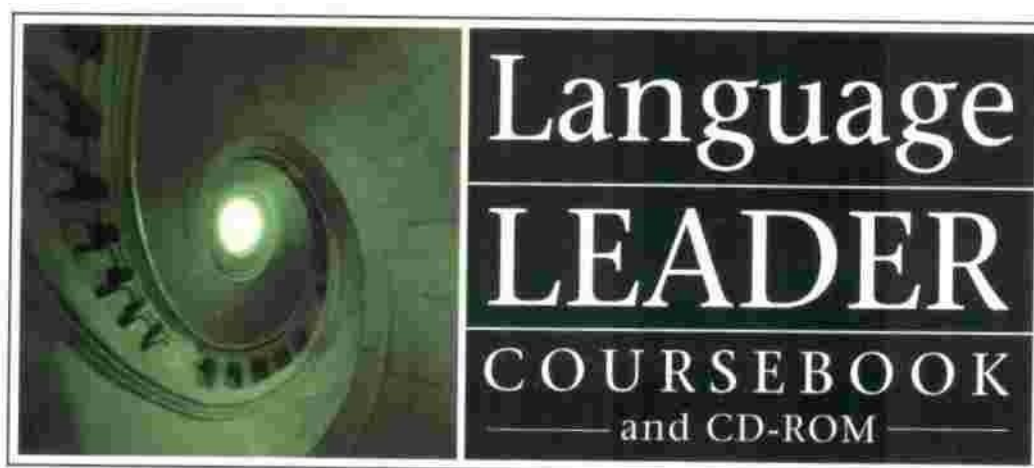
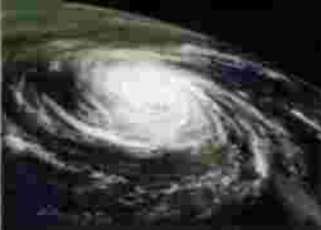







PRE-INTERMEDIATE



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# UNITS 1–6

## Listening

News report about a hurricane

Interview with a marathon winner

Interview with a media worker  
A lecture to students on a language course

## Speaking/ Pronunciation

Discussing extreme weather  
Talking about different types of weather and season preferences

Pronunciation: intonation for agreeing/disagreeing

Talking about Mother Teresa  
Discussing creativity and creative people  
Pronunciation: /ə, ɪ/ were, word stress

Discussing types of media  
Talking about news companies  
Pronunciation: sentence stress

## Scenario

Latin American adventure  
Key language: Agreeing and disagreeing  
Task: Designing a holiday

Sharing a flat  
Key language: Describing people  
Task: Choosing a new flat, etc.

That's entertainment!  
Key language: Making suggestions  
Task: Planning a TV programme

## Study & Writing skills

Using your dictionary:  
Understanding meaning

A guidebook entry  
Linkers: *and, but, also, when*

Learning styles and strategies  
Keeping a learning diary  
Linkers: *until, at first then, at the moment, afterwards*

Working with others  
A TV programme review

Podcast extracts: healthcare charity workers

TV programme about islands  
Tutorial discussing problems with time management

Meeting between a futurologist and a business investor

Talking about life experiences  
Discussing food and diets  
Pronunciation: intonation in requests, questions

Discussing islands  
Describing places  
Talking about animals  
Pronunciation: weak forms

Talking about the changes technology has brought in life  
Discussing family life and different types of families  
Pronunciation: /h, t, l/, word linking

Health at work  
Key language: Giving advice and reasons  
Task: Giving health advice

Animals online  
Key language: Describing photographs  
Task: Choosing photos for a website

Family matters  
Key language: Expressing opinions  
Task: Speaking on a talk show

Guessing the meaning of unknown words  
A thank-you email

Time management  
A comparative essay  
Linkers: *in contrast, both and whereas*

Correcting your writing  
An article  
Linkers: *so, just, however, because of*





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Unit	Grammar	Vocabulary	Reading
<b>7 Science</b> (p58–65) 	<b>must and have to</b>  Verb patterns Future intentions: <i>going to</i> , <i>hoping to</i> , <i>would like to</i>	<b>Science and nature</b> Nouns, adjectives and verbs with prepositions  Sleep -ing/-ed adjectives	TV programme reviews Webpage biography of Stephen Hawking Newspaper article about problems for women in science in the UK  Email exchange Magazine article about people who work at night A Maori legend
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<b>12 Sport</b> (p100–107) 			
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# UNITS 7–12

## Listening

Interview with a forensic scientist

A talk about sleep

Consultant interviewing employees

## Speaking/ Pronunciation

Discussing rules and regulations in everyday life  
Talking about attitudes to science

Pronunciation: Voiced/unvoiced consonant pairs

Talking about sleep  
Problem solving

Pronunciation: Intonation in /Wh- questions

Ranking criteria for a job  
Asking people if they used to ...  
Talking about industry

Pronunciation: *used to*, sentence stress in proposals

## Scenario

Ideas and innovations  
Key language: Developing an argument  
Task: Choosing the best invention

A night out  
Key language: Expressing preferences  
Task: Planning a night out

Import-export  
Key language: Negotiating  
Task: Making a deal

## Study & Writing skills

Making notes  
Describing charts

Improving your memory  
A story  
Time expressions

Giving a short talk  
Describing a process  
Linkers

Conversation about a schedule

A talk about Interpol

General discussion about the United Nations  
Talking about big businesses and globalisation

Pronunciation: Pausing and emphatic stress

Documentary about global warming

Talking about the causes and effects of global warming  
Discussing ways to reduce waste

Pronunciation: Intonation in question tags

Current affairs programme on TV

Lecture: Giving students advice about an English exam

Talking about sports  
What would you do if ...  
Discussion about the FIFA Football World Cup

Pronunciation: Intonation in headlines

An Olympic bid  
Key language: Adding emphasis  
Task: Making a presentation

Local regeneration  
Key language: Question tags  
Task: Allocating funds

Sports psychology  
Key language: Conversation fillers  
Task: Doing a survey

Improving your listening  
Predicting content, Predicting vocabulary, Importance markers

A for and against essay  
Linkers: *although, on the other hand, therefore*

Exploring reading texts  
A report

Doing exams  
A formal email  
Register, Punctuation



# Weather

## In this unit

### Grammar

- present simple and present continuous

### Vocabulary

- the weather
- modifiers
- adventure holiday activities

### Scenario

- Latin American adventure

### Study skills

- dictionary skills (understanding meaning)

### Writing skills

- a guidebook entry

## 1.1 EXTREMES

A

*Climate is what we expect, weather is what we get.*  
Mark Twain, 1835–1910, US writer and humorist

### VOCABULARY: the weather

1 a Match the photos A–O with the types of weather in the box. Do you have any of this weather in your country?

blia,ml drought hurrk,rnc <Iorm

1 b Read these Internet news reports. Which situation is the most serious. Why?

2 Choose the correct word 1–8 in the news reports.

### LISTENING

3a **ID** Listen to this British news report about Florida, in the USA, before a hurricane hits. Number the sections of the report in order (1–4).

- 1. latest information about this hurricane ☐
- 2. interviews with members of the public ☐
- 3. the connection with global warming ☐
- 4. news about the police ☐

3b Listen again. Are these sentences true or false?

- 1 The man in the house does not have much food.
- 2 The weather at the coast is currently bad.
- 3 Hurricanes are unusual in this area.
- 4 The police officers are in the police station.
- 5 Every year there are more strong hurricanes.



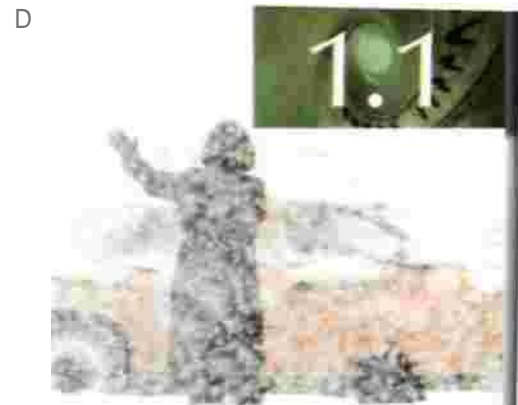
Q1 100% y 1171

## OnlineNews WEATHER

It's three days after Hurricane Katrina hit the US coast, but New Orleans is still suffering from strong 1wind/fog and heavy 2rainy/rain. Thousands of people are waiting for help. Half of the city is underwater and the army is still repairing the river walls.

The green and pleasant land of England is turning brown. After two cold, 3humid/dry winters and 4hat/rain summers, the south-east of England is experiencing a serious drought. Many lakes and rivers are now 5wet/dry.

Following yesterday's blizzards and the heavy fall of 6snow/coudy, the police in New Zealand are using helicopters to reach hundreds of people in the countryside. It is still very 7warm/windy and the 8ace/sun is causing problems for the rescue teams.



## GRAMMAR: present simple and present continuous

4a Which of these sentences are in the present simple (PSH) Which are in the present continuous (PC)?

- 1 I like chocolate. I'm cooking the soup, in the kitchen, with my mother.
- 2 I'm always happy to help my friends.
- 3 The number of children in the school is increasing.
- 4 I'm sure it will cause hurricanes.

How do we make negative sentences with these tenses?

4b Match the sentences 1-4 above with these grammar notes.

- 1 I'm not a teacher. I'm a doctor.
- 2 I'm not a teacher. I'm a doctor.
- 3 I'm not a teacher. I'm a doctor.
- 4 I'm not a teacher. I'm a doctor.

4c Complete these sentences. Use the present simple or present continuous of the verbs.

- 1 'Boo-oo!' / \_\_\_\_\_ to the children on the radio. (scream)
- 2 In India, most children \_\_\_\_\_ in the sun. (play)
- 3 Lightning \_\_\_\_\_ the Empire State Building in New York. (strike)
- 4 The car is \_\_\_\_\_ in the street. (be stuck)
- 5 I \_\_\_\_\_ in the park. (count)
- 6 I \_\_\_\_\_ now. It's a good day. (be)

There are two types of verbs: state verbs and action verbs. State verbs usually describe feelings and situations. e.g. *be, love*. Action verbs describe activities and movements. e.g. *hit, play*.

5 Underline the main verb in these sentences. Are they state or action verbs in these examples?

- 1 I like chocolate.
- 2 I'm cooking the soup.
- 3 The number of children in the school is increasing.
- 4 Hurricanes are causing damage.
- 5 I know about the danger.

What tense do we usually use for state verbs?

6 Complete this Internet news report. Use the present simple or present continuous of the verbs.

There are heavy storms in the UK. Winds of 60 kilometres per hour (M) the west coast, with more storms later this weekend. Experts say that these storms are unusual. Today, these storms / \_\_\_\_\_ (be) very strong. We usually / \_\_\_\_\_ (get) a lot of weather in the winter, not now.

The heavy rain / \_\_\_\_\_ (cause) major transport problems - currently, all the trains and buses / \_\_\_\_\_ (not work).

The emergency services / \_\_\_\_\_ (help) local residents. Right

now, we / \_\_\_\_\_ (tell) people to safe areas and we

7 / \_\_\_\_\_ (give) them hot food. A group of fishermen, lost at sea, / \_\_\_\_\_ (look) for them. We / \_\_\_\_\_ (not see) this kind of weather, but today / \_\_\_\_\_ (be) a sunny day.

