1 read / yet / haven't / I / book / that
  - 2 brilliant / film / watched / just / I've / a
  - 3 finished / they've / dinner / their / already
  - 4 you / her / spoken / have / yet / to?
  - 5 my / just / hospital / aunt / left / has
- Complete the sentences using the past simple or present perfect form of the verb in brackets.

1	I feel	l better now	that I	ш	(have) a	sleep
-			/ 13.			

- 2 My dad \_\_\_\_\_ (work) in a hospital for ten years between 1990 and 2000.
- 3 Manchester United are winning and Wayne Rooney

	(Score) twice.	
4	you	(lock) the door before you
	(go) out?	
5	Jenny isn't here; she	(leave) two minutes ago.

- 6 This town \_\_\_\_ \_ (change) a lot since we\_
- (move) here in 2004.
- 7 | \_\_\_\_\_ (never / meet) anybody as rude as you!

# Present perfect continuous

We use the present perfect continuous to talk about:

- an action that began in the past and continues up to the present.
  - I've been working for this company since 2002
- an action which started in the past and lasted for some time. The result of the action is visible in the present. David has been playing tennis so he's really tired

We form the present perfect continuous like this: have / has + been + the -ing form.

- 1 Complete the second sentence so that it means the same as the first. Use the present perfect continuous form of the verbs in brackets. 1 I got to the bus stop an hour ago and my bus hasn't arrived yet. I've been waiting for my bus for an hour, (wait)
  - 2 I started guitar lessons years ago.

\_\_ for years. (learn)

- 3 The rain started at midday and it hasn't stopped. \_\_\_\_ since midday. (rain)
- 4 We started this phone call an hour ago. on the phone for an hour. (chat)
- 5 I started feeling ill on Saturday and I still feel ill. \_\_ since Saturday. (not feel well)
- 6 My dad fell asleep two hours ago and he hasn't woken up yet.

for two hours, (sleep)

### Present perfect simple and present perfect continuous

We use the present perfect continuous to emphasise the duration of an action which started in the past. For finished actions we use the present perfect simple.

We have been living in London for twelve years (We still live there now.)

They've lived in Moscow, Berlin and Madrid. (They don't necessarily live there any longer.)

How long is the most common time expression used with the present perfect continuous. How often or how many / much is usually used with the present perfect simple.

How long has she been sleeping? How often have you worn that suit? How many English lessons have you had?

When we use verbs describing a state or situation (e.g. have, like, love, know), we do not use the continuous form.

I've had an iPod for two years.

- 1 Complete one sentence in each pair with the present perfect simple and the other with the present-perfect continuous.
  - 1 spend
    - a I can't afford that dress. I \_\_\_\_\_ all my money.
    - **b** We \_\_\_\_\_ too much money recently we should save more.
  - 2 have
    - a Americans \_\_\_\_\_ Thanksgiving dinners for hundreds of years.
    - b I'm not hungry. I \_\_\_\_\_ my dinner.
  - 3 talk
    - a Look at the time! We \_\_\_\_\_for hours!
    - **b** I don't know Tom well, but we \_\_\_\_\_ on the phone once or twice.

- 2 Match 1-8 with replies (a-h). Then complete the replies with the present perfect continuous or present perfect simple form of the verbs in brackets.
  - 1 Sorry I'm late.
  - 2 Why is dad walking like that?
  - 3 What's that funny smell in the kitchen?
  - 4 You look really exhausted.
  - 5 Why does Mum look so angry?
  - 6 Some of these questions are very difficult.
  - 7 Why are you looking so embarrassed?
  - 8 Your sister's looking very healthy.

3	1	(break) her laptop.
)		(send) a text message to the wrong person!
	1	(wait) for ages!
ł	You	(do) the wrong exercise.
	1	(play) volleyball in the park.

- f She \_\_\_\_\_ (eat) a lot of fruit and vegetables. g Dad \_\_\_\_\_ (cook) again.
- h He \_\_\_\_\_ (twist) his ankle.

### Zero conditional

We use the zero conditional to talk about a result which follows a particular action.

If you click on that icon, it opens the small message. If your hair gets wet, you feel cold.

We use the present simple to describe the action as well as the result.

Conditional clause	Result clause
If you don't sleep well,	you <b>feel tired.</b>
(present simple)	(present simple)

- 1 Use the prompts to make zero conditional sentences. Remember: the if- clause can come first or second.
  - 1 most phones / not break / you / drop / them
  - 2 you / push / this button / the light / come on
  - 3 my dog / lie down / 1 / clap / my hands
  - 4 cheese / melt / you / cook / it
  - 5 you / turn around / lots of times / you / feel / sick
  - 6 the alarm / ring / everybody / have to / leave

### Speculating and predicting

We use modal verbs: may, might, could + base form to talk about events (situations) which could take place in the future. I might go out for dinner tonight.

In negative sentences we use may not and might not, we do not use could not.

I might not go swimming next week.

We use will to predict. If we are not sure about our predictions we use I think ... or probably.

I think it will be nice tomorrow

# Predicting: first conditional

We use the first conditional to predict the result of a future action.

If global warming gets much worse, the climate will change.

We use the present simple to describe the action and will + base form to describe the result.

base form se			
Conditional clause	Result clause		
If scientists cure disease, (present simple)	people will live very long lives. (will + base form)		

The conditional if clause can come before or after the main (result) clause.

Many people will have nowhere to live if the sea levels rise

The modal verbs may, might and could can be used instead of will or won't in the result clause.

We may experience very hot summers in Europe if we don't do anything about global warming.

1 Write sentences using prompts and the expressions below. Choose the right expression depending on the probability.

will -	will probably	could,	may/ might →	probably won't	<b>&gt;</b> won't
100%	90%	70%	40%	10%	0%

- 1 it / snow / tomorrow (10% chance) It probably won't snow tomorrow.
- 2 I / pass / my exam (90% chance)
- 3 we / go on holiday / this summer (40% chance)
- 4 Cathy / say yes (0% chance)
- 5 my dad / buy me / a new bike (10% chance)
- 6 you / enjoy / this DVD (100% chance)
- 7 some friends / come round later (70% chance)
- 2 Complete the first conditional sentences with the correct form of the verbs below.

be	become change destroy find have hit
1	If the world's population increases, our cities will
2	be more crowded.  If a huge meteorite the Earth it
3	everything.  If petrolvery expensive, people their cars less.

	everybody	robots to do a lot of menial jobs, more time for hobbies and
5	If we	_carbon emissions, the world's climate
6	If scientists	cures for all major diseases, much longer.
ALCOHOL AND A		s d futuro continuous

# 53 Future perfect and future continuous

We use the future perfect for an action which will be finished

We use the fu pefore a state	iture perfect for an ac ed future time.	tion which was 20 miles
NOW	hotel built	2025
We use the f	will have built a hotel uture continuous for a stated future time.	an action which will be in
NOW		2030 living on moon
sale from the	dernoon, we will have	nis: will + have + past particip e finished all the exams.

(There is a list of irregular past simple forms and past participle forms in the Workbook.)

We form the future continuous like this: will + be + the -ing form This time next month, I will be sitting on a beach.

- 1 Complete the sentences with the future perfect form of the verbs in brackets.
  - 1 My exams are in March. By April I will have finished my exams. (finish) 2 We're having dinner between 8 p.m. and 9 p.m. By
  - 10 p.m., we \_\_\_\_\_ (have) dinner. 3 They're going away for a month on 1 March. By 7 April,
  - they \_\_\_\_\_ (come) home. 4 I'm only staying in this house until the summer. By autumn, I \_\_\_\_\_ (move).
  - 5 My dad is only planning to work to the age of 60. By the age of 63, he \_\_\_\_\_\_(retire).
  - 6 These flowers won't last more than a few days. By next week, they \_\_\_\_\_ (die).
  - 2 Think about your own life one year from now. What will yo have done? Tick  $(\checkmark)$  or cross (x) the things in the list. The write sentences.
    - have a birthday finish this book leave school
    - do some exams start university
    - buy a flat · earn a lot of money

3	What will you be doing at these times? Complete the
	sentences with your own ideas. Use the future continuous.

1	At eight o'clock this evening,
2	At six o'clock tomorrow morning,
3	At nine o'clock tomorrow morning,
4	At midday next Saturday,

#### 5 At midnight next Saturday, 6 At 11.59 p.m. on 31 December,

# will, going to, may / might, present

We use will + base form for things we decide to do as we are speaking (instant decisions, offers, promises).

continuous and future continuous

Bye John I'll call you later That looks heavy I'll help you carry it

We use going to + infinitive or the future continuous for actions we have already decided to do in the near future (intentions).

I've already decided on Tom's birthday present I'm going to get him a new mobile phone

This time tomorrow, I'll be waiting for my exam to start

If we are not sure whether something will happen or not we use may or might.

We use the present continuous for actions we have already arranged to do in the near future (plans).

We've booked the flight We're flying to Barbados in February

#### 1 Choose the correct tense.

- 1 Liverpool are playing / will play Barcelona tomorrow. I bet they'll lose / they're losing!
- 2 I can't come to your barbecue next weekend. I'll take / I'm taking my driving test.
- 3 I love yanni. In fact, I'll see / I'm seeing her at a music festival next month.
- 4 We'll go / We're going to the Caribbean in November. Do you think the weather is being / will be good?
- 5 My parents are going / will go out tomorrow evening, so we'll have / we're having a party.
- 6 See you soon. I'll send / I'm sending you a text when arrive.