## SPEAKING

7 Discuss these questions with a partner.

- 1 I like chocolate. I'm cooking the soup.
- 2 I'm always happy to help my friends.
- 3 The number of children in the school is increasing.
- 4 I'm sure it will cause hurricanes.

hol / \_\_\_\_\_ (be) a sunny day. Right now, we / \_\_\_\_\_ (tell) people to safe areas and we / \_\_\_\_\_ (give) them hot food. A group of fishermen, lost at sea, / \_\_\_\_\_ (look) for them. We / \_\_\_\_\_ (not see) this kind of weather, but today / \_\_\_\_\_ (be) a sunny day.





Liam O'Connor is a familiar face in homes all over the country. Millions of us watch his documentaries. Now he's making a new programme about life in Russia. Here he tells Gaby Redmond about winter in Siberia.

*Surviving Siberia* - Wednesday 14 May 8 p.m. on Channel 7

# The Big Chill

A

Yes, it does. Generally speaking, winter starts in September and lasts until May – so for about nine months. In the north, the sun never rises in December and January and it's dark nearly all day.

B

Well, minus 30 or 40 degrees Celsius is normal, but in northern Siberia the temperature sometimes drops to minus 60 or 70 degrees.

C

One reason is that in the far north, the sun is always low in the sky and produces very little heat, so the ground stays cold all year. Another reason is that freezing winds come down from the Arctic because there are no mountains or trees to stop them.

D

It often snows, but it's rarely heavy in the far north, snow cover lasts between 260 and 280 days.

E

Yes, they are. Definitely. Western Siberia is getting warmer faster than anywhere in the world. In fact, it's actually melting. And in some places in eastern Siberia, dangerous gases are rising from the ground. They're stopping the surface from freezing, even in the middle of winter. But it's still very cold!



## READING AND SPEAKING

1 Discuss these questions with a partner.

- Are there seasons in your country? If so, what's your favourite season? Why?
- Do you like winter? Why / Why not?
- What do you know about winter in Russia? What do you know about Siberia?

2a Read the introduction to the text quickly. Where is the text from?

- A guidebook to Siberia.
- A book about climate change.
- A magazine about TV programmes.

2b Read the rest of the text. Complete it with these interview questions.

- Really? What do they do there?
- Is it, do people keep warm?
- Is it colder than here? Are there any interesting facts about winter?

4 Is it really cold?

5 How long does winter last?

6 What do you think about their cold winters?

7 How much snow is there in Siberia?

8 What about you? What do you think about winter in Siberia?

9 And how is life like? Is it difficult for people?

10 That's incredible! What is it so cold?

2c Complete these sentences with one or two words. (The words you need are in the text.)

- Winter lasts for about \_\_\_\_\_ in Siberia.
- Temperatures of minus \_\_\_\_\_ degrees are not unusual.
- The ground stays cold because \_\_\_\_\_ produces very little heat.
- In some places in eastern Siberia, \_\_\_\_\_ are melting the frozen ground.
- A lot of things \_\_\_\_\_ in the extremely cold environment.
- People have \_\_\_\_\_ to keep warm in Siberia.

**F**  
They wear fur. In the West, we consider fur a luxury, but it's the only thing that keeps you warm when it's extremely cold.

**G**  
Yes, it is. Without gloves, your fingers freeze. The little hairs on your nose freeze too. It's quite scary! The tyres of cars and bonnet covers freeze. Sometimes children can't go to school because it's so cold. They have lessons on TV!

**H**  
Actually, they don't mind them. They enjoy a lot of outdoor sports. Ice-skating is the number one sport - it's really popular. They also like cross-country skiing and ice-hockey. Reindeer racing is quite popular too. Some people swim in rivers and lakes in the sub-zero temperatures.

They say there are health benefits to swimming in icy water. It's a way to avoid colds. Also, it's a real community event. Everyone takes part - men, women and children.

**J**  
Well, to tell you the truth, I love it! In my home city, we prefer the winters are usually cloudy and mild and I don't like them much. You don't get many days when the weather's fine, you know, sunny and not raining. In Serbia it's different. On bright sunny days, it's very beautiful.



## VOCABULARY: modifiers

**3a** Match these comments about cold weather in London with the temperatures.

- 1 It's very cold. / It's really cold.
- 2 It's (X) really cold.
- 3 It's, quite normal.

**A**

-5°C [!] 1°C 8°C

**3b** Use the phrases above to talk about the winter months in your country, or other places you know.

It's really cold in London. It's quite normal in Moscow. It's really cold in Moscow.

## GRAMMAR: present simple and present continuous questions

**4a** Look at Exercise 2b. Which questions are in the present simple? Which are in the present continuous?

**4b** Match 1-3 with a-e to complete these grammar notes.

- 1 When is the main verb. we make present simple questions
- 2 When the main verb isn't be, we make present simple questions
- 3 We make present continuous questions
- 4 With the auxiliary verb do/does + subject + infinitive without to
- 5 With the auxiliary verb am/is/are + subject + -ing form of the main verb
- 6 With am/is/are before the subject.

**5a** Underline the question words in Exercise 2b. What other question words do you know?

Language reference and extra practice, pages 128-129

**5b** Put the words in order to make questions. Then ask and answer the questions with a partner.

- 1 How do you feel about the weather?
- 2 What time do you go to school?
- 3 How often do you go to the gym?
- 4 How often do you go to the cinema?
- 5 How often do you go to the park?

**5c** Look at these answers to questions about the text in Exercise 2b. Write the questions.

- 1 It's really cold. / It's very cold.
- 2 It's (X) really cold.
- 3 It's, quite normal.
- 4 It's really cold. / It's very cold.
- 5 It's really cold. / It's very cold.
- 6 It's really cold. / It's very cold.

## SPEAKING

**6** Work in groups of three. Do the quiz about winter on page 110.

## WRITING

**7** Write four or five sentences describing winter in your country.



## SITUATION

1 a Look at the advert below for Double Action Adventures. Why does the company have this name?

Would you like to go on one of their trips?

1 b Match the different activities in the advert to the photos A–J.

2a Read this email from the boss of Double Action Adventures. What does he want his staff to do?



Dear All,

We need your suggestions for two countries for our new holidays in Latin America.

Remember, ideal countries offer a) a range of activities and locations and b) something unusual or different.

Our main customers are adventurous young adults, but we're interested in some new customers:

- 'first-timers' - people having an adventure holiday for the first time.
- older adults (40–60) - active, rich, perhaps retired.

Let's have a meeting next week to discuss all your ideas.

James Ross

2b Look at these notes about two possible countries. Which do you think is best for Double Action Adventures? Why?

Country 1: LZN III, WTIN

Activities: mountain treks, moorland walks, sea fishing, canoeing

Weather:

Winter (March to October)

November to February

Country 2: LZN III, WTIN

Activities: mountain treks, moorland walks, sea fishing, canoeing

Weather: very cold - no trips/visits possible

November to February

Country 3: LZN III, WTIN

Activities: mountain treks, moorland walks, sea fishing, canoeing

Weather: June to October - rain, November to February - numl. 31st sr.ason

Drj: November to May, a lot of agt, temperati. 1ft. '30 C.

2c Listen to Diana and Simon (two DAA employees) discuss the two countries above. Which country do they think is the most interesting? Why?



# DOUBLE ACTION ADVENTURES

ONE HOLIDAY  
TWO ADVENTURES!

E



F



Choose an adventure holiday  
with us and get double the action.

Spend your first week white-water rafting in the mountains.

Spend your second week diving and snorkelling at the coast.

**3b** Listen again. Who has these opinions: Diana, Simon or both of them? Write *D*, *S* or *B*.

- 1 The Antarctic trip is a good thing. *H*
- 2 The summer season in the Antarctic is not very long.
- 3 The weather in the mountains is a problem.
- 4 Normal or simple weather is good for first-timers.
- 5 The activities in the mountains are very good.
- 6 The best time to go to Bolivia is in the summer.
- 7 A seven-month holiday is a very good idea.

## «TV LANGUAGE» agreeing and disagreeing

**4a** **m** Listen and complete these sentences from the conversation with *do*, *don't*, *so* or *neither*.

- 1 n: I think the Antarctic wildlife cruise is a great idea.

m: I don't think so. *do* *L*

- 2 n: I don't like the weather in the mountains.

m: No, *do* *L*

- 3 n: I don't like the activities – they're very tiring.

m: I don't think so. *do* *L*

- 4 n: Seven months is a long time.

m: I don't think so. *do* *L*

**4b** In which sentences do they agree? In which do they disagree?

## «TV LANGUAGE»

**Sa** **m** Intonation for agreeing/disagreeing Listen to these phrases 1–4 and match them with the intonation patterns a–b.

- 1 So do I.
- 2 Don't you?
- 3 Neither do I.
- 4 Do you?

a) 

b) 

**Sb** Listen again and repeat.

**6a** Do you agree or disagree with these statements? Write your answers.

- 1 I think horse riding is interesting.

*Do you? I don't. / So do I.*

- 2 I don't like sailing in strong wind.

- 3 I don't think the Antarctic cruise is a good idea.

- 4 I think white-water rafting is dangerous.

- 5 I want to go sea kayaking.

- 6 I want to go diving.

**6b** Tell your partner your opinions. Does he/she agree with you?

*I don't like it. I don't like it. / I like it. / I don't like it.*

*– Don't you? / Out of the way. / Not with me.*

## TASK: designing a holiday

**7** You work for Double Action Adventures. Work with a partner to find out about two more countries.

Student A: Look at the notes on page 11.

Student B: Look at the notes on page 11.

**8a** Read the email from the boss in Exercise 2a again. What do you think of the four holidays? What do you think of the activities? How long is the best season for the holidays? Is the weather OK? Make notes.

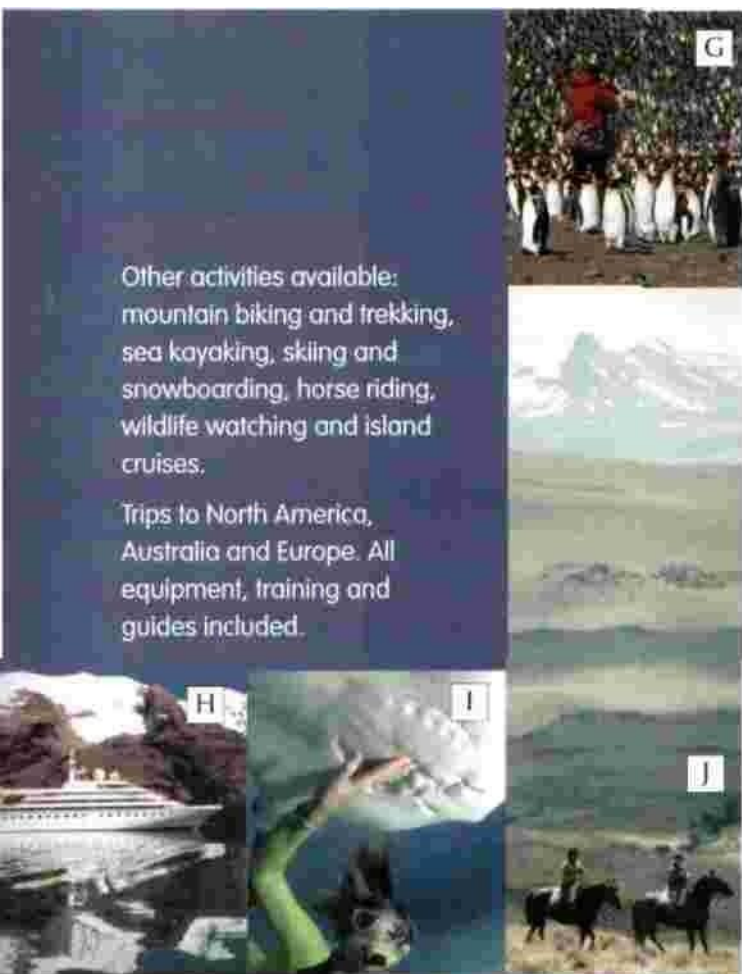
**8b** Compare your ideas with your partner and choose the best two countries for Double Action Adventures.

## OTHER USEFUL PHRASES

What do you think about ...?

I think this is a good one because ...

What about ...? I'm not sure.



### STUDY SKILLS: using your dictionary: understanding meaning

1 Many words in English have more than one meaning. Look at this dictionary entry for **cold**. Match the example sentences a–e with the definitions 1–3.

**cold** /bɒl/ adj., e

- 1 something that is cold has a low temperature and is not warm or hot
- 2 cold food is cooked, but is not eaten while it is hot
- 3 a cold person is not very friendly or kind

From Longman Wordwise Dictionary

- a) We eat a lot of cold chicken and salad in the summer.
- b) Some people think that the British are cold.
- c) The weather's really cold today.

2 The words in bold below are used to describe the weather. Turn to page 121 and look at their other meanings. Write the number of the correct definition.

- a) That's a really **cool** film.
- b) Some Thai fish soups are really **hot**.
- c) Gabriella's **dark** hair.
- d) They always give visitors a **warm** welcome.
- e) 'How are you?' 'I'm fine, **thanks**.'
- f) His writing isn't **clear**.
- g) This shampoo is for **dry** hair.
- h) She's a **bright** child.
- i) I don't like **mild** cheese.

3 Definitions often give you more information than just the meaning of a word. Work with a partner and answer these questions.

- 1 What colour is a **cloud**?
- 2 Where do we usually see **fog**?
- 3 What happens in **autumn**?
- 4 What kind of a storm is a **hurricane**?
- 5 Write down three facts about a **blizzard**.
- 6 What does the sun **give** us?

Check your answers in a dictionary or turn to page 111.

4a Dictionaries often tell us the opposites of words. Look at this entry for **loud**. We can see that the opposite of **loud** is **quiet**.

**loud** /laʊd/ adj., v.

something that is loud makes a lot of noise  
 opposite **quiet**: Turn that music down! (s to a loud) I could hear /oud voice, arguing.  
 - loudly adverb 'Stop!' she shouted loudly.

From Longman Wordwise Dictionary

Think of the opposites of these adjectives from this unit. Check your answers in a dictionary.

- |          |         |
|----------|---------|
| 1 long   | 3 heavy |
| 2 strong | 4 major |

4b Complete these sentences with the opposites.

- 1 There are only \_\_\_\_\_ mistakes in your work.
- 2 It's only a \_\_\_\_\_ distance to the coast.
- 3 I don't like \_\_\_\_\_ coffee.
- 4 My bag's very \_\_\_\_\_ and easy to carry.

### WRITING SKILLS: a guidebook entry

5 How important are these things for you in a guidebook? Give each a mark out of 5 (5 = very important; 1 = not important).

- a) how to get there / travel around
- b) information about the weather / when to go
- c) information about the history of a place
- d) places to visit / things to do
- e) places to stay
- f) what to eat and drink
- g) prices (e.g. accommodation, food)
- h) dangerous places / places to avoid
- i) information about health services
- j) local festivals, events

6 Read the text from a guidebook to Mallorca and answer these questions.

- 1 Why is spring the best time to visit Mallorca?
- 2 What happens in the winter? Side in the summer?
- 3 How long does the good weather last?
- 4 What's the weather like in winter?
- 5 The text tells us a lot about the weather. What other information is in the text?
- 6 Underline the different areas of the island that the text mentions, e.g. beach.



# MALLORCA

## WHEN TO GO

Mallorca has an average of 300 days of sunshine a year, but don't

think you can have a beach holiday in November or December!

## SEASONS

### SPRING

The best time to visit Mallorca is in the spring when the sun is not very strong. At this time, prices (CM)pt durillg raster ""itk) are still quite low, but the weather is often warm and

it can be damp and cold, especially in

it is possible to enjoy the beaches, however.

the mountains, so come prepared.

### SUMMER & AUTUMN

From mid-June, prices and temperatures rise. By July and August the island is extremely hot and, inland, the countryside becomes very dry. During these months, the coast becomes very crowded. From mid-September, prices and temperatures begin to fall.

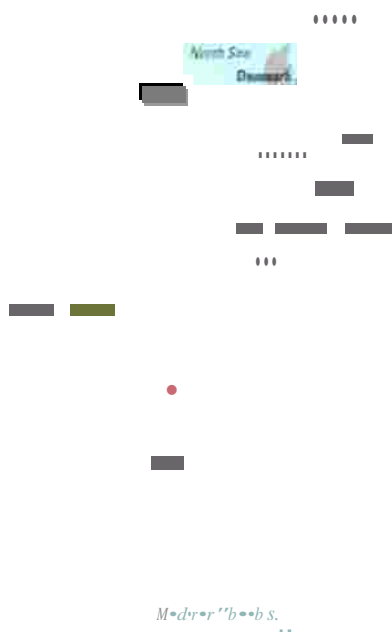
### WINTER

November to February is winter, when many hotels and restaurants close. It can snow during this period, especially in

extremely cold in some towns

the high mountains, and it gets

Ivalldemossa, for example. This is also the rainy season.



This is also a good time to visit as the fine mild weather often lasts into late October.



7a Linkers Words like *and*, *but*, *also* and *when* are linking words. We use them to join ideas. Underline the examples in the text above.

We use ...

7b Complete these definitions with the words in the box.

different last time words

7e Choose the correct words.

1 The waiters are friendly, *and* *but* they speak good English.

2 The weather's good in spring. It's *bad* *not* good in autumn.

1 and to join \n \_\_\_\_\_ or parts of a sentence.

2 when to talk about the \_\_\_\_\_ that something happens.

3 to add something \_\_\_\_\_ or surprising.

4 to add a new

3 You can go white-water rafting *but* you can't go kiting.

4 A good time to visit Venice is in winter as/so when it isn't crowded.

5 You can buy souvenirs in the hotel but the prices are often very high.

6 The beach is beautiful *and* it's, me/ ,/m a good place to go snorkelling.

8 Write a 'When to go' section for a guidebook about your country, area or city. Write about the weather, but also about some other useful facts (e.g. prices, crowds).

## 2.1 INSPIRATION

4 Shc  $\setminus h,m/-\setminus orl..illu \quad m,pir,llioll,/ \quad lind. M,HI\}$

# 2

## In this unit

### Grammar

- past simple
- past continuous

### Vocabulary

- personality adjectives

### Scenario

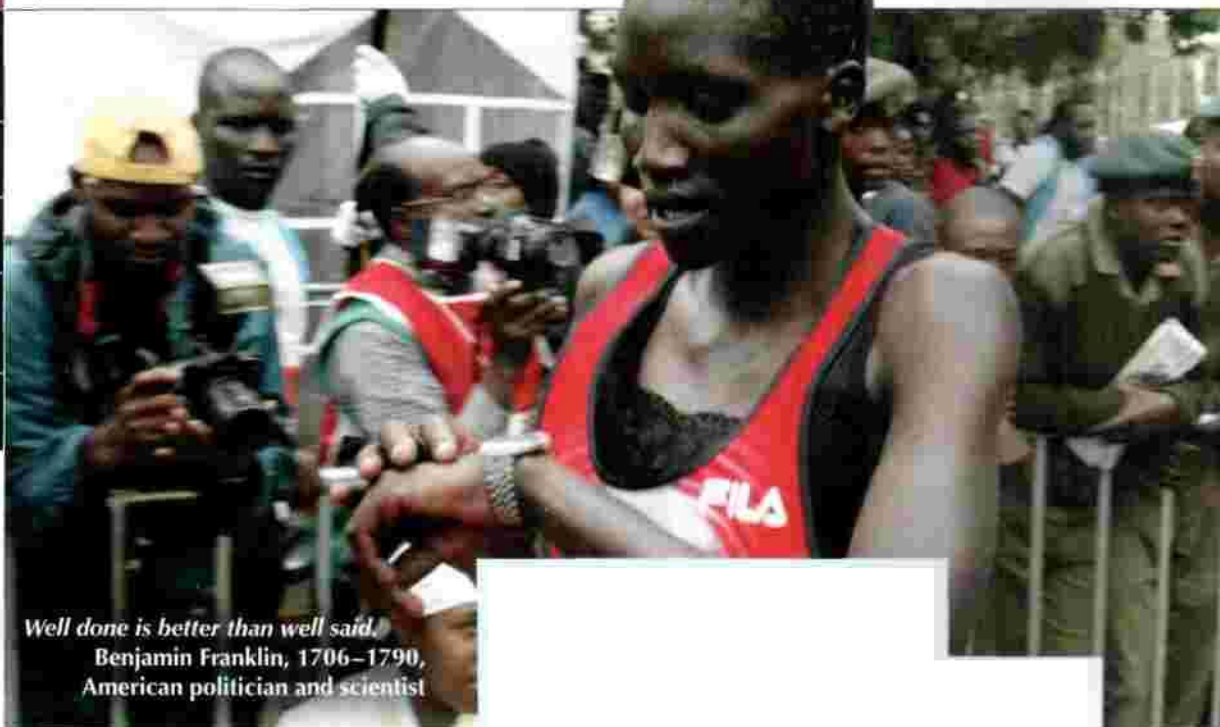
- Sharing a flat

### Study skills

- learning styles and strategies

### Writing skills

- keeping a learning diary



*Well done is better than well said.*  
Benjamin Franklin, 1706–1790,  
American politician and scientist



## GRAMMAR, past simple /

**5a** Match the beginnings and endings of these sentences about Chimokel.

- 1 Her mother died                      one year later.
- 2 She left school                        one year ago.
- 3 She married Benjamin            when she was sixteen.
- 4 She started training                in the same year.

We use the past simple to talk about finished actions and situations in the past. We know, and often say, the time of the action or situation.

**5b** Complete these grammar notes with the verbs in Exercise 5a.

You add *-ed* to the infinitive to make the past simple of most verbs. These are regular verbs, e.g. I \_\_\_\_\_.

Sometimes you only add *-d*, e.g. I \_\_\_\_\_. We also sometimes make a spelling change, e.g. I \_\_\_\_\_.