## **Future time clauses**

In future time clauses with when, while, before, until, as soon as, the moment and after which refer to the future, we use the present simple, not will.

I'll phone you when Peter arrives. Sue will be doing her homework while we're at the party I'll go and get some popcorn before the film starts We won't make coffee until Fiona gets here They'll go home as soon as the match finishes Paula will kiss Tom the moment he walks through the door After school finishes, I'm going to go to the park

1	I won't speak to nim ne apo	ologises.
2	My dad wants to move abroad	he retires.
3	I'll phone you I get home.	
4	I probably won't get to the shops	it's too late
5	Malaria will continue to kill millions _	scientist
	find a cure.	
6	I'm sure you'll remember him	you see him.

#### 2 Complete the sentences with the correct form of the verbs in brackets.

1	you as soon as	_ my results.
	(call / get)	
2	1 the cat before I	the house.
	(feed / leave)	
3	Jack us when he	his plans.
	(tell / know)	
4	I probably home until I	25.
	(not leave / be)	
5	We the lesson before Lucy	here.
	(start / get)	
6	Ethan his friend while she	
	in Canada. (miss / be)	

# Reported speech (statements)

We use reported speech to report what someone has said without using their exact words.

When we change direct speech to reported speech, we usually change the verb form to go one tense back.

'Tom lives in Germany,' said Claire Claire said that Tom lived in Germany

Direct speech	Reported speech
Present continuous -	Past continuous
'She's sleeping,' he said.	He said she was sleeping.
Past simple -	Past perfect
'He fell over,' he said.	He said he had fallen over.
Present perfect -	Past perfect
'We've won,' he said.	He said they had won.
can →	could
'She can swim,' he said.	He said she could swim.
will →	would
'They will be late,' he said.	He said they would be late.

#### The pronouns often change.

I'm tired, she said She said she was tired (1 -> he / she) 'We're upset,' they said. They said they were upset (we -> they)

· Time expressions often change. I saw Tom yesterday! He said he had seen Tom the day before.

ı		
1	Direct speech	Reported speech
	today	that day
	tonight	that night
	next week	the next week
	yesterday	the day before
	last month / year	the month / year before
	1 Complete the reported speed 1 'It's cold outside,' Helen Helen said it	said.  pld outside.  said.  thelen said.  a hat.  thome.  hat,' said Helen.  without a hat.  t,' lock said.  tside for long.
	time expressions.  1 'I was ill last week.' Agath.  2 'I'm buying a new compute  3 'I can't go out for lunch too	er next weekend.' John said
	<ul> <li>3 'I can't go out for lunch too</li> <li>4 'I'm not doing anything at</li> <li>5 'It will probably rain tomor</li> <li>6 'We went to France for our grandparents said</li> </ul>	the moment.' Tom said
3	Write these sentences in report 1 'I'm making pancakes for be 2 'I can't find my umbrella,' re 3 'We're moving to London,' 4 'I've seen Batman Returns 5 'Chelsea played well, but le 6 'I'm taller than my brother,	oreakfast,' said Dad. my sister said. my cousins said. five times!' said my brother. ost,' said Rick.
4	Complete the sentences with  He his friend that She him that sh  He that it wasn't  She that some that	at he had rented a DVD. e didn't like horror films. t a horror film, it was a thriller.

her that violent films were often exciting.

6 She \_\_\_\_\_ him that she didn't agree.

7 He \_\_\_\_ her that he would change it.

# Reported speech (questions)

When we change direct questions to reported questions, the verb form often goes back one tense, pronouns change, and time expressions often change.

'Did you see the football match yesterday?' She asked me if I had seen the football match the day before.

We usually use the reporting verb ask when reporting questions. In yes / no questions, we use the structure '(somebody) asked (me / him / them, etc.) if ...' 'Did you go out?'

She asked me if I had gone out.

In Wh- questions, we use the structure (somebody) asked (me / him / them, etc.) + question word (where, what, how, etc.) ... 'Where did you go?' She asked me where I had gone.

In reported questions the subject comes before the verb, and auxiliary verbs such as do or did are not used.

'What do you like?' She asked me what I liked

1 (	complete the reported	questions with	the	correct	pronouns
-----	-----------------------	----------------	-----	---------	----------

1	What did you e	at?" we as	ked our m	um.		
	Weask	ed her	what _	she	_ had eate	er
2	'Why have you	got my lap	top?' Dad	asked 5	ophie.	
	aske					
	his laptop.					
3	'Did you forget	about the	barbecue?	' we ask	ed	
	our friends.					
	aske	d	if	ha	d forgotter	n
	about the barbe					
4	'Where have yo					
					had bee	21
5	What time did y	ou arrive b	nome?' the	policen	nan	
	asked me.					
	aske	d	what ti	me	had	
	arrived home.					
6	'Did you finish y					
	aske	d if	had f	inished l	his	
	homework.					

### 2 Rewrite the sentences as reported questions.

- 1 'Are you listening?' the teacher asked her students.
- 2 'Why are you laughing?' I asked my sister.
- 3 'What did you do last night?' my best friend asked me.
- 4 'Can you speak Italian?' I asked my aunt.
- 5 'When will you get home?' my dad asked me.
- 6 'Is it raining?' my grandma asked.
  - 7 'What's the time?' I asked my mum.
  - 8 'How much money have we spent?' my friend asked me.

5 He

## Speculating about the past

When we speculate about the past we use expressions like: must have, could have, can't have.

Must have is used when we are certain that something happened in the past.

The only place I haven't looked for my keys is the car. I must have left them there

Can't have is used when we are certain that something did not happen in the past. This expression has the opposite meaning to must have.

I've checked the car - under the seats and everything You can't have left your keys there

Might have or could have are used when we aren't sure whether an event in the past happened or not.

Perhaps they're at home I could / might have left my keys at home

The phrases discussed above are formed like this: modal verb (must, can't, might, could) + have + past participle.

#### 1 Complete the sentences with must, might or can't.

- have gone home without telling us. I've got their train tickets! have gone 2 I'm not sure where Sally is. She\_\_\_\_\_ into town. 3 You have seen the new Matt Damon film. It hasn't been released vet! 4 There's no bread. Somebody \_\_\_\_\_ \_\_\_ have eaten it. \_\_\_\_ not have received it. 5 I sent Keith a text, but he \_\_\_
- He doesn't always carry his phone with him. 6 Susie \_\_\_\_\_ have been at school today. The teacher phoned and asked where she was.

#### 2 Rewrite the sentences using must have, might have or can't have.

- 1 I'm sure Millie gave out the invitations. Millie must have given out the invitations.
- 2 Perhaps Elizabeth went to the doctor's.
- 3 I'm sure Amelie didn't forget about the party.
- 4 Perhaps Tyler went on holiday.
- 5 I'm sure Archie missed the train.
- 6 Perhaps Alex fell off his bike.

### Indirect questions

We make indirect questions with phrases like Can you tell me ...? Do you know ...? We use them to ask politely for information.

Excuse me Do you know what time it is?

To make a yes / no question into an indirect question, we use if. could you tell me if the bus has left yet?

To change a question with the question word wh- to an indirect question we use the question word and change the form of the original question into a statement.

would you mind telling me where the station is, please?

The word order and verb forms in indirect questions are the same as in a positive statement.

Do you know if these jackets are in the sale?

#### 1 Rewrite the direct questions as indirect questions using the words in brackets.

- 1 How much is a single room? (Could you please let me
  - Could you please let me know how much a single room is?
- 2 How many staff work here? (I'd be Interested In knowing ...)
- 3 Is there Wi-Fi In the rooms? (I'd like to know ...)
- 4 Where's the hotel swimming pool? (I'd appreciate it if you could tell me ...)
- 5 When did my colleague leave? (I'd be interested in knowing ...)
- 6 Why did you take my passport? (Could you tell me ...?)
- 7 Is there another hotel near here? (I'd be grateful if you could tell me ...)

### Verbs with two objects

Some verbs can be followed by both an indirect object (usually a person) as well as a direct object (usually a thing).

[indirect object] [direct object] Penelope his keys Peter gave

If we want the direct object to come first, we must put to or for before the indirect object.

[indirect object] [direct object] to Penelope. Peter gave his keys

> [direct object] [indirect object]

for Penelope dinner Peter cooked

In English we avoid having a pronoun as a direct object at the end of the sentence.

Peter gave them to Sally

(NOT - Peter gave Sally them)

### 1 Rewrite the sentences with the indirect object as a pronoun. Do not use to or for.

Mia's friend made dinner for Mia last night.

Mia's friend made her dinner last night

- 1 Have you made a sandwich for me?
- 2 Tom's mum bought a new shirt for Tom.
- 3 Daisy owes £50 to her dad.
- 4 Beth's neighbour sold his car to Beth.
- 5 Patrick wrote a letter to his sister.
- 6 Scott sent a text message to Julie.
- 7 Dad booked a flight to Paris for us.
- 8 She showed her prize to her parents.
- 9 My uncle bought a new bike for me.
- 10 The hotel manager offered the best room to us.