Many common verbs in the past simple are irregular. We don't add *-ed*. We use a different word.

e.g. I \_\_\_\_\_.

**5c** How do we make negatives, questions and short answers? What is different when the verb is *be*? Look at Track 1.6 on page 150 and check.

\_\_\_ Language reference and extra practice, pages 128–129

**6** Complete the rest of the interview between Chimokel and the journalist. Use the correct form of the verbs in the box.

he    not come    eat    not have    play  
run    speak    start    train    watch    get up

J: Tell us more about your training. How did you \_\_\_\_\_ for the race?

C: Well, I \_\_\_\_\_ every day. I \_\_\_\_\_ about ten kilometres each time.

J: How did you feel before the race?

C: I \_\_\_\_\_ a bit nervous. I \_\_\_\_\_ at five o'clock.

be(au) \_\_\_\_\_ I couldn't sleep.

J: Did you \_\_\_\_\_ special food? Did you have \_\_\_\_\_ special diet?

C: Yes. I didn't. I \_\_\_\_\_ my favourite food, with my family over the days.

J: In your family \_\_\_\_\_ the race?

C: I \_\_\_\_\_ didn't. They \_\_\_\_\_ to Nairobi. We \_\_\_\_\_ the money for that. They \_\_\_\_\_

in the village. I \_\_\_\_\_ to them on the phone after the race.

## GRAMMAR TIP

We use *in* when we talk about years and months: *in 2006, in July*

We use *on* when we talk about days: *on Monday, on Sunday*

We use *at* when we talk about times: *at seven o'clock, at 8.15*

**7a** Tim's expressions Use these time expressions to make true sentences about you. Then compare your sentences with a partner.

ten years ago    when I was sixteen    last year  
last week    in 2005    last night    on Sunday

**7b** Ask your partner about these things starting *When did you ...?*

cook    meet    enter a race or competition  
watch a film    buy some clothes  
lose something    go to a museum

## SPEAKING



**8a** Look at the photo. Do you know this person? What did she do in her life? Discuss what you know

about her with your partner.

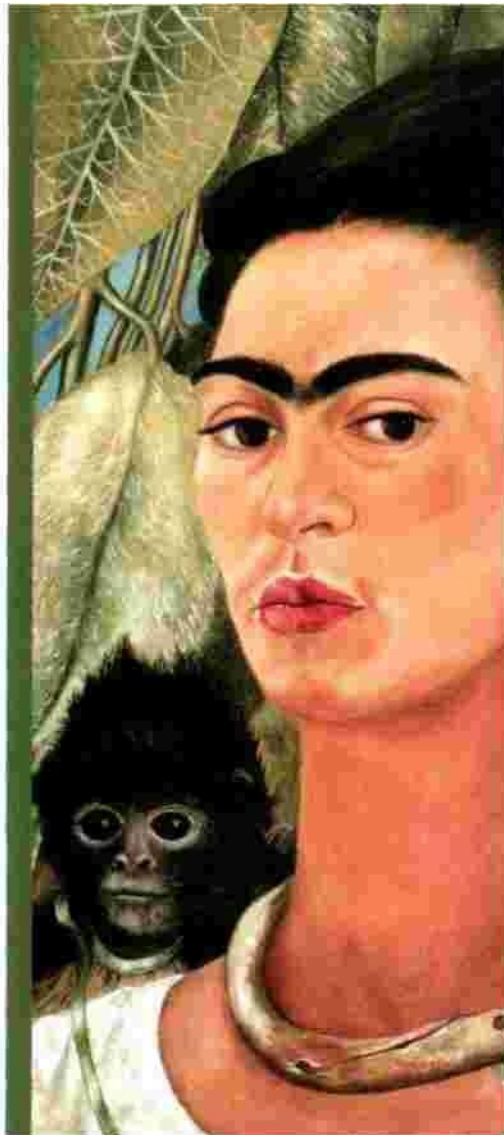
**8b** Work with your partner to complete her life story.

Student A: Turn to page 112.

Student B: Turn to page 114.

I: I'm sure they're really proud of you. Congratulations.  
Chimokel.

8C Is there someone you think is inspirational? Tell  
your partner.



### Frida Kahlo (1907 – 1954)

Frida Kahlo was a Mexican painter. Her colourful paintings show her powerful feelings about herself and the world around her. Some of her recent fans include Madonna and Robert de Niro.

#### Life

Her life began and ended in Mexico City. When Kahlo was six years old, she had a serious disease (polio) that damaged her right leg forever. However, she was a clever and determined young woman and went to one of the top schools in Mexico. When she was fifteen, she met the famous painter Diego Rivera. He was doing a painting on a wall at her school at that time. Then, at the age of eighteen, Kahlo was in a terrible accident. She was travelling on a bus when a tram crashed into it. She began to paint while she was recovering from the accident because she was bored in bed. During the rest of her life she had over 30 operations to try to correct her physical problems.

In 1929, she married Diego Rivera but their relationship was often stormy. Soon after she got married, Kahlo started to wear traditional Mexican clothes and jewellery, and she also started to wear her hair high on her head. She visited the United States and France, and met many important people. While she was staying in Paris, she appeared on the front cover of Vogue magazine. When she wasn't working, she liked singing and telling jokes at parties.

#### Work

Kahlo produced about 200 works in her life. Many of them were self-portraits – a mixture of dreams and reality. In them, we can see that she was very proud of Mexico. Her paintings also tell us about politics, power relationships between rich and poor countries, Eastern and Western philosophy and the position of women in society. Many people admired her work, including Pablo Picasso.



## READING AND SPEAKING

1 Discuss these questions with a partner.

1 Are you creative. (c.g. c'm ) Oli sing, dr'M. pam't dance, etc.r

2 Which famous creative people do you know or like?

2a Read the text quickly. Write down two interesting things you remember. Compare with other students.

2b Are these sentences true or false, or does the text not say?

1 Frida Kahlo had a good education.

2 She had two very bad experiences when she was young.

3 She was on a tram when a bus crashed into it.

4 She started painting when she met Diego Rivera.

5 She travelled a lot in Mexico.

6 People didn't think that she was a talented painter.

2c Find words in the text that mean:

1 ph)sit;ill) harmed something

2 becoming h;ilth) ag.r)n (c.g. aücr en illness or accident)

3 feeling pleased about your actions. your finally or your memory hC',IUSC they are good or successful

4 the study of ideas about life and how people should live

5 looked at something and thought that it was very good

Ja What do you think about Frida Kahlo? Would you like to know more about her? Would you like to see more of her paintings? Why? Why not?

3b Think about some important events in your life. What happened? Did they change your life in any way? Tell your partner.

## GRAMMAR: past continuous

We use the past continuous to talk about a longer background action in the past, when a shorter action interrupts it or happens during it. We use the past simple for the shorter action.

a) ShC' was travelling on it bus when a tram crashed into it.  
b) ShC' beg.m to p,lin! while she was recovering from the accident.

4a Match these time lines with the sentences above.



4b Find two more examples in the text.

4c How do we make sentences in the past continuous (affirmative, negative and questions)?

WC also use the past continuous on its own to talk about actions in progress in the past. We often use a time expression when we do this.

He *was doing* „p,illing on it il,l,il ber school at that time.  
'What *was* YOU *doing* at eleven o'clock last night?'  
'*was* I *doing* it.' "

... Language reference and extra practice. pages 128–129

5 m Complete the texts. Use the past continuous or past simple of the verbs and write in the missing names. Then listen and check.



1 tassan rally

2 Junichiro Tanigaki

3 John Lennon

A \_\_\_\_\_ was an inspirational British musician from Liverpool and in the most famous pop group of all time The Beatles. In 1980, he \_\_\_\_\_ in London to his home in New York when someone \_\_\_\_\_ him and \_\_\_\_\_ him.

8 \_\_\_\_\_ was an important Egyptian architect. He \_\_\_\_\_ (design) his first building in the 1930s, when he \_\_\_\_\_ (became) the Faculty of Fine Arts in Cairo. He \_\_\_\_\_ (build) modern houses in the traditional Egyptian style.

C \_\_\_\_\_ was a Japanese writer. He \_\_\_\_\_

(write) about Japanese culture and the influence of western countries on Japan. In 1923, \_\_\_\_\_, when he \_\_\_\_\_ in Tokyo, a great earthquake \_\_\_\_\_ his home and he \_\_\_\_\_ to move to Osaka.

## pronunciation

6a m *was/were* Listen to W15 and were in these sentences. How do we pronounce them?

- 1 'I *was* singing.
- 2 'Was she eating?' 'Yes, she *was*.'
- 3 'We were studying.'
- 4 'Were they running?' 'Yes, they *were*.'

6b ID Listen and repeat these sentences.

7 Choose a time (e.g. ten o'clock last night) and ask your classmates what they were doing at that time. Make a note of their answers. Then report to the class.

'I *was* doing it.' /a, I *was* listening and *was* running  
'I *was* doing it.' /a, I *was* listening and *was* running  
'I *was* doing it.' /a, I *was* listening and *was* running

## SPEAKING

Ba mm You are going to invite a famous person from the past or present to dinner. Listen to the example and complete these sentences.



- I think he's \_\_\_\_\_ as the greatest \_\_\_\_\_ ever.
- 2 He had \_\_\_\_\_ amazing \_\_\_\_\_
  - 3 He could \_\_\_\_\_
  - 4 He had a big influence \_\_\_\_\_ on \_\_\_\_\_
  - 5 He was also a \_\_\_\_\_ musician. Later in his life, he gave \_\_\_\_\_
  - 6 How did you feel when you \_\_\_\_\_ (were) eight years old, and \_\_\_\_\_ of New Orleans for music)?



Bb Work with a partner. Who would you invite? Make some notes under these headings:

his/her life (career, interests, personality, etc.)  
him/her (ability, etc.) influence

NO question: you would like to ask him/her

Be Work in groups without your partner. Tell your group about your guest. Listen to the other students. Then choose two guests to invite.

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**j**

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7



## PREPARATION

1a Work with a partner. Talk about where you live. Do you live with your family? Do you share a flat with friends?

1b Imagine you are looking for a flatmate. Choose five of the following things that are important to you. What other things are important in a flatmate? Compare your ideas with your partner.

A flatmate should ...

have similar interests to me	not smoke
be friendly and sociable	have a job
be good-looking	be rich
do his/her washing up	be a good cook
be quiet and polite	be tidy
be honest	be clever

2 IID Match these opposite adjectives. Then listen and check.

- |                |               |
|----------------|---------------|
| 1 polite       | a) shy        |
| 2 friendly     | b) horrible   |
| 3 confident    | e) rude       |
| 4 nice         | d) miserable  |
| 5 cheerful     | e) unfriendly |
| 6 hard-working | f) stupid     |
| 7 clever       | g) quiet      |
| 8 clumsy       | h) lazy       |

## dU'f'idHlJm

3a Wurd stress The word *confident* has three syllables: ccn-ft-dent. How many syllables are there in the adjectives in Exercise 2?

3b I:EIJ How do we pronounce confic/ent? Listen and check.