# 7.1 Comparison (1)

The comparative and superlative of adjectives or adverbs with one syllable is formed by adding -er, and -est. We follow the same pattern with two-syllable adjectives that end in -y.

subject + verb	comparative form of adjective / adverb	object
	old (+ er) older	<b>3</b>
John is	slim (+ m + er) slimmer	
	busy (y + ier) busier	than Sue.
John runs	fast + er faster	

subject + verb	superlative form of adjective / adverb
-33	(the) + old (+ est) the oldest
John is	(the) + slim (+ m + est) the slimmest
	(the) + busy (y + iest) the busiest
John runs	(the) + fast (+ est) the fastest

The comparative and superlative forms of adjectives or adverbs with two or more syllables are formed by adding *more* or *the most* before the adjectives or adverbs.

subject + verb	superlative form of adjective / adverb	object
John is	more + famous more famous	
Joini 15	more + popular more popular	than Sue.
John talks	more + clearly more clearly	
Subtract sources	Deliveraries and stomper surger	STANDON LE

subject + verb	superlative form of an adjective / adverb
John is	(the) + most + popular the most popular
John talks	(the) + most + clearly the most clearly

We can also form comparatives and superlatives of adjectives and adverbs with *less* and *the least. Less* is the opposite of *more. Least* is the opposite of *most*.

subject + verb	comparative form of adjective / object adverb		
Sue is	less + slim less slim		
Jue 15	less + less fa	than John.	
Sue talks	less + clearly		
subject + verb		superlative form of an ad adverb	ective /
Sue is		(the) + least + popular the least popular	
Sue talks		(the) + least + clearly the least clearly	

You need to learn the comparative and superlative form of irregular adjectives.

adjective	comparative	superlative
good	better	the best
bad	worse	the worst
far	further	the furthest

- 1 Use the prompts to make comparative sentences with than.
  - 1 Henry / passed his exams / easily / Philip.
  - 2 lanthe / works / quickly / Emily.
  - 3 Joseph / drives / well / Zack.
  - 4 Andrea / sings / beautifully / Leah.
  - 5 Max / speaks / loudly / George.
  - 6 Victor / usually / arrives / late / Alice.
- 2 Complete the sentences with the superlative form of the adverbs in brackets.
  - 1 Geoff draws \_\_\_\_\_ (carefully).
  - 2 Andrew ran the 10 km race \_\_\_\_\_ (slowly).
  - 3 Jude always gets up \_\_\_\_\_\_(early).
  - 4 Of all our class Matthew tries \_\_\_\_\_(hard).
  - 5 Chris speaks French \_\_\_\_\_\_ (fluently) of all of us.
  - 6 Kate finishes her homework \_\_\_\_\_\_(fast).
- 3 Rewrite the sentences using less or the least.
  - 1 Tracy and Pat are more intelligent than Emma. Emma is \_\_\_\_\_ of the three girls.
  - 2 Emma is more hard-working than Tracy. Tracy \_\_
  - 3 Pat is more than popular Emma. Emma is \_\_\_\_\_\_Pat.
  - 4 Ben and Isaac are more generous than Craig. Craig is \_\_\_\_\_\_ of the three boys.
  - 5 Craig is more confident than Isaac, Isaac is \_\_\_\_\_\_ Craig.
  - 6 Rome is less rainy than London or Paris. Rome is \_\_\_\_\_ of the three cities.

### Comparison (2)

We often use the superlative form with the present perfect and ever.

It was the best holiday we've ever had

Comparative adjectives and adverbs can be followed by either nouns or clauses.

Peter is taller than he used to be

When we compare two things or people we can use as ... as to say that these things or people are the same. Jill is as old as Julie

To say that something becomes better, bigger or more expensive, etc. we use two comparative adjectives with and in between. Where we have a long adjective, we use more and more + base adjective or adverb.

It's getting more and more expensive to drive

To express dependence of two elements in comparative form (e.g. the longer I stay up, the more tired I will be tomorrow) we use the + comparative adjective.

The more I see you, the more I like you

- 1 Put the words in the correct order to make comparative sentences.
  - 1 nearer / we did / than / to London / We live / before
  - 2 was little / it was / as / His hair isn't / when he / long as
  - 3 last month / That MP3 player / than / it / more expensive now/ was / is
  - 4 ever / That's / I've / the best / seen / film
  - 5 than / generous / used to / less / he / He's / be
  - 6 used to / than / harder / work / you / You / now
- 2 Complete the sentences with a double comparative.
  - 1 Jason is getting thinner and thinner . (thin)
  - 2 It's getting \_\_\_\_\_\_ to find a lob. (difficult)
  - 3 Computers are getting \_\_\_\_\_. (cheap)
  - 4 Your French is getting \_\_\_\_\_. (good)
  - 5 Houses are becoming \_\_\_\_\_\_. (expensive)
  - 6 During the day it got \_\_\_\_\_. (hot)
- 3 Match the sentences halves.
  - 1 The more comfortable the bed, ...
  - 2 The more he exercises, ...
  - 3 The later it gets, ...
  - 4 The more carefully you check your work, ...
  - 5 The sunnier the weather, ...
  - a the fewer mistakes you make.
  - b the more tired I feel.
  - c the better I sleep.
  - d the more crowded the beach.
  - e the fitter he gets.

## Second conditional

We use the second conditional to talk about situations that are unlikely or unreal. It can refer to the present or the future. If I had a billion dollars, I'd live on a desert island.

We use the past simple in the if clause, and would + base form in the result clause.

Conditional clause	Result clause
If I had a billion dollars,	I would buy a castle.
(past simple)	(would + base form)

After if and wish we sometimes use were with he or she. Both were and was are correct. However, were is more appropriate in formal situations.

If I were you, I'd give the money to charity. If he were older, he'd understand what I'm saying

1 Complete the second conditional sentences with the correct form of the verbs in brackets.

I	(Stop) Seeing my new triend if he
	(not get on) with my old friends.
2	If my best friend (lie) to me, I
	(split up) with him.
3	If I (have fight) with my best friend, I (try)
	to make up.
ļ	(chat up) someone if I (not like) them.
	If I (not be) so shy, I (ask) her to marry me.

6		nternet if I (have) a	
	computer at home.		

### 7.4 I wish, If only, I'd rather

We use I wish ... or If only ... with the past simple to talk about situations we would like to change.

I wish it were summer If only I had a car

We use I wish ... or If only ... + base form to say we would like somebody's behaviour to change.

I wish you wouldn't smoke I wish this machine would work

We use I'd rather with a base form to express a preference. 'Do you want a cup of tea?' 'I'd rather have a coffee.'

We use I'd rather with the past simple to say that we want somebody's (or something's) behaviour to change. I'd rather you didn't leave your bag there

#### 1 Write sentences with I'd rather.

- 1 I'm going to school tomorrow. (go shopping) I'm going to school tomorrow, but I'd rather go shopping.
- 2 We're having pizza tonight. (spaghetti)
- 3 Jason wants to watch a DVD. (listen to music)
- 4 I have to get up early tomorrow. (stay in bed)
- 5 We live in a flat. (house)

#### 2 Write sentences with I'd rather to say you want these people's behaviour to be different. Use the words in brackets.

- 1 John wants to phone me after 10 p.m. (earlier) I'd rather John phoned me earlier.
- 2 Sarah wants to wear jeans. (skirt)
- 3 My brother keeps borrowing my bike. (use his own bike)
- 4 We haven't got much money left. (you / not spend it)
- 5 Kate wants to get a job when she leaves school. (go to university)

### 3 Complete the sentences about imaginary situations.

- 1 | haven't got a lot of money. If only I had a lot of money.
- 2 Please don't open the window. I'd rather \_\_\_\_\_ open the window.
- 3 Please don't keep interrupting. I'd rather \_\_\_\_\_ interrupting.
- 4 I live in a small village.
  - If only \_\_\_\_\_ in a big city.
- 5 I can't find my mobile phone! I wish I \_\_\_\_\_ my mobile phone!
- 6 We can't go to the beach because of the weather.
  - If only \_\_\_\_\_ raining.
- 7 I can't stand it when you borrow things without asking. I wish \_\_\_\_\_ things without asking.

## The passive

We make passive forms with the verb be + the past participle. (There is a list of irregular past simple forms and past participle forms in the Workbook.)

Tense	Passive form
Present simple	Sweets are made of sugar.
Present continuous	A new supermarket is being built.
Past simple	Television was invented in 1926.
Present perfect	My car has been repaired.
Past perfect	The keys had been lost earlier.
Future with will	Your dress will be cleaned soon.

In passive constructions, we use by when we want to say who (or what) performed the action.

The jet engine was invented by Frank Whittle.

#### 1 Complete the passive sentences.

- 1 The next Olympics will be held in three months' time.
- 2 When I opened the fridge, I noticed that my chocolate bar eaten.
- 3 How many jobs \_\_\_\_ \_\_lost since they introduced the new computer system?
- 4 Our house \_\_\_\_\_\_ burgled last night, but only a few things \_\_\_\_\_\_ taken.
- 5 Every year, hundreds of mobile phones \_\_\_\_\_left in taxis.
- 6 Please keep the windows closed while your car washed.
- 2 Complete the sentences using the passive form of the verbs below. Choose the correct tense.

### kill leave publish teach use follow

- 1 Her latest novel \_\_\_\_\_\_ next month.
- 2 The same currency \_\_\_\_\_\_in about twenty European countries.
- 3 Alexander the Great \_\_\_\_\_\_ by Aristotle.
- 4 Last year, a CD containing top secret information \_\_\_\_\_ on a bus.
- 5 Over three hundred soldiers \_\_\_\_\_\_by landmines since the conflict began last year.
- 6 Don't look now, but I think we \_\_\_

# **Indefinite pronouns**

We form indefinite pronouns with some-, any- and no-.

people	someone / somebody
	anyone / anybody
	no one / nobody
places	somewhere
	anywhere
	nowhere
things	something
	anything
	no one / nobody somewhere anywhere nowhere something

We use pronouns with some- in affirmative sentences, and in offers and requests.

Somebody has eaten my lunch Can I do something to help?

nothing

We use pronouns with any- in negative sentences and in questions.

I haven't got anything to wear. Did you meet anyone interesting?

We can also use pronouns with any- in affirmative sentences when we mean 'it doesn't matter who / what / where ...'. Ask anybody round here and they'll help you.

We use pronouns with no- with affirmative verbs when the meaning is negative.

Nobody likes losing

We use pronouns with every- in affirmative sentences and questions. They are followed by a verb in the third person

Everybody wants to be successful Is everything ready?

### 1 Choose the correct words.

- 1 Why are you angry? I haven't done anything / nothing wrong.
- 2 There's anybody / somebody on the roof!
- 3 It's so simple, anyone / someone could do it.
- 4 Anyone / No one knows if aliens really exist.
- 5 Shall we start the meeting? Everyone / Anyone is here.
- 6 'What's the matter?' 'Anything / Nothing. I'm fine.'
- 7 Have you seen my phone? I've looked everywhere / nowhere.

# Use some-, any-, every-, and no- to complete the sentences

1	-t	hing		
	a	Before you wash	your trousers, ch	eck that there's
		in the	pockets.	
	b	They lost	when their he	ouse burned down.
	C	I didn't buy	for lunch.	
	đ	My aunt has given	ı me t	o wear. It's beautiful.
2	-N	here		
	а	Let's go	_ more private.	
	þ	There's	to sit on this tra	ain. It's really full!
	C	We never go	hot for our	holidays.
	d	I hate going into to	own on Saturday	is so
		crowded.		
3		ody		
	a	Does re	emember the wa	y home?
	b	I think the shop is	closed. There's	inside.
		I couldn't lift my h		

# Introductory it

We often use it at the beginning of sentences when we refer to time, weather, temperature, and distance.

d Don't worry \_\_\_\_\_ makes mistakes sometimes.

had to help me.

It's seven o'clock

It's Friday

It took two days to travel from London to Australia It's sunny and it's 27 °C It's 100 km from here

It is also used to avoid beginning a sentence with an infinitive or gerund (verb + -ing) or participle clause which would sound unnatural or very formal.

It's great being here (= Being here is great.)

It's hard to say exactly what I mean (= To say exactly what I mean is hard.)

It's a shame that she had to go home early (= That she had to go home early is a shame.)

It doesn't matter where you go (= Where you go doesn't matter.)

### 1 Match the sentences halves.

- 1 Is it far ...
- 2 It took nearly an hour ...
- 3 It has just started ...
  - 4 It's a shame ...
  - 5 Do you think it looks odd ...
  - 6 It seems impossible ...
- a to rain.
- b to wear boots with shorts?
- c to the nearest petrol station?
- d to keep up with all the latest technology.
- e to go home when you're having such fun.
- f to drive five kilometres!

### 2 Rewrite the sentences to make them sound more natural using introductory it.

- 1 To do the housework took me over two hours. It took me over two hours to do the housework
- 2 What you wear for the party doesn't matter.
- 3 To bring an umbrella was a good idea.
- 4 To replace this watch is impossible.
- 5 That she passed her exams is great news.
- 6 To drive in this weather isn't sensible.
- 7 To walk to school takes ten minutes.
- 8 To swim in that river is dangerous.

# have something done

We use the structure have + something + past participle to say that you arranged for somebody to do something for you. (You didn't do it yourself.)

I had my car cleaned last week

You need to have your room redecorated

We can also use this structure to talk about unpleasant events which have happened to us (which we didn't arrange). I had my mobile phone stolen yesterday.

1	Complete t	the	sentences	with	the	correct	form	of	the
	verb have.								

1	I didn't repair my MP3 player. I	<u>had</u> it repaired
2	I haven't serviced my car I	it serviced.

- 3 We aren't building a new house. We \_ house built.
- 4 I'm not going to clean the carpets. I'm going to the carpets cleaned.
- 5 Did you cut down the tree or \_\_\_\_\_\_you \_\_\_ cut down?
- 6 We didn't make new curtains. We \_\_\_\_\_ them made.

### 2 Rewrite the sentences with the correct form of have something done. Don't change the tense.

- 1 Jessica hasn't restyled her hair. lessica has had her hair restyled.
- 2 Harry won't redecorate his office
- 3 They didn't paint their house last year. Theve
- 4 Sam isn't repairing his car.
- 5 Dave isn't going to install a new shower.
- 6 Sally didn't make the dress. Sally \_\_\_\_\_.
- 7 We're not going to build a new garage.

## Reflexive pronouns

We use reflective pronouns when the object of the verb is the same as the subject.

He hurt himself.

Subject pronoun	Reflexive pronoun
I be	myself
уоц *	yourself.
he	himself
she	herself
it	itself
we	ourselves
уои	yourselves
they	themselves

We use reflective pronouns to put emphasis on the performer of the action.

They painted the bedroom themselves.

#### 1 Write the correct reflexive pronouns.

- 1 Did Sally have her hair dyed? No. she dyed it herself.
- 2 Mum, did we have our house decorated? No. we did it
- 3 Did your uncle have his flat cleaned? No. he did it
- 4 Did you have your clothes ironed? No. I ironed them \_\_\_\_\_.
- 5 Do you have your nails painted?
- No, I paint them \_\_\_\_\_.
- 6 Did you and Mike have your bikes repaired? No, we repaired them \_\_\_\_\_\_.

### 2 Complete the sentences with the correct form of the verbs below and a reflexive pronoun.

bu	ırn cut help hurt talk teach
1	Geoff is going to French.
2	'to more cake.' 'No, thanks.'
3	I when I fell off my bike.
4	Mum while she was chopping
	the carrots.
5	'What did you say?' 'Nothing. I wasto
6	The cooker's very hot. Be careful not to

## Third conditional

What would you have eaten last night if you'd had the choice?

I'd have eaten lasagne and garlic bread in my favourite restaurant. How about you?

The third conditional is formed by if + past perfect, would have + past participle.

If John had arrived earlier, he would have seen the start

We use the third conditional to speculate about the imaginary result of things which didn't happen.

If I'd driven faster, we would have arrived before six.

We often use it to express criticism or regret. You would have passed if you hadn't been so lazy! If I'd been more careful, I wouldn't have hurt myself.

We can also put the if clause after the clause describing the imaginary result.

I'd have invited you if I'd known you liked fancy dress parties.

The short form of both had and would is 'd.

If I'd had more money, I'd have paid for you.

- 1 Write third conditional sentences. Start with the words in brackets.
  - 1 The DVD player wasn't cheap. We didn't buy it. (If ...) If the DVD player had been cheap, we would have bought it.
  - 2 You couldn't afford the CD. You spent all your money on magazines. (If ...)
  - 3 We didn't buy the television. It wasn't in the sale. (We ...)
  - 4 Andy lost his receipt. He didn't get a refund. (If ...)
  - 5 Maisy didn't save her pocket money. She borrowed money from David. (Maisy ...)
  - 6 Philip didn't have a lot of money. He didn't lend Liam £10. (If ...)
- 2 Use the prompts to write third conditional questions.
  - 1 What / you / do / this morning / if / today / be / Sunday? What would you have done this morning if today had been Sunday?
  - 2 What / you / eat / for breakfast / if / you / have / the choice?
  - 3 Which country / you / visit / if / you / go away / last
  - 4 What / you / buy / last weekend / if / you / have / lots of money?
  - 5 Which film / you / see / if / you / go / to the cinema / last night?
  - 6 Who / you / visit / last night / if / you / have / the time?
- 3 Write answers to the questions in exercise 2.
  - 1 I'd have played computer games

### Participle clauses

(= which was made of gold).

We use participle clauses to give more information about a noun. They can be described as shortened relative clauses (defining or non-defining).

There's a woman carrying a baby (= who is carrying a baby)

They contain either a present participle (-ing form) or past participle.

- Participle clauses with a present participle (-ing form) replace an active verb. The verb they replace can be in
  - He worked in a shop selling shoes (= which sells shoes).
- Participle clauses with a past participle replace a passive verb. The verb they replace can be in any tense. A valuable statuette, made of gold, will be sold tomorrow.

- 1 Rewrite the sentences replacing the relative clauses with participle clauses.
  - 1 A painting which belongs to the Queen has been stolen.
  - 2 These beautiful costumes, which have been worn by famous opera singers, are for sale.
  - 3 The star of the show is an actor who is known by most people as a TV presenter.
  - 4 It was difficult for people who were sitting at the back of the theatre to hear all the words.
  - 5 I bought a copy of the novel that had been signed by the author.
  - 6 This piece, which was written by my piano teacher, is one of my favourites.
  - 7 The fast train, which leaves in five minutes, will get you to London in less than an hour.

### **Determiners**

Each and every are followed by a singular countable noun. Each is used when all the people or things it refers to are seen individually. Every is used to refer to all the people or things. Each egg is painted in different colours Every egg can be purchased for ten euros

Few and a few are followed by a plural noun. Few has a negative meaning. A few has a neutral or positive meaning.