- 1 confident 2 conficn! 3 confidrnt

3c IID Mark the stress on the adjectives in Exercise 2. Then listen and check.

3d Test your partner. Say one of the adjectives. Your partner tells you the opposite.

## SITUATION

Stephanie (a PhD student from Germany) and Xu Ming (from Hong Kong and works for an advertising company) share a three-bedroom flat in London. They are looking for a new flatmate. Stephanie is in Germany at the moment and she missed the people who came to see the flat. Xu Ming telephones Stephanie and tells her about the different people.

4a 111 Listen to part of their conversation. Do you think Stephanie wants this person to be the new flatmate?

4b Listen again and complete Stephanie's notes. Write one word in each gap.

N,,,o/N,ho,afnyJob

tv\,rtm, ? -wi, I \_\_\_\_\_

""0111111

At f...+ ..+ ""1, \_\_\_\_\_ No+ 5

/t;y\-'M'b ? 'Su,,l' (horo;t ;Jk) I \_\_\_\_\_

? í<k«,

W:f-Ulr ? 5 \_\_\_\_\_ on TV: ? ? ItJte< 6 \_\_\_\_\_

? Bolc< 1 ? !..Woon'ny o m ? ino< 51,wt

X) Ml ? s opl1110f

Itffl to (r.l.c. ....liti : IO ? .. Would

''' to q-i;yc. Mfh a ? in



## KEY LANGUAGE, describing people

**5a** **m** Complete these questions from the conversation. Then listen and check.

- 1 what's he
- 2 What does he like?
- 3 What he like?
- 4 \_\_\_\_\_ you like to live with him?

**5b** Match the questions above with the sections of the notes in Exercise 4b.

**5c** Complete these sentences from the conversation. Then look at Track 1.14 on page 151 and check. Which questions in Exercise 5a do they answer?

- 1 He's short brown hair.
- 2 I like like that Hollywood actor.
- 3 He honest and tidy.
- 4 He certainly chatty
- 5 He works long hours, he's hard-working.
- 6 He watching sport on TV.
- 7 He nice clothes.

**5d** Choose someone you know, e.g. a friend or a member of your family. Prepare answers for the questions in Exercise 5a. Ask your partner about his/her person.

## TASK: choosing a new flatmate

**6a** Work with a partner. You are going to find out about the other people who want to share the flat. Write notes about each person under these headings.

Name/Nationality/job	Appearance
Personality	Other information
Likes/Dislikes	

**Student A:** Ask about Toshi. Then turn to page 113 and answer B's questions.

**Student B:** Turn to page 113 and answer A's questions. Then ask about Isabelle.

**6b** You and your partner share a flat in London. You are looking for a new flatmate. Discuss each of

the three people, Martin, Isabelle and Toshi. Who would you like to live with?

## OTHER USEFUL PHRASES

What do you think of ... ?

What about ... ?

I like / don't like ... because ...

I agree/disagree.

So do I. / Do you?

Neither do I. / Don't you?



### STUDY SKILLS: learning styles and strategies



1 a 11m Listen to two people talking about their experiences of learning a new skill and answer these questions.

- 1 What did they learn?
- 2 Did they enjoy learning it?

1 b Listen again and answer these questions.

- 1 Who helped them?
- 2 Was it easy or difficult to learn?
- 3 How did they feel when they could do it?

2a Work in a small group. Tell your partners about something that you have learned successfully in your life (e.g. a school subject, to ride a bike, to drive). Use the questions in Exercise 1a and b to help you.

2b Write down one or two things that you learned from the experience.

Everyone learns in different ways and very often we can't say that one way is better than another. However, there are things we can all do to improve our learning. One thing is to understand better how we learn, and to know our strengths and weaknesses.

3 Do this questionnaire to find out your learning style. Give each statement a mark out of 5 (5 = Yes, a lot / easily, etc. 1 = No / Not at all, etc.). Then turn to page 112 to read the analysis of your answers and tips to improve your learning.

## What's your learning style

O

Can you remember any of the photos in Unit 1 of this course book?

- 2 Do you find it easy to understand charts and diagrams?
- 3 To remember the spelling of a word, do you write it down several times?
- 4 Can you find mistakes in your own writing?
- 5 Are you good at using maps?
- 6 Have you got a good memory for people's faces?
- 7 When you get a new piece of equipment (e.g. a DVD player), do you read the instruction book carefully?
- 8 When you were a child, did you enjoy reading books in your free time?

O

9 Do you enjoy discussions about the subjects you are studying?

- 10 Do you enjoy listening to lectures and talks?
- 11 To remember the spelling of a word, do you say the letters aloud?
- 12 Is it difficult for you to study in a noisy place?
- 13 Do you enjoy listening to books on CD?
- 14 When you think of a phone number, do you hear the numbers in your head?
- 15 When people tell you their names, do you remember them easily?
- 16 When you were a child, did you like listening to stories?

G

17 Do you learn best by doing things rather than reading about them?

- 18 Do you like doing experiments (e.g. in a laboratory)?
- 19 Do you enjoy role-plays?
- 20 Is it difficult for you to study when there are many things happening around you?
- 21 Do you move your hands a lot when you're talking?
- 22 When you get a new piece of equipment (e.g. a DVD player), do you ignore the instruction book?
- 23 In your free time, do you like doing things with your hands (e.g. painting)?
- 24 When you were a child, did you do a lot of physical activity in your free time?



## WRITING SKILLS: keeping a learning diary

It is a good idea when you are studying English to keep a learning diary. Writing makes our thoughts and feelings clearer. It gives us thinking time and helps us to organise our ideas. It also helps us to make plans and to see our progress and development. Writing about our learning can help us become better learners.

Thursday 20th October

This morning we learned how to use phrases like *So do I* and *Neither do I*. Jane's a good teacher. She explained everything well and in the class I understood perfectly. Now, I'm not so sure! I need to look at the lesson again tomorrow – perhaps with my classmate Gozem – she's really clever and helpful! I'm glad I decided to come to this school (the teachers and students are great) and at the moment I'm very happy here.

Friday 21st October

Today I had lunch with some of my classmates and we spoke a lot of English! Afterwards, Gozem and I studied together and she helped me with the homework. I now realise that I enjoy working with other people like this – it's fun and I learn better than on my own.

Sunday 23rd October

I think my listening is getting better. I had a lot of trouble with it until I came here. This evening I watched a film in English on TV. At first, I didn't understand much, but then I started to understand what the people were saying. I wrote down some of the expressions they used in my vocabulary book.

4 Michal is a student at a language school in Cambridge. Read the entries from his learning diary and answer these questions.

- 1 What did Michal study on Thursday morning?
- 2 Did he understand the explanations in class?
- 3 Why is he glad that he came to this school?
- 4 Does he learn more on his own or in a group?
- 5 What does he think that his listening is improving?

5 In a learning diary you can write about:

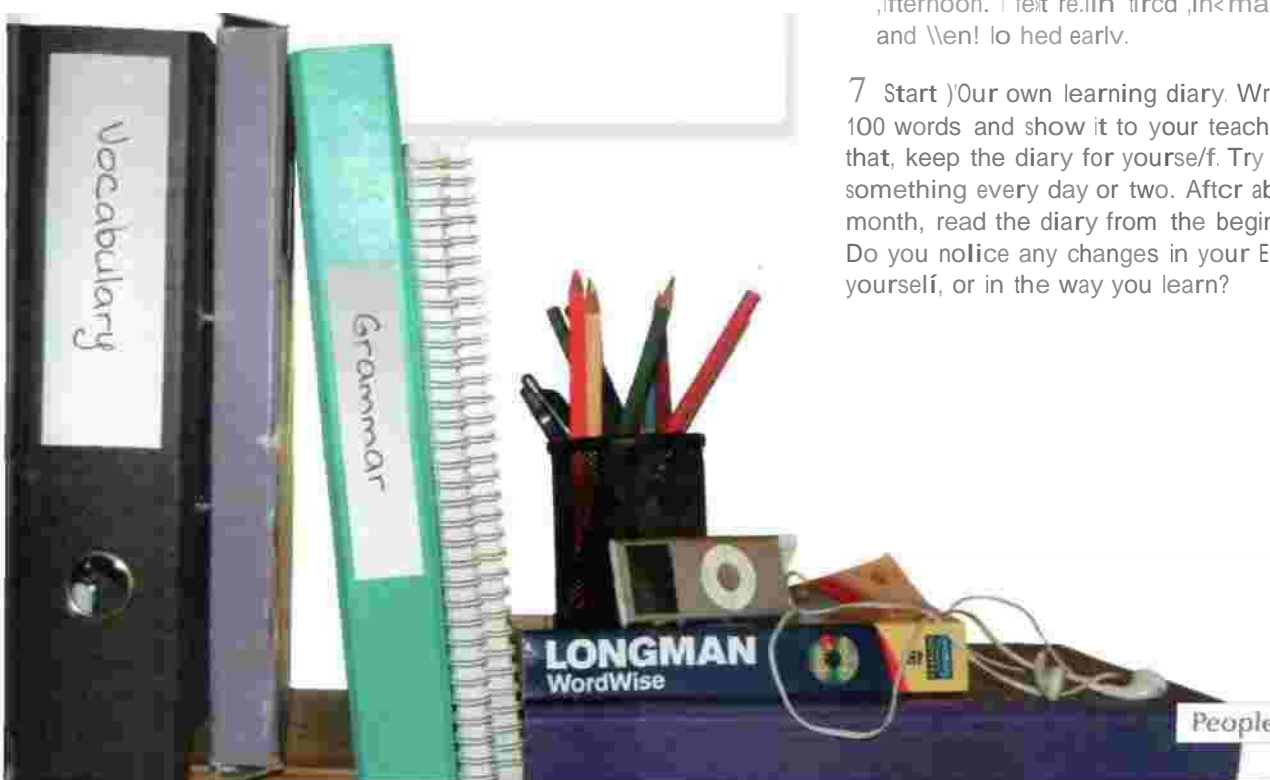
- 1 your feelings about the course/coursebook.
- 2 things you find difficult.
- 3 things you can do to help you learn.
- 4 things you learn about yourself.

Find examples of 1–4 above in Michal's diary.

6 Linkers Study the examples of the linking words *until*, *at first*, *then*, *at the moment* and *afterwards* in the text. Then choose the best word to complete these sentences.

- 1 I finished. At the moment I couldn't do the homework but until then a friend explained how to do it.
- 2 At first Until I was shy and didn't ask many questions. At the moment / Then I became more confident.
- 3 I'm enjoying my new course in this country since / at the moment.
- 4 I didn't use an English-English dictionary at first, then but then / at the moment I realised that it was better than translating words.
- 5 I was working hard until suddenly I felt tired and had to stop!
- 6 We had a very long and difficult exam this afternoon. I felt really tired, but afterwards I felt and went to bed early.

7 Start your own learning diary. Write about 100 words and show it to your teacher. After that, keep the diary for yourself. Try to write something every day or two. After about a month, read the diary from the beginning. Do you notice any changes in your English, yourself, or in the way you learn?



# The media

## In this unit

### Grammar

- articles
- relative pronouns

### Vocabulary

- the media
- nouns (photography/photographer)
- TV programmes

### Scenario

- That's entertainment!