Few people came to the concert It was very disappointing A few students stayed behind to help me

Little and a little are followed by an uncountable noun. Little has a negative meaning. A little has a neutral or positive meaning.

People on this housing estate have little money and no future. I have a little money - let's go out.

Many is followed by a countable noun. Much is followed by an uncountable noun.

There aren't many people here I haven't got much time to work

All, most, some, any, no can be followed by either a countable or an uncountable noun.

Most people here have no free time at the weekend. Some books are missing, but all the CDs are here

We can use determiners with of before another determiner and a noun.

A few of my friends came to the party (noun in plural) All of the milk has been drunk (uncountable noun)

When we use no and every with of, they change to none, and every one. We use a plural noun with every one. Every one of the students passed the exam.

#### 1 Choose the correct answers.

- 1 Determiners with singular countable nouns The teacher gave each / all boy an exam paper. 'No / Any student should cheat in the exam,' she said. 'Any / All student caught cheating will be punished.'
- 2 Determiners with plural nouns Few / Little people read poetry. We haven't got much / many poetry books at home, but each / most days I read any / a few poems.
- 3 Determiners with uncountable nouns I didn't get much / some sleep last night. I drank some / a few tea before bed, but any / no coffee. I took a sleeping pill, but it was little / few help.

#### 2 Choose the correct answers.

1	Nearly	ter	nnis players retire	e in	their thirties.
	a all	b	all of	C	every
2	Are you OK? You di	dn	't eat	you	ur lunch.
	a much	b	most	C	any of
3	There are	_1	paintings in the	exh	ibition,
	only photos.				
	a none	b	no	C	any
4	The costumes are	am	azing	_ 01	f them was
	made by hand.				
	a Each	b	Every	C	All
5	She threw		her sandwich or	n th	e ground for the
	birds to eat.				
	a little	b	a little	C	a little of
6	The guests must h	ave	enjoyed the pa	rty,	because
	of them	le	ft before 2 a.m.		
	a no	b	none	C	a little

# so and such

We can use so or such to intensify the meaning of an adjective or adverb.

be + so + adjective I'm so happy!

so + adverb

They all ran so quickly.

such + adjective + noun in plural / uncountable noun She's got such beautiful eyes / hair

such + a / an + adjective + noun She's got such an attractive face

Jim	Do you fancy going to the cinema tonight?
Izzy	What time does the film start?
Jim	Nine o'clock.
Izzy	That's 1 late! I need an early night.
	I'm exhausted.
Jim	Why are you <sup>2</sup> tired?
Izzy	I went to Jack's party last night. I was having
	3 fun, I didn't want to leave!
Jim	But I don't really want to go to the cinema on my
:	own. It's 4 boring.
Izzy	Why don't you ask Emily?
Jim	I'm not sure she'd like this film. She's got
	5good taste.
Izzy	But you thought I'd like it.
Jim	You like anything!
Izzy	Jim! You're 6 rude.
Izzy	Jim! You're 6 rude.

# Nominal subject clauses

We sometimes emphasise particular information in a sentence by putting it in a what clause followed by the appropriate form of the verb be.

We are looking for volunteers What we are looking for is volunteers I really like action films What I really like is action films.

#### 1 Put the words in the correct order to make sentences.

- 1 a / need / I / What / is / laptop / new
- 2 saying / What / she's / is / missed / you / she
- 3 a / is / coffee / need / of / you / What / cup
- 4 a / they're / for / player / is / What / looking / good
- 5 spending / doing / they're / year / What / is / a / abroad

### 2 Complete the sentences with your own ideas. Then rewrite them starting with a What-clause.

1	I want	for Christmas.
	What I want for	Christmas is
2	I'd like to have	for dinne
3	l enjoy	in my free time.
4	I usually wear_	to school.
5	I'd like to	this summer.
6	I'm honing to b	ACOMA 3

# Clothes

1 Label the clothes with the words below.

beanie combat trousers fleece hoody kagoul leggings skirt platforms polo shirt roll-neck sandals v-neck



2 Match the pictures (1–12) in exercise 1 with the words (a–k) below.

ı	logo 2	е	lac
)	drawstring	f	sle
:	cuff	g	tur

g turn-ups \_\_\_\_ h collar \_\_\_\_ i strap \_\_\_

k button \_\_\_\_

# d buckle \_\_\_

Compound adjectives

#### LOOK OUT!

A compound adjective is a single adjective made up of two or more words. These words are linked together with a hyphen to show that they are part of the same adjective. short-sleeved blue-eyed

 Match each word in A with a word in B to make compound adjectives.

adjectivesi	
A	
1 short	
2 broad	
3 blue 🦳	
4 good	8
5 tight	

В	l
looking	
fitting	
shouldered	
eyed	
haired	

A	
6 sun	
7 high	t
8 old	t
9 dark	f
10 long	5

В	
legged	
heeled	
tanned	
fashione	ed
skinned	

2 Complete the sentences with compound adjectives from exercise 1.

1	Soldiers in the army are
	normally short-haired .

2	That jacket is	lt	
ĸ	must be at least twenty	years	0

3   don't like	jeans. I prefer them to be a bit
baggy.	
4 My brother is really	. All the students in the class

+ My blother is led	itty All the students in	i the cu
like him.		
D == 24	choos to the park You can	24

5	Don't wear	shoes to the park . You can't
	ran in them.	

6	People from	Africa are usually
-	The sure land	entidos in the hotal

-/-	mere 3 d sprace in the butil.
8	My brother has just spent two weeks lying on the beach

in Spain, ne s very	THE RESERVE THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO IS NAMED I
O 1the quite unusual for	neonle to have black hair

10	A person	with	wide	chould	arc ic	

# 13 Adjective prefixes

Add the correct prefix: un-, dis-, in-, im-, il- or ir- to the words below.

l	responsible	7	believable
2	mature	8	credible
3	tolerant	9	friendly
4	legal	10	possible
5	honest	11	obedient
5	literate	12	rational

2 Rewrite the sentences using a prefix to give the adjectives the opposite meaning.

- 1 My mum's very patient.
  My mum's very impatient
- 2 My bedroom's quite tidy.
- 3 My writing's always legible.
- 4 My life is quite organised.
- 5 I eat at regular times.
- 6 I think I'm quite sensitive.
- 7 This chair is very comfortable.
- 8 This medical condition is reversible.

# Noun formation from verbs and adjectives

The suffixes -ment, -ion and -ness are noun suffixes. We use -ment and -ion to form nouns from verbs, and we use -ness to form nouns from adjectives. The spelling sometimes changes.

disappoint (v) disappointment (n)

disappoint (v) disappointment (n) hesitate (v) hesitation (n) happy (adj) happiness (n)

1 Read the information in the Learn this! box. Use a suffix to form nouns from the verbs and adjectives below and write them in the correct column of the chart. Use a dictionary to help you if necessary.

confuse depress embarrass enjoy excite irritate kind nervous sad

-ment	-ion	-ness
1	1 confusion	1
2	2	2
3	3	3

- 2 Complete the sentences with nouns from the chart in exercise 1. More than one answer may be possible.
  - 1 My dad, my brother and my sister all have first names beginning with 'D', which causes a lot of \_\_\_\_\_ when the post arrives.
  - 2 After losing her job, she suffered from \_\_\_\_\_\_ for several years.
  - 3 I'm not very good at tennis, but I get a lot of \_\_\_\_\_
  - 4 Thank you for showing me such \_\_\_\_\_. You were there when I needed you.
  - when I fell off my seat in the 5 Imagine my \_\_\_ middle of the play!
  - 6 I love going to football matches. You don't get the same \_\_\_\_\_ when you watch it on TV.

#### LOOK OUT!

Some related nouns and adjectives / verbs do not follow a simple pattern. Use a dictionary to help you learn these.

verb	adjective	noun	
relieve	relieved	relief	
shame	ashamed	shame	
shock	shocked	shock	

3 Read the Look out! box. Then use a dictionary to find the nouns related to these adjectives.

bored guilty jealous pleased proud satisfied

### -ed / -ing adjectives

causes that feeling.

Adjectives ending in -ed usually describe how a person feels. A similar adjective ending in -ing describes what

I was bored because the film was boring. This map is confusing. I'm confused.

- 1 Choose the correct adjectives.
  - 1 The match was really excited / exciting. Liverpool won in the last minute of the game.
  - 2 I was really shocked / shocking to hear about your accident.
  - 3 I can't get this new camcorder to work. The instructions are really confused / confusing.
  - 4 I dropped all my books as I was going into class. It was very embarrassing / embarrassed!
  - 5 Alistair is really irritated / irritating! He keeps talking when I'm trying to concentrate.
  - 6 His parents were very disappointed / disappointing when they read his school report.

## Phrasal verbs

- · Phrasal verbs consist of a verb and one or two prepositions. Some phrasal verbs are transitive, which means they are used with an object. We turned the music off.
- · Other phrasal verbs are intransitive, which means they are used without an object. She stood up.
- Some phrasal verbs can be transitive or intransitive. Often, the meaning changes.

The plane took off. I took off my coat.