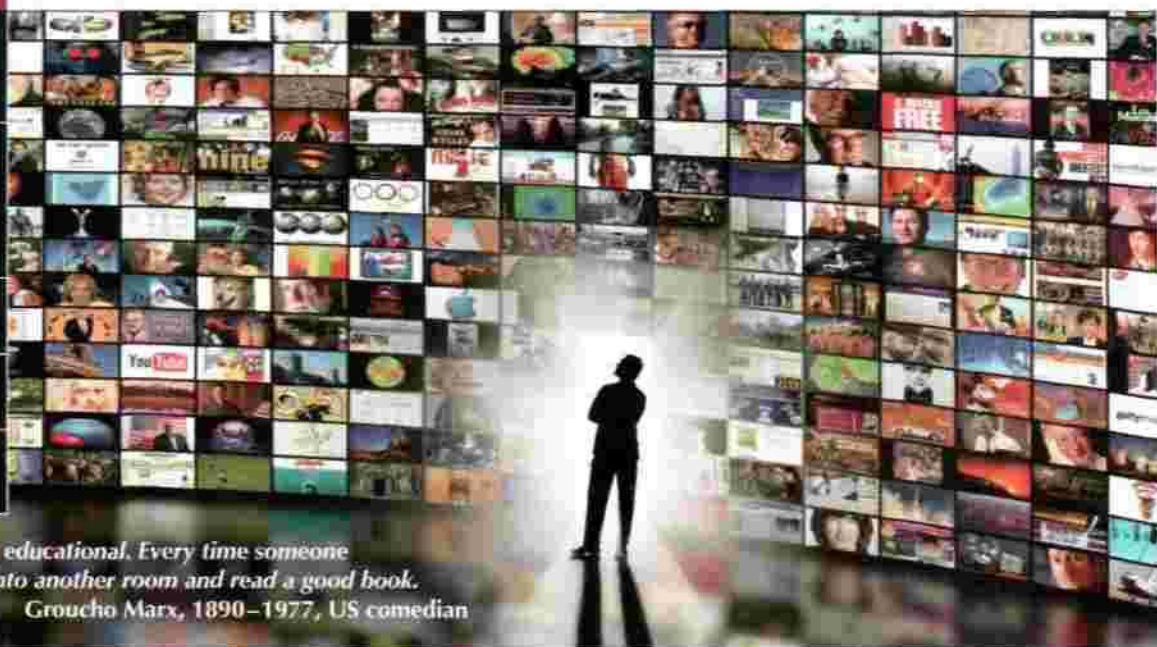
### Study skills

- working with others

### Writing skills

- a TV programme review

## 3.1 MY MEDIA



*I find television very educational. Every time someone switches it on, I go into another room and read a good book.*  
Groucho Marx, 1890–1977, US comedian

## VOCABULARY AND SPEAKING: the media

1a Put these words into three groups: A for newspapers and magazines, B for television and radio, and C for computers and the Internet. (Some words can go in more than one group.)

advert article celebrity comedy  
computer game cartoon TV show  
drinfeld email journalist journalist  
producer programme documentary  
search engine series cartoon opera  
station webcast

1b Are these statements true for your country? Discuss them with a partner.

- Newspapers are boring.
- There are a lot of magazines about celebrities.
- Soap operas are all the same.
- Computer games are violent and expensive.
- Journalists tell the truth.

## READING

2a Callum Robertson works for BBC Learning English. Read the webpage about him on page 23 quickly. Do you think he has an interesting job/life? Why / Why not?

2b Complete the gaps in the text with these phrases.

- a) I also watch a lot of TV  
b) I sometimes travel abroad to, e.g. China, Brazil  
c) I learn the phonetic symbols  
d) I started working for the BBC in 1998

## LISTENING

Helen Franks is a journalist with a national newspaper. Every week, she writes an article for the newspaper. The article is about how media workers use the media themselves.

3a IID Listen to her telephone interview with Callum. Which of these different types of media does he use a lot?

newspapers magazines television radio the Internet

3b Listen again. Are these sentences true or false?

- Callum doesn't buy a newspaper every day.
- When he cycles to work, he gets one of the free newspapers.
- The magazines that he reads are mainly computer magazines.
- He likes a variety of different TV programmes.
- He listens to the radio when he's doing other things.
- He only uses the Internet for business.
- The physical feeling of holding a newspaper is important for him.

## GRAMMAR, articles

4 Complete these grammar notes with the words in the box. Then find examples in the webpage text.

Use the words in the box to complete the sentences.

1 Use \_\_\_\_\_ with plural nouns, to talk about people or things in general.

2 Use \_\_\_\_\_ with a singular noun, to talk about a particular job.

3 Use \_\_\_\_\_ with singular or plural nouns, to talk about a particular person, place or thing, or to talk about people, places or things your listener knows about.

We use *a* when we talk about someone or something for the first time. We use *the* when we talk about that person or thing again.

*I tell the news on a journey with a nation, if now-pope: [v]irtually, he writes an article for the next 'PAX'.*

Sa Find examples of this use of *a* and *the* in the text.  
— Language reference and extra practice, pages 130–131

Sb Complete this description of a TV advert with *a*, *an* or *the*.

There's 1 \_\_\_\_\_ funny advert on 2 \_\_\_\_\_ TV at the moment. This is what happens. 1 \_\_\_\_\_ honest-looking man and 4 \_\_\_\_\_ beautiful woman are getting married. 3 \_\_\_\_\_ woman is wearing a \_\_\_\_\_ expensive wedding dress. 7 \_\_\_\_\_ man looks very happy. At the last minute, however, 8 \_\_\_\_\_ woman runs away and 9 \_\_\_\_\_ man is very surprised. Then we see why. Outside, 10 \_\_\_\_\_ car is waiting for 11 \_\_\_\_\_ woman. We realise that 12 \_\_\_\_\_ woman loves 13 \_\_\_\_\_ car more than she loves 14 \_\_\_\_\_ man!

Se Write four or five sentences about a TV advert you know.

## SPEAKING

6 Interview your partner about how he/she uses the media. Use the questions in Track 1.17 on page 151 to help you. Ask about the things below and make notes of the answers.

newspapers, magazines, television, radio, the Internet

Do you use the media in a similar way to your partner?

*What do you do?*  
I work on a BBC website for learners of English all over the world. I write material for the site. I also produce and present live webcasts and features for radio and online. I usually work in London but I \_\_\_\_\_.

*What did you do before you joined the BBC?*  
I was an English language teacher and teacher trainer. I taught in Japan, Denmark, China and England. 2 \_\_\_\_\_ when I wrote and presented a radio series called *English in Question*. The series lasted for 40 episodes.

*What do you do in your free time?*  
Most of all, I like playing racket sports, particularly badminton and squash. I enjoy scuba diving and I love hill walking. 3 \_\_\_\_\_ and spend a lot of time using my computer.

*What's your best piece of advice for learners?*  
Every learner is different so it's hard to give a single tip. However, in general, practise, practise, practise! You need to work hard, so study the irregular verb tables and 4 \_\_\_\_\_.





## READING AND SPEAKING

- 1 Discuss these questions in small groups.
- 1 How often do you watch the news on television?  
Which channels do you watch?
- 2 What are the big news stories at the moment?

2a What do you know about these news companies?

BBC World    Al Jazeera International  
OneWorld    Al Jazeera, Al Jazeera (TV)  
World News Network    CNN.com

2b Read this article from a British in-flight magazine and find out more about the news companies. Choose the best title for the text 1–4.

- 1 The end of TV news
- 2 Choose the news
- 3 World of news, global news
- 4 Local news, real life

3a Complete these sentences with the names of the news companies in the text.

- 1 \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are traditional, western news broadcasters.
- 2 \_\_\_\_\_ and \_\_\_\_\_ are not television companies.
- 3 \_\_\_\_\_ and \_\_\_\_\_ report some different stories from the main broadcasters.
- 4 \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ employ well-trained, professional reporters.
- 5 \_\_\_\_\_ does not usually pay its reporters.
- 6 \_\_\_\_\_ has a special interest in poor countries and their problems.
- 7 \_\_\_\_\_ and \_\_\_\_\_ are Internet sites that provide links to many news producers.

3b What do these words in the text refer to?

- 1 the word 'line' 81
- 2 it 'line' 91
- 3 this company 'line' 261
- 4 it 'line' 2m
- 5 'line' (line) 3-11

4 Discuss these questions with a partner. Give examples and explain your opinions.

- 1 Do you ever watch any of the international news channels or get your news from the Internet?
- 2 Which news channels do you trust?
- 3 Is the increase in non-professional journalism a good thing?
- 4 What are the advantages and disadvantages of newspapers, TV and Internet news?

## VOCABULARY, nouns

5a Choose the correct word to complete these definitions.

- 1 A *journalist* / *journalism* is someone who writes reports for television, magazines, television or radio.
- 2 *Journalist* / *journalism* is the job of writing reports for television, magazines, newspapers or radio, or the subject that people study.

After a long flight, you finally arrive in your hotel room and throw your bag on the bed. You turn on the TV and watch an international news channel that probably comes from the UK or the USA.





**Sb** Put these nouns into two groups: A for the person and B for the job or subject.

photographer art photograph,  
scientist politician artist science  
psychology politics psychologists

A: *photographer*

R: *photography*

The main international broadcasters are BBC World and CNN. With an audience of over 1.5 billion people, these are popular channels that offer high quality news programmes. In both companies, the journalists are experienced writers that produce journalism of a high standard.

However, there are alternative news channels which people watch because they want a less traditional or non-western view on world events. Al Jazeera International is an Arabic television news company that started an English language international channel in 2006. With more than 15 offices and professional journalists all over the world, it says it gives a fresh view on the big stories and it shows the news that we don't normally see.

The Internet offers even more variety. OneWorld is an Internet site which has stories about the developing world and human rights, rather than the usual stories about US politics and business. The writers for this company are often local people who write the stories for free. This non-professional journalism is increasing and it certainly offers more choice.

AllAfrica.com and CNN.com are also Internet news sites, but they don't produce the news stories. Instead, they have links to more than 4,000 news organisations across the world. On sites like these, with a click of the mouse, you can select the news that you want to see.

So, next time you are in a hotel room, before you turn on the TV perhaps you should turn on your laptop and discover the world's news yourself.

## GRAMMAR: relative pronouns

**6a** Look at this sentence from the text.

*The journalists are experienced writers, and the company produces journalism of a high standard.*

It has two pieces of information.

- The journalists are experienced writers.
- The company produces journalism of a high standard.

What are the two pieces of information in each of these sentences?

- BBC World and CNN are popular channels that make good quality news programmes.
- OneWorld is an Internet site, which has stories about the developing world and human rights.
- The writers for this company are often local people who write the stories for free.

**6b** Look at the sentences above and complete these grammar notes.

- \\C' use \_\_\_\_\_ to \_\_\_\_\_ information about people.
  - \\r use \_\_\_\_\_ to link information about things.
- Language reference and extra practice, pages 130–131

**7** Join these pairs of sentences.

- Politicians are very important people.  
Politics matters in the country.
- The United Nations is a global organisation.  
The United Nations tries to solve world problems.
- Nelson Mandela is a great leader.  
He made his country a fairer place.

**8** We often use relative pronouns to make definitions. Match 1–3 with a–c and write *who/that* or *which/that*.

- A journalist is someone \_\_\_\_\_
- OneWorld is a company \_\_\_\_\_
- Global is an adjective \_\_\_\_\_

Write 'international' or 'all over the world'.

bl writes stories for television and newspapers.

cl provides information about the developing world.

## SPEAKING

**9** Work with a partner to complete a crossword.

Student A: Turn to page 114.

Student B: Turn to page 117.

## SITUATION

1 Can you name any factual TV programmes about these topics? Do you like these programmes?

politics pop music films business cars  
comedy, fashion celebrities, and more  
design nature and the environment

2a 1113 listen to the introduction to a new TV programme, *Fame and Fortune*. Which of the topics in Exercise 1 does today's programme include?

2b listen again and answer these questions.

- 1 What is the interview with the Deputy Prime Minister about?
- 2 Where do the film directors come from?
- 3 What are 'The Hoodies'?
- 4 Who does Tony Coonan visit?
- 5 What does Lynne Miller do?
- 6 Who do you think is the main audience for this programme?
  - a) children and teenagers
  - b) young working adults
  - c) families
  - d) elderly people

## pronunciation

3a 11m Sentence stress We stress some words more than others in sentences. Listen to the first sentence of the introduction to *Fame and Fortune*.

Hello and welcome to *Fame and Fortune*, the programme that brings you the freshest news and views from the worlds of politics, business and entertainment.

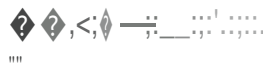
3b listen again and repeat.

Je DIJ Look at the rest of the introduction in Track 1.18 on page 152. Which words do you think are stressed? Underline them. Then listen again and check.

3d Practise reading the introduction aloud. Be careful with the stress.

4a 11m listen to the programme development team brainstorm ideas for *Fame and Fortune*. What ideas do they decide to include in the programme? What ideas do they decide not to include?

4b listen again. What is the fresh angle for each idea?





## KEY LANGUAGE, making suggestions

**Sa 1111** Complete these sentences from the conversation in Exercise 4a. Then listen and check.

let's    any    about    don't    shall    anything  
what    should    not

- 1            ideas?
- 2 Why \_\_\_\_\_ we get some politicians on the programme?
- 3 Let's \_\_\_\_\_ interview them about politics.
- 4            ask them about their lives.
- 5            else?
- 6 We \_\_\_\_\_ have a live band on the programme.
- 7 What \_\_\_\_\_ interviewing rich people!

8 What else \_\_\_\_\_ we put in the programme?

9 \_\_\_\_\_ about something with animals?

**Sb** Which of the sentences in Exercise Sa:

- a) give ideas or suggestions?
- b) ask for ideas?

**Se** Look at Track 1.20 on page 152 and find more examples of this language. Notice the different grammar that follows each key phrase.

**Sd** You are making plans for a friend who is visiting you next week. Complete the suggestions below. Then read your partner's suggestions.

- 1 Why don't I \_\_\_\_\_ ?
- 2 Let's \_\_\_\_\_
- 3 Let's not \_\_\_\_\_
- 4 We should \_\_\_\_\_
- 5 What about \_\_\_\_\_ ?

## TASK: planning a TV programme

**6a** Work with a partner or in a small group. You work in the programme development department of a TV

channel. You are going to design a weekly television

programme for the channel. Read the instructions below and prepare some ideas and suggestions.

- 1 Decide on the target audience for the programme, e.g. teenagers, young adults, elderly people, professional people, housewives and house husbands, male or female ...
- 2 Decide on the day and time for the programme, e.g. a weekday lunchtime programme, a Saturday evening programme ...
- 3 Decide on the content of the programme, e.g. What topics should the programme cover? How can you make it interesting for your target audience? Can you think of any fresh angles for the topic? How many programmes should the programme have?
- 4 Decide on the name of the programme.

**6b** After you agree the format, imagine the first programme. Who are the guests? What are the topics? Write the presenter's introduction to the first programme.

**6c** Read your introduction to the other groups. Be careful with your sentence stress.

**6d** What do you think of the other programmes? Can you guess the target audience and broadcast time for these programmes? Would you like to watch any of them?

## OTHER USEFUL PHRASES

Fine, but ... That's true.

I agree, but ... Perhaps that's not a great idea.

Exactly. Great idea.

Really? No, I don't think we should do that.







### STUDY SKILLS, working with others

1 Many tasks in this coursebook ask you to 'Discuss with a partner' or 'Work in small groups'. Make a list of things you like about working in class with others, and things you don't like. Compare your ideas in small groups!

*I like working with other students.*

*It's sometimes quite difficult to understand my partner's accent.*

2a **1D** Listen to a talk to new students on an English language course in York. Does the speaker mention any of your ideas from Exercise 1?

2b Choose the words the speaker used. Then listen again and check.

- 1 It *increases* / *influences* the amount of time each student can talk.
- 2 It helps students become more *confident* / *confident*.
- 3 It encourages students to become more *dedicated* / *independent* learners.
- 4 It provides *variety* / *enrichment* in the lesson.
- 5 You can learn *important* / *interesting* things from other students.
- 6 It gives the teacher the chance to see how everybody is *working on* / *communicating* / *communicating*.

2c Can you think of any other advantages or disadvantages of working in pairs or groups? Are there more advantages than disadvantages?

3a **1DJ** Two language students are discussing this question: *Do you always believe the news?* Listen to their conversation. Do you think they are working well together? Why / Why not?

3b Listen again. Who agrees with these statements: Ilwo, Roberta or both of them? Write I, R or B.

- 1 You can trust the news on TV more than the newspapers.
- 2 It's sometimes interesting to read about celebrities.
- 3 The British don't feel part of Europe.
- 4 There isn't *any* news about South Korea in the British media.

3c Look at this list of things we find when students work well together. Match them with phrases a-j from the conversation.

- 1 Asking your partner what he/she thinks about a topic
- 2 Checking that you understand something
- 3 Asking your partner to explain something you don't understand
- 4 Agreeing with your partner
- 5 Disagreeing (politely!) with your partner
- 6 Showing interest in what your partner says

a) What do you think about ...?

b) I think I agree with you. Basically.

c) That's an interesting point.

d) Anyway, what do you think?

e) Sorry, I don't really understand. What do you mean, exactly?

f) I'm not sure I agree with you.

g) Are you saying that ...?

h) You're right, usually.

i) Absolutely. Exactly.

Yes, but ...

4 Work with a partner. Discuss one or two of these questions. Use the language in Exercise 3c.

- 1 Which is better in your country, TV or newspapers?
- 2 Which are you more interested in, international or national news?
- 3 Is there too much news about celebrities in the media?
- 4 What do you think about TV news presenters in your country?
- 5 Is the Internet a good thing?
- 6 How important is radio these days?

## WRITING SKILLS: a TV programme review

**Sa** Do you know these words for TV programmes?  
Check any unfamiliar words in your dictionary.

Thil ..how .., hildrcn't: prorammc soap opera  
< urront anairs programmC' drama sitcom  
ik><unwnl.it) garnC' ..ho\\ n.uure prornrnmC  
uc\\.., \\ariet\\ show serie"

**Sb** Discuss these questions in small groups.

- 1 Will your group about a TV programme series- you watched recently. \\ h,il wav il ,lhuuf? \\a., it \\ood? \\II\\ \\h, nof?
- 2 Are there any type- of programme that you once or never \\Jith?

**6a** Read this review of a TV series. Is it positive or negative? Would you like to watch this series?



The fashion and culture of the 1970s are very popular today, but *Life on Mars*, a new police series, reminds us what life was really like then.

The story is simple. In Manchester, 2006, a car knocks down Detective Chief Inspector Sam Tyler (John Simm) while he is looking for a killer. He wakes up in 1973. He is still a police officer in Manchester and he is still looking for the same killer. However, the collar of his shirt is a lot bigger and there aren't any computers in the police station.

*Life on Mars* is an exciting police drama that is part thriller, part comedy. Simm gives a convincing performance as a man who is 100% shock, and writer Matthew Graham makes sure that there is also plenty of enjoyable comedy.

**6b** Read the text again and answer these questions.

- 1 \\h, i-, thC' collar of hi,, shirt ,i lor bigger?
- 2 \\ h, aren't there any computers in the police station?
- 3 Wh, dn you think the name of this, ..criI"i j,, \\if" on \\ir, \\

**7** Look at paragraphs 2 and 3 in the text. Which is a description? Which gives us the writer's opinions?

**8a** We usually find these things in a TV or film review. Find them in the text.

- 1 a summary of the story
- 2 the traits of the main character
- 3 a description of the plot, the hero and the time when the action happens
- 4 a strong ending where the writer recommends or does not recommend the programme/film
- 5 comments on the actor's performance (in your own opinion)
- 6 a memorable beginning

**8b** What do you think is the best order for these things in a review? Discuss with a partner.

**Be** Remember: a common mistake when writing a review is to write a lot about the story, but very little about your opinions of the programme. How many sentences in this review tell us the story of *Life on Mars*?

**9** A review needs a good beginning and ending. Look at these endings to TV reviews. Which do you like best? Which don't you like? Why? Compare your ideas in small groups.

- 1 i\\oC! TV i,, ruhhi"n, hut there ,m' ,OitC' progr,iiiiiiii(< )OU ha,P IO \\,ltch. Ilii" i\\ onC' of ihl'III.
- 2 I re.Ih lik'd this progr,mrnc.
- 3 This comL'd) isn't funn\\. Don't ,..ltcl ,ll\\ morl'. Go out \\ih } our friends instl',kl - ) nu e an l.luq,h morC'.
- 4 \\ \\ tonLlusion: boring!
- 5 It \\JS fi,cinating, m,lglL,II ind different this ,..ll. \\r'l'al TV.
- 6 For the nl'..l <\\ \\C'k\\ millions of u., ha\\I' ,i dill' on Mond,l, night,.
- 7 It,i, pmgr,tmnnc harl one good ide.l. Bul f4 million j,, , \\OI of morw\\ io lpcnd an Otll' idC,l.

**10** Write a review for a student newspaper of a TV programme or series you saw recently.

## REVIEW 1-3



# UNITS 1-3

5 Complete the newspaper extracts with the words in the box.

highlight celebrities cloudburst fog  
documentary presenter programme  
Siberian snowstorms winter wind

## Tonight's weather

Weather for Scotland - expect 15 cm of  
— and — "the roth. The risk of  
Ergon: f will be very 3 with some 4 at  
00 on the evening. Wales will be cold and 5, and  
the south of England will be wet and 6, with WE  
y of - cbing the night  
Scotland England (North) fog  
Wales

## TV previews - our recommendation

Our new real TV show, *Chang, ng*  
/Nes. \. there ord, na'Y people and : swap lives  
for a /o/0Elk. In tonight's 9 hot set, fe and  
mother-of-five, Mafia Lester from Cardiff, learns ho', N  
to cesen the latest J about animals in the  
popula, " — , *Natural World* The programme's  
'6gUlar', Ahson Roberts, moves into Mana's  
house and life. Expect a lot of problems but quite a  
few aughs. Great for Friday-night viewing.