- · Some phrasal verbs can have more than one meaning. The context will help you decide which meaning is correct or look in a dictionary. The protesters took on the police. (= fought against) The restaurant took on a new waitress. (= employed)
- 1 Use a dictionary to check the meaning of the phrasal verbs below. Then use each phrasal verb to complete two of the sentences (1-8). Use the past simple.

וט	ing up give away put on turn up	
1	He was a millionaire, until he	most of hi
	money to charity.	

- 2 My grandparents were poor, but they \_\_\_\_\_ three healthy, happy children.
- 3 The teacher accidentally \_\_\_\_\_ the answer to the first question.
- ten minutes late for the opera and they refused to let us in.
- 5 | \_\_\_\_\_ the TV when yanni started performing.
- 6 My brother was really embarrassed when I \_\_\_\_\_ the subject of his first accident.
- 7 When I phoned my uncle, I \_\_\_\_\_\_ a different voice so that he wouldn't know it was me.
- 8 She stood up, \_\_\_\_\_ her hat and walked out.



### Agent nouns

#### Agent nouns

We can use the following suffixes for people who do particular jobs or activities: -er, -or, -ist, -ant, -ian. iournalist manager actor musician shop assistant

- 1 Read the Learn this! box. Then complete the nouns below using suffixes. Use a dictionary to help you.
  - 12 optic\_\_\_ 1 carpent\_\_\_ 13 pharmac\_\_\_ 2 archaeolog\_\_\_ -, 14 fruit-pick\_\_\_ 3 account\_\_\_ 15 politic\_\_\_ 4 child mind\_\_\_ 16 reception\_ 5 civil serv\_\_\_ 17 scient 6 telesales operat\_\_\_ 18 social work\_ 7 port\_\_\_
  - 19 software programm\_ 8 electric\_\_\_ 20 translat 9 flight attend\_\_\_\_ 21 wait.\_\_\_ 10 IT consult\_\_\_ 22 police inspect\_\_\_ 11 mathematic\_\_\_

### Useful phrases with work

### work (verb)

- 1 work = function This MP3 doesn't work. I think it's broken.
- 2 work out = calculate; find the answer I can't work out the answer to this sum. I can't work out why he did that.
- 3 work out = train at the gym Jason is very fit. He works out every morning.
- 4 work on = try to improve My son needs to work on his spelling. It's awful! work (noun)
- 1 be out of work = be unemployed My dad's out of work. There aren't any jobs round here.
- 2 be off work = not be at work because you are not well My uncle's off work with a bad back.
- 3 get down to work = start working I've only got two hours to write this essay. I need to get down to work.
- 4 go back to work = start work after a period away She went back to work when her baby was a year old.

1	Read the Learn this! box. Complete the sentences with a
	phrase with work in the appropriate form.

- 1 My mum decided not to \_\_\_\_\_ after she had had her first baby.
- 2 I dropped my mobile into a puddle of water and now it
- 3 Most industries have closed down in this area, so many people are \_\_\_\_\_
- 4 I quite like running or cycling to keep fit. But I hate \_\_\_\_at the gym.
- 5 | can't \_\_ where that sound is coming from. Do vou know?
- this week. He's got the flu. 6 Tom is \_\_\_\_\_
- 7 Let's stop chatting and \_\_\_\_\_\_. We've got a lot to do.
- 8 I can't really understand her. She needs to \_\_\_\_\_ her pronunciation.



### Phrasal verbs: separable

1 Read the Learn this! box. Find two separable phrasal verbs in the fact file in exercise 4 on page 26.

Some transitive phrasal verbs are separable, which means there are two possible positions for the object. He took off his jacket.

He took his jacket off.

However when the object is a pronoun, it always goes between the two parts of a separable phrasal verb.

He took it off.

He took off it.

Your dictionary will tell you if a phrasal verb is separable

- 2 Rewrite the sentences putting the object in a different position.
  - 1 My mum gave her job up last month. My mum gave up her job last month.
  - 2 I'd like to set a business up when I leave school.
  - 3 The company laid off twenty workers.
  - 4 The manager decided to close the factory down.
  - 5 Please fill in the application form.
  - 6 The teacher gave out the exam papers.
  - 7 Will you put away your things, please?
  - 8 We worked the answers out by ourselves.

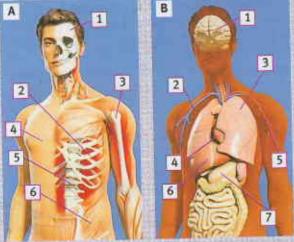
- 3 Rewrite the sentences replacing the underlined object with a pronoun.
  - 1 My mum gave her job up last month.

    My mum gave it up last month.
  - 2 The receptionist picked up the phone.
  - 3 'Don't forget to put the plates away,' said the chef.
  - 4 Don't forget to send your application form in.
  - 5 The head waiter totalled up the evening's takings.
  - 6 The secretary backed up all the letters that she'd typed.

# Jobs and noun gender

- 1 Rewrite the sentences using a neutral word for each job.
  - 1 The policeman arrested the shoplifter.
  - 2 The air hostess served our food.
  - 3 The manageress interviewed me for the job.
  - 4 The chairman said the meeting would last half an hour.
  - 5 Meryl Streep is one of the best actresses in Hollywood.
  - 6 The spokeswoman explained the company's decision.

# Inside the body



1 Match the parts of the body below with the pictures.

artery bone brain heart liver lungs muscle ribs skin skull spine stomach vein

# Food and nutrition

- 1 Choose the correct words in these sentences.
  - 1 Lemonade contains a lot of fibre / sugar.
  - 2 Bread, rice and pasta are forms of carbohydrate / vitamins.
  - 3 Crisps and chips are usually high in protein / sait.
  - 4 Brown rice contains more fibre / sugar than white rice.
  - 5 Eating fresh fruit and vegetables provides you with fat / vitamins.

- 6 If you use more calories / salt than you eat, you lose weight.
- 7 Eggs, fish and meat all contain a lot of carbohydrate / protein.
- 8 Cheese, butter and cream contain a lot of fat / sugar.

# 43 Homonyms

1 Complete the definitions with the words below.

mа	tter	mind	object	show	state	treat	trip	turn
1	(8) E	;						
	a sho	rt jour	ney, ther	e and ba	ack (n)	Fall ove	- (4)	
	to ca	tch you	r foot an	d tall or	nearty	iaii ove	1 (V)	
2	1		. (.)				486	
			hing (n)		(. d)			
	to ar	gue aga	ainst son	retning	(V)			
3	123	<u>-</u> :	( 6 -			ota ) (n)		Side.
	a per	rtormar	rce (of a	piay, mi	an to co	omathir	na (v)	
	to br	ing sor	nebody's	allenn	on to se	ווופנוווו	15 (V)	
4	#-B-U-A	() :	: nice that	makes	n norco	n foel c	rood (	n)
	som	etning	nice triat	makes	comeh	un iecr s	,000 (	
20	to gi	ve med	lical atte	iitioii to	SOUICD	ody (v)		
5		Ale ou or	: nts and r	nomorio	s (n)			1177
鍅			appy abo			v) III		
	to re	erumi		d( John	Zimis (		useri useri	3211
6	+ho	nhucica	il substa	nce that	things	are ma	de of	(n)
				iice tiidi	. tillings			
	(U D	e iliibo	rtant (v)					NE.
7	2.50	ndition	ı (usually	temno	rarv) (n)			
		ay (a fa		tempo	ury) (1.)			
8		ay (a la						
0		right ti	ne for yo	u to do	someth	ning (n)	SIDLY	
			omething					
ati	10 11	10 A C (2	ometimi	5) 104114				153

2 Complete each sentence using the same word twice. Choose from the homonyms below.

fac	ce fly land left park	plant play study
1 2	We decided to or Please the audie	ur car near the nce and take your hands
2	away from your Which part did you	in the school?
		the plane on a thin piece of
4	The pilot had to near the lake.	
5	He shut the door of his	and tried to
6	I want to a toma	to in my garden.
	I watched a	in through the window.
	She opened the door on the	e and
	the building.	



### **Symptoms**

1 Complete the chart with the correct phrases below.

a cough backache itchy	painful shivery sick
I'm feeling	
111.	light-headed
unwell	2
1	weak
dizzy	
I've got	
a headache	chest pains
earache	a stiff neck
stomach ache	4
3	a rash
a blocked nose	a pain in my [left side]
a runny nose	
My [thumb] is	
swollen	.6
3	bruised
sore	numb

2 Complete the sentences with symptoms from the chart in exercise 1. Some of the sentences fit more than one symptom.

1	i'm reeling so	, I can't even carry my shoppin
	bags home.	
2	I've hadsi	nce I ate those prawns.
3	I've got on	my arm. Look, it's all red.
	I can't smell anything	
5	My right ankle is very	Look, it's much bigger
Z	than the left one!	
6	My shins are	after that football match. Look -
	they're black and blue	
7	I'm feeling	. Hold my arm, I'm going to fall
	over!	
8	I can't turn my head to	o look at you: I've got
9	My back is	, can you scratch it for me?



### **Noun prefixes**

LEARN THIS!

We can use the following prefixes to change the meaning of nouns. mini- small cojoint multi- more than one pseudonot real or true semihalf sub- below autoof or by yourself exformer Your dictionary will tell you if you need to use a hyphen or if the noun and prefix are written as one word.

1 Read the *Learn this!* box and match the prefixes below with the nouns.

	th	ie nouns.				
	m	ulti mini ex	auto co sub	semi	pseudo	
	1	biography	4 vitamins		7 science	
	2	footballer	5 zero		8 conductor	
	3	skirt	6 founder			
2	Co	omplete the sente	nces with the i	nouns in	exercise 1.	
	1	My aunt only drinday.	nks water and t	akes	every	
	2	Pele is probably	the most famou	15	in the world	
	3	Mark Twain wrote				•
i		published 100 ye			ta only be	
	4	Mark Zuckerberg			ebook.	
	5	Mountain climbe				
	6	temperatures.	ecame fashion	المامة ملطم	1000-	
	7	Many people cor				
	-	many beoble col	isidel astrology	lo ne a		
3	R	Most				
E-0.53	8		used in compu			
2000000	8	Most silicon.				
5	8	silicon.	used in compu	ters are r		
PERSONAL PROPERTY.	2	silicon.  Verb + noun	used in compu	ters are r	made from	
THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAM	2 Co	silicon.	used in compu	ters are r	made from	
Charles of the second of the s	Co be ar	verb + noun	used in compute collocation noun collocation the batteries	ters are r	nade from the words	
Personal Samuel Control of the Contr	Co be ar	verb + nount omplete the verbelow.	used in compute collocation noun collocation the batteries	ters are r is tions with defeat	n the words a fashion	
THE REPORT OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLU	Co be ar he 1	verb + nound purplete the verbelow.  announcement elp patients with the solution of the soluti	used in compute collocation to the batteries aste	ters are r  IS  tions with  defeat	n the words a fashion	
	Cobe arrhe	verb + nound omplete the verbelow.  announcement elp patients wireduce	used in compute collocation noun collocation the batteries aste	ters are r  is  tions with  defeat  replace	n the words a fashion	
	Cobe ar he 1 2 3	verb + nound omplete the verbelow.  announcement elp patients will reduce treat	used in computer collocation  + noun collocation  the batteries aste  5 6	ters are r  tions with  defeat  replace provide	n the words a fashion	
	2 Co be arr he 1 2 3 4 Co	verb + noun  mplete the verb  elow.  n announcement elp patients w  reduce treat suffer start  mplete the sente	used in compute collocation  + noun collocation  the batteries aste  5 6 7  nces with the v	tions with  defeat  replace provide make	n the words a fashion	
5	Cobe arrhed 1 2 3 4 Cooffee from the coo	verb + noun  mplete the verb  elow.  n announcement elp patients we reduce treat suffer start  mplete the sente om exercise 1. Use	the batteries aste	defeat replace provide make rerb + no	nade from  the words  a fashion  un collocations	
5	Cobe arrhed 1 2 3 4 Cooffee from the coo	verb + noun  mplete the verb  elow.  n announcement elp patients w  reduce treat suffer start  mplete the sente	the batteries aste	defeat replace provide make rerb + no	nade from  the words  a fashion  un collocations	
5	Cobe arrhed 1 2 3 4 Co from 1 2	verb + noun  werb + noun  complete the verb  elow.  n announcement elp patients were  reduce treat suffer start  complete the sente com exercise 1. Uso This remote conti	the batteries aste  or collocation  the batteries aste  from the very serior doesn't work  at the	tions with  defeat  replace provide make  verb + no erb form. k. Maybe	nade from the words a fashion un collocations I should	
5	Cobe arrhed 1 2 3 4 Co from 1 2	verb + noun  mplete the verb  elow.  n announcement elp patients we reduce treat suffer start  mplete the sente om exercise 1. Use	the batteries aste  or collocation  the batteries aste  from the very serior doesn't work  at the	tions with  defeat  replace provide make  verb + no erb form. k. Maybe	nade from the words a fashion un collocations I should	

4 At PC Universe, we can \_\_\_\_\_ with setting up your

5 One day, hospitals may refuse to \_\_\_\_\_ who don't

6 The company is going to \_\_\_\_\_\_tomorrow about job

computer.

losses.

give up smoking.

6.1	Compound nouns (1)
con	the words in brackets to make compound nouns to inplete the sentences. Use a dictionary to check if the inpound nouns are written as one word or two.  Please put that crisp packet in the duation , not on
	the <u>flowerbed</u> ! (bed bin crisp dust flower packet)
	His gave him a as a
	(birthday brush friend paint present)
	Our is playing at the next (ball basket centre end history sports teacher week)
HINE	My sits in his playing all day. (bed computer games neighbour next-door room)
U.Sa	Can you go to the and buy some and some and
	(bags convenience jam store strawberry tea)
	At this hotel, every room has anon the and ain the (alarm bath bedside clock room screen table TV)
6	Thein theneeds a new (bulb desk lamp light living room)
	ike three compound nouns for each of these words. Use a tionary to help you.
1	sun
2	football
3	police ————————————————————————————————————
	car
	water
6	book
5.2	Easily confused words
ARN T	Homophones A homophone has the same pronunciation as another word, but a different spelling and meaning: their and there, or sea and see.
	ead the <i>Learn this!</i> box. Then find homophones of these

3 knew\_

4 son \_\_\_

- 2 Circle the correct words.
  - 1 I added too much flour / flower to the cake.
  - 2 We went to Ireland by plane / plain.
  - 3 Let's meat / meet in town at 5 o'clock.
  - 4 Bare / Bear shoulders can easily get sunburnt in sunny weather.
  - 5 Dad keeps all his books in the cellar / seller.
  - 6. I hope the cuts on my hands heal / heel quickly.
  - 7 Children in some African countries have never known \*peace / piece.
  - 8 This CD is a present. Can you rap / wrap it for me?
  - 9 I don't want to spend the hole / whole day on the beach.
  - 10 £200 for a pair of jeans? You're / Your joking!

# Phrasal verbs: inseparable

Inseparable phrasal verbs
Some transitive phrasal verbs are inseparable. This

means the object always goes after the particle, even if it is a pronoun.

I called on Katrina after school. OR
I called on her. NOT I called her on after school.
Common inseparable phrasal verbs include:
to do without (something) to get in (a car, taxi, etc.)

to get on (a bus, train, etc.) to get off (a bus, train, etc.) to call for (something) to stick to (a diet, etc.)

to count on (somebody / something) to deal with (somebody / something) to break into (a house, shop, etc.)

- 1 Complete each sentence with the correct form of an inseparable phrasal verb from the *Learn this!* box.
  - 1 | hope | can count on your votes at the next election.
  - 2 Police are searching for the criminals who \_\_\_\_\_\_\_ house.
  - 3 I decided to go running every day, but it's hard to that decision!
  - 4 The racing drivers \_\_\_\_\_ their cars and drove off.
  - 5 I couldn't afford to replace my phone, so I decided to \_\_\_\_\_ a phone altogether.
  - 6 I \_\_\_\_\_ the bus too early and had to walk.
  - 7 To be a good shop assistant, you must know how to \_\_\_\_\_ customers.
  - 8 Some politicians have \_\_\_\_\_ a ban on fishing.
- Rewrite the sentences in exercise 1 replacing the object of each phrasal verb with a suitable pronoun.

I hope I can count on them at the next the election.

1 flour

2 weak

# Three-part phrasal verbs

Three-part phrasal verbs

Some phrasal verbs have more than two parts. These phrasal verbs are used with an object and they are inseparable.

run out of - We've run out of milk. split up with - Sam's split up with Becky.

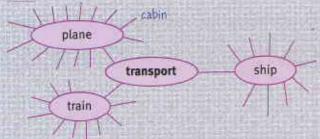
1 Read the Learn this! box. Complete the three-part phrasal verbs with the words below. Then match them to their meaning a-h.

do	own on out out out up up
1	getwith somebody
2	fallwith somebody
	carry with something
4	putwith somebody / something
5	lookon somebody
6	
7	lookto somebody
8	gowith somebody
a	be someone's friend
ь	
C	have a good relationship with somebody
d	continue with something
е	leave (your partner or family) suddenly
f	have an argument with somebody
g	tolerate somebody / something
h	admire somebody
C	omplete the sentences with the correct form of the three-
	art phrasal verbs in exercise 1.
100	
1	I my grandfather because he fought for his country in the Second World War.
2	Hepeople just because they are less
	intelligent than him.
3	Mr Thompson his wife and children
4	Jakevery well Martha, They're
	always together.
5	I don't know how SamFelicity. She's so
	bad-tempered!
6	'When did Chris start Hannah?' 'At Easter, I
	think.'
7	I'm going to French next year, but I'm going to
	give up German.
8	Kate isn't speaking to David. I think she him.

# Travel and transport

1 Complete the mind map with the words below. Some of the words can be used more than once.

nouns aisle cabin captain carriage driver flight attendant luggage rack overhead lockers platform runway tracks ticket inspector turbulence verbs arrive board disembark land set sail take off



2 Complete the sentences with words from exercise 1.

1	You need to put your bags in the	before the
	plane	
2	The ship at 11 p.m.	WEST TO STATE
3	Passengers who a train at a s	mall station
	often need to buy their ticket from the _	
4	Thetold the passengers he w	as going to fly
	higher to avoid some	
5	It's very dangerous to walk across the	to the
	opposite to get onto your trai	n.
6	I asked the if I could move to	a seat next to
	A STATE OF THE PARTY OF THE PAR	

## Phrasal verbs: review

1 Find the phrasal verbs from the chart below in the text on page 76. Then complete the chart by writing a) or b) in each column. If necessary, check the sections on phrasal verbs on pages 129, 130, 133 and 134 of the Vocabulary Builder.

	a) transitive b) intransitive?	a) separable b) inseparable?	a) 2-part b) 3-part?
date back (line 1)			
set off (line 2)			
look up to (line 3)			
get about (line 7)			2
come across (line 15)		35	
give up (line 19)			
end up (line 28)			

	omplete the sentences with phrasal verbs from exercise 1.
THE RESERVE THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED I	Are we nearly there yet? Wehours ago!  I'm sure wesome interesting people when we travel around Mexico next month.  We planned to camp, but westaying in a hotel because the weather was so bad.  Some parts of this housethe fifteenth century. In rural areas, it's often difficult towithout a car.  After waiting two hours for the bus, weand went home.  I really people who always go on environmentally friendly holidays.
C Trees	Acronyms  3.07 PRONUNCIATION Read the Learn this! box. Listen
	and repeat all the acronyms. Do you know any more?
E A DIN THIS	<ol> <li>Acronyms are formed from the first letter of each word in a phrase.         USA (United States of America) UK (United Kingdom CD (compact disc) GM (genetically modified)         UFO (unidentified flying object)</li> <li>Usually, you pronounce an acronym by naming the letters. However, some acronyms are pronounced as words:         AIDS (acquired immune deficiency syndrome)         NATO (North Atlantic Treaty Organisation)         NASA (National Aeronautics and Space Administration)         RAM (random access memory)</li> <li>A few acronyms are pronounced as a mixture of letters and words: ¬         JPEG CD-ROM</li> </ol>
	Complete the sentences with acronyms from the <i>Learn this!</i> box. Read the sentences aloud.
	1 Some people refuse to buy food that contains crops. 2 I've got 500 photos stored on my phone as files.
	<ul><li>2 I've got 500 photos stored on my phone as files.</li><li>3 We crossed the border from Mexico to the near Monterrey.</li></ul>
1244	My uncle claims that alanded in his garden one night.
-	5 Scientists hope to develop new drugs to fight  Complete the sentences with acronyms from the Learn this!

Some people refuse to buy food that containsBen Nevis, in Scotland, is the highest mountain in the

п	
	400 00
	40.1
	- Frank

### Banking

1 Check the meaning of the words below. Then use them to complete the text.

Banking branch cash machine cheque book current account debit card Internet banking interest PIN number salary savings account

I left school in July and got my first job. I immediately				
opened a 1	and arranged for my 2	to be		
paid in every month.	I also opened a 3,			
which pays good 4	– about 5% a year. I c	hose a		
bank that has a 5	in my town but that als	o has		
6, as I'd lik	ke to manage the accounts on	line. I		
was given a 7	(though I don't think I'll wri	ite many		
cheques), and a 8	, which I can use to pa	y for		
things online or over the phone. I also received a four-digit				
9which I ha	ave to enter when I withdraw r	noney		
from a 10				

# **Advertising**

1 Match the nouns and verbs below with the definitions. Use your dictionary to help you.

nouns banner ad billboard brand consumer flyer jingle logo pop-up ad slogan trailer

verbs to launch to promote to purchase

- 1 a very large board used for advertising
- 2 short clips from a film or TV programme, used to advertise it
- 3 to buy
- 4 a person who buy things
- 5 a short piece of music used in an advert
- 6 a small piece of paper used for advertising
- 7 a product made by a particular company
- 8 a short phrase that is easy to remember, used for advertising
- 9 to make people aware of a product or service
- 10 an advert that opens in a new window when you visit a website
- 11 symbol or design used by a company to identify it
- 12 long, narrow advertisement on a website
- 13 to start selling a new product

-
$\alpha = 1$
30.3
-

### Preposition + noun phrases

Preposition + noun phrases

Some nouns are used in expressions with a fixed preposition.

by cheque in cash on foot

1 Read the Learn this! box and complete the phrases with the prepositions below.

at by for from in on out of under

-	THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAM		THE RESERVE OF THE PARTY OF THE
1 _	fun nothing a change	5	first sight university (his) own expense
2	chance mistake accident	6	control (her) breath investigation
3	holiday business purpose a diet	7	touch luck work
4	trouble a mess the end	8	A to Z scratch memory

2 Complete the sentences with preposition + noun phrases from exercise 1. Use one phrase from each group.

- 1 Jason has been \_\_\_\_\_\_. He's lost a lot of weight.
- 2 She told her friend the answer \_\_\_\_\_ so that the teacher couldn't hear.
- 3 I didn't mean to leave my bag at school. I did it
- 4 Toby's room is always \_\_\_\_\_. He never tidies or cleans it.
- \_\_\_\_ for three months. I hope 5 My uncle has been \_\_\_\_ he finds a job soon,
- 6 I lost all the notes I had made for my essay, so I'll have to start again \_
- 7 We usually go to France in the summer, but last year we went to Italy \_
- 8 Sue and Martin met at my party. It was love They've been going out ever since.



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Universal Pictures/Endernyi, Egon), 101 (Holes/Buena Vista/Barbera, Tours: Wawro pp.99 (Benidorm, Spain 1979/Richard Wawro), 99 (Japanese Теа Геогра 1982/Richard Wawro); Oxford University Press pp.5 (Teenage girl/image Source. 11 (Portrait of girl/Gareth Boden), 14 (Bored student/BananaStock), 14 (Terrain) champion/Modboard), 21 (Friends on a beach/Cultura), 24 (Flight attendant) Digital Vision), 24 (Carpenter/Photodisc), 24 (Scientist/Blue Jean Images). 24 (Waiter/Digital Vision), 26 (College students/Blend Images), 30 (teacher) Andrew McCaul), 36 (Apple/Photodisc), 36 (Cola/Judith Collins), 36 (Cheesebanger Ingram), 39 (apple/Ingram), 41 (Yoga/Photodisc), 41 (Judo match/Scure by Affor 50 (teenagers talking/Comstock), 53 (Pilot/Wizdata, Inc.), 60 (Tranquil beach, Corbis/Digital Stock), 69 (Man with laptop/Image Source), 72 (Millerminn Footbridge, Manchester/Paul Thompson Images), 72 (Cottage/Digital Vision). 74 (Traffic jam/Photodisc), 79 (Surfers on beach/Blend Images), 103 (Hip hop dancers/Gino's Premium Images), 104 (Sculpture/Photodisc); Photolibrary pp.10 (Celebrity signing autographs/White), 25 (Water park/Britt Erlanson) Cultura), 63 (Man wearing hologram display glasses/Colin Anderson/Blend Images), 78 (Couple at railway station platform/Chase Jarvis/White: Press Association Images pp.10 (Jockey Richard Johnson/Barry Cronin/PA Archive 29 (Air traffic control tower operator/John Birdsall/library photo posed by model), 35 (Danny MacAskill/David Cheskin/PA Archive), 98 (Alonzo Clemos 1983/Ed Andrieski/AP); Rex Features pp.4 (Kanye West/PF/KEYSTONE USAL 4 (L'Oreal Paris Celebrate Success/Rex Features), 4 (Bjork/Stewart Cook), 7 (Kan Moss), 9 (Colour blind artist using the eyeborg/Simon Burt), 15 (Metallica in concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Total Guitar/Future Publishing), 19 (Doctor with elderly paties in the concert/Future Publishing), 19 (Doctor with elderly paties in the conce Phanie), 41 (Boy Blue, street dance group/Tony Kyriacou), 47 (Concept for Vertical Farms), 59 (The Dark Knight film poster/c. Warner Br/Everett), 61 (The Mousetrap play/Kevin Foy), 70 (Serpentine Gallery/James Brittain/View Pictures) 78 (Backpacker tourists/Eye Ubquitous), 84 (Shop sale/Alisdair Macdonald), 85 (Heidi Montag/Startraks Photo), 85 (Heidi Montag/Broadimage). 90 (Shopping over telephone/Sipa Press), 90 (January sales/NTI Media Ltdi. 94 (Dizzee Rascal/Ray Tang), 94 (Foo Fighters/Brian Rasic), 95 (Gravity defying artwork/Li Wei/Solent News), 95 (Li Wei falls to Earth/Li Wei/Solent News), 96 (Hands in the air/Tristan Fewings/PYMCA), 97 (The Girl With The Drogon Tattoo/c.Everett Collection), 106 (I'm A Celebrity Get Me Out Of Here/TTV/Rex Features); South West News Service p.27 (Fisherman Bill Hocking/Adam

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- · Online Workbook on Oxford Learn: everything students need from a Workbook, PLUS learner-centred instant support, such as automatic marking and feedback on answers - a virtual teacher close at hand
- · Words app for vocabulary reference and practice on the move
- · Even more language practice freely available online at www.oup.com/ett/solutions

#### For teachers

- Print Workbook with Audio CD Pack including
   Teacher's Book with Teacher's Resource CD-ROM Pack, with new extra resources for mixed abilities
  - · Oxford Learn, our tailored learning management system: track students' progress, analyse results and plan personalised learning
  - · iTools: the Student Book and Workbook pages available on screen with pop-up answer keys, audio, video and extra interactive exercises and worksheets for every lesson
  - Test CD-ROM with revision and extension material for mixed ability classrooms
  - DVD-ROM with documentary episodes, interviews and functional dialogues
  - Class Audio CDs
  - · Further teaching support and material available online at www.oup.com/elt/teacher/solutions











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