## KEY LANGUAGE

6a Two TV producers want to choose a presenter for a new reality TV show for young people. Work with a partner. Discuss what kind of person would be good in the role.

6b 1111 Listen to their conversation. Did you have the same ideas as the producers?

7 Listen to the conversation again and choose the correct answer.

- 1 The two producers will present the show.  
1. I pollt, md «uart.  
h. frindl, ind t, l, uaL  
I confident ind «uft\.
- 2 They decide to:  
1. inv uc Stvc for a camera test.

8 Match the questions and suggestions 1-5 with the responses a-e. Then look at Track 1.24 on page 153 and check your answers.

- 1 What's he like?
- 2 I don't think we want a nice, polite person ...
- 3 What does he look like?
- 4 I think we need someone young and relaxed,
- 5 What about getting him in the studio for a test?

hl Yes, so do I.

ti i'ite. HC" H-r\ polnc ...

cll Good idea.

e! Don't, ou?

9 Work with a partner to practise making suggestions.

Student A: Turn to Page 111.

Student B: Turn to page 111.

## LANGUAGE CHECK

10 Delete the extra word in these sentences. Then look back at the pages and check your answers.

- 1 The children will, guc: 111 (1) \, if the nOfk'01. p, lgc 71
- 2 It's not quite ver. told in London in, inll'f f>, ll' 91
- 3 Do you, lrc, ta, in th' cil\ in 5l.mml'r? p, lgc ()
- 4 \t, t, n go kking hut, md, , e (, 10' \ o trcl..ing. p, lgc 1 J1
- 5 I did trined t\ r\ d\ for the m.r.lthon. p, lgt 151

b. H' Srcvc the jnh.

11 I'm ll' SIC' I' to meet the other people on  
thc ..flO\.

6  
\\  
L'  
are  
'  
(R.  
,, ll  
c  
hin  
g  
n'  
..ll  
IO.  
00  
J, k, t  
nig  
hl.  
p.1  
gl'  
1 11  
7  
\\

ha! ", lalic il..e? 'Sht. ", il..t \r\ friendl., 'p,lgI' l qJ  
 8 t rc,ll, don't likt, thlt that hci,,. p,lg> 2 Ji  
 9 j\ fl("\ ..fl,ldcr j., <0m('onc who it prt'SI'OI> lh('nt'\ ... p,ige **! 'i'**  
 10 \Vh, ll ,ld\ thing I'k<t' h, ll[ \r' intlude? p,igt' 111

## LOOK BACK

**11** Find the exercise in Units 1–3 where you:

- leMn ,lhoul <,ltc ,incl ,lttion ,crh. (Unit 11
- mld ,l lt\I alxiut ,, inltr in Silx,ri,l. (Unit 11
- ,,rite ,l guiddmol... tnlr\ lur ,Our 1<IUnlf\ (Unit 11
- ll,lt'n 111..in mtP^\iP\ ,,ith ,llll,irathon nmner. (Unit 21
- t,lll.. ,ll)(lut ,,hoto imllt for rlinnl'r. (Unit 21
- le,irn ho,, ,o duihe ,l lxrron. (Unit 11
- n',ld ,lll ,ltrc.le al)(lUI difi('ff'OI OC\ \ comp,mics. (Unit 11
- pl,4O a 0I\ \LCl..l, T\l progr.,mmI'. (Unit 11
- ,uitt' a re, iI\ of ,l **n'** progr.unnw. (Unit 11

# 4

## Health

### In this unit

#### Grammar

- present perfect 1
- present perfect 2 (for and since)

#### Vocabulary

- medical words

#### Scenario

- Health at work

#### Study skills

- guessing the meaning of unknown words

#### Writing skills

- a thank you email

### 4.1 DOCTORS WITHOUT BORDERS

*An apple a day keeps the doctor away.*  
English proverb



#### SPEAKING AND VOCABULARY, medical words (1)

1 a Work with a partner. Which word is the odd one out in each group? Why? Use your dictionary.

1 doctor surgeon clinic nurse

2 medicine treatment injury surgery

3 disease operation malnutrition illness

1 b Describe the healthcare system in your country. Use the words in the box.

private state hospitals health insurance  
taxes local doctor dentist

#### READING

International Medi-Aid (IMA) is a healthcare charity that works in poor and disaster-hit areas of the world. On its website, there are regular audio reports from the places they are working in.

2 Look at the list of podcasts for IMA and answer these questions.

- Which podcasts mention and about people who provide care, e.g. doctors?
- Which podcasts are about medical facilities?
- Which podcast is about a financial problem?

#### International \ kJi-Aid

Podcast results 1111

1 field (1) ,e, luc bcm-,  
\\ d, l) m the lite 1) one 111 our nur-e-. Beler1  
Timpleron. 11 Sn 1 an1a She ha; worked m man  
drtterm counmcv, bur rti-, h her mo-t drnuuh  
lx1-111on ,n lar.

2 Ik,dlth, rcrh for the wuni;  
Dunng their frvt lled. ot acnon m rural m:.,11\\,l  
nt-11 mobrle clinic-, have tremed more th,m 111(1  
children

3 \\1r1111; m the Congo  
vtrlc-, Gatt.uu. a ,ul"1'011 fmm Loudon. t,tl1, ,rbout  
hl, 1:Um."111 work 1111h u, 111 the Cl11;:o 1k ha-n'l  
worked 111 a flm:1;n wunti: betnn-

4 Ho-pn.J bUldm; 10ntrnue,  
To d.nc. our 11,111 m Sn Lm1a h.h butlt luur  
hocpualv. pm11dm,1 treatawm 1O.1lmo,t hall J  
nullion pcople.

5 Tre.atmi; malnumnon 111 ken}J  
Durng rti-, 1C,1f. 11C hall' tramed :100 111...11 pcople  
to trc,11 malnutnuon mtheir vlllage-.

6 1 urecd dt''ure o! motule cluuc-, m 1 thinpla  
\\,; have clo-cd our heahhcare programnc 111  
l-ruopra bccuu-c ot a lacl, ot rundm!!

## LISTENING

3a **ID** Listen to four extracts and match them to the podcasts in Exercise 2.

3b Listen again and answer these questions. Look at Track 1.25 on page 153 and check your answers.

- How many IMA clinics were there in Africa last year?
- How many African clinics will there be next year?
- How did Milk's food in the UK?
- What is the jungle clinic 'the only hope' for the children?
- When did IMA decide to train local people?
- When did the training course begin?
- When does the course end?
- What caused the damage in Sri Lanka?
- In how many clinics does Brwri work?

## GRAMMAR: present perfect (1)

4a These sentences all describe completed actions. Underline the actions in each sentence.

- I've worked in Kathmandu, Nepal and India.
- On 12 March 2004, we decided to start this project.
- So far, in my time here, we probably saved about a hundred lives.
- I've also run ten health centres in Africa.

4b Answer these questions about the sentences.

- What tense is each sentence in, and simple or present perfect?
- Look at the past simple sentences.  
a Which one is about a period of time in the past?  
b Which one is about a period of time in the present?
- Look at the present perfect sentences.  
a Are they about finished or unfinished periods of time? What is the period of time in each sentence?  
b Do they give the exact time of the actions?
- What is the main idea of the sentences?

We often use the present perfect to talk about actions that are completed before now. These actions are completed in a period of time that is unfinished. (Veddo noi Sil) The exact time in the past of the action.

4c Time expressions Which of these time expressions do we not use with the present perfect?

five months ago	last year	next year
this year	in five weeks	tomorrow
in the future	never	the week
on December 20th 2007	so far	the date

4d How do we make the present perfect (affirmative and negative sentences, questions and short answers)?

language reference and extra practice, page 111, Unit 11

5 Complete these podcast summaries with the present perfect or past simple (the verb).



IMA Podcast results

Podcast results

1. I've worked in Kathmandu, Nepal and India. I've decided to start this project. So far, in my time here, we probably saved about a hundred lives. I've also run ten health centres in Africa.

2. I've worked in Kathmandu, Nepal and India. I've decided to start this project. So far, in my time here, we probably saved about a hundred lives. I've also run ten health centres in Africa.

3. I've worked in Kathmandu, Nepal and India. I've decided to start this project. So far, in my time here, we probably saved about a hundred lives. I've also run ten health centres in Africa.

4. I've worked in Kathmandu, Nepal and India. I've decided to start this project. So far, in my time here, we probably saved about a hundred lives. I've also run ten health centres in Africa.

5. I've worked in Kathmandu, Nepal and India. I've decided to start this project. So far, in my time here, we probably saved about a hundred lives. I've also run ten health centres in Africa.

6. I've worked in Kathmandu, Nepal and India. I've decided to start this project. So far, in my time here, we probably saved about a hundred lives. I've also run ten health centres in Africa.

7. I've worked in Kathmandu, Nepal and India. I've decided to start this project. So far, in my time here, we probably saved about a hundred lives. I've also run ten health centres in Africa.

## SPEAKING

6 You are going to find out about students' life experiences (i.e. what have they done in their lives).





## SPEAKING AND VOCABULARY: medical words (2)

- 1 Discuss these questions in small groups.
- 1 Describe your usual diet. What do you call that's good / not good for YOU?
- 2 when you were at school, „what food did you call for lunch/ were school meals healthy?”
- 3 Put these words into three groups: A for physical health and the body, B for mental health and the mind, and C for food and nutrition. Can you add any more words to each group?

carbohydrates    depression    heart disease  
high blood pressure    insomnia    junk food  
lack of motivation    nuts and seeds    salmon  
poor concentration    poor memory    vitamins

## READING

2a Read the magazine article and answer these questions.

- 1 How many of each thing listed does the article mention?  
a) Type of food and drink  
b) Physical health problems  
c) Mental health problems  
d) Research studies
- 2 Complete the summary of the article with the words in the box.

(Finally, the health benefits of a Mediterranean diet is good for our health. from 4 problems (e.g. concentration levels to serious e.g. Alzheimer's disease).

2b Read the text again and answer these questions.

- 1 Which did we know first: healthy food = health body, or healthy food = healthy mind?
- 2 What simple thing shows the link between food and the mind?
- 3 How many years ago did the school start serving healthy food?
- 4 What effect did the new diet have on the pupils?
- 5 How do you think our diets have changed a lot since then?
- 6 What is the result of the change?
- 7 What things does the Mediterranean diet do?
- 8 Do you call any of the food recommended by the research in the last paragraph?



2c Which of these definitions for words in the

34 **10111** Health

text are wrngt Can you correct themf Use your dictionary.

1 mood tline 61: feelingv and emotions at a particular time»

2 link tline 71: the connection between two thing-

3 bennd (line 101: offi(.i,111) ,110\\1'd to do <1111wthing

4 publicise tline 151: to tell people „hout ionwthing  
1'SpC11i,111) in the ne\\ sp,lp1'rϕ .incl on tclt\\  
ϕion

5 p,) 'd1ologist din(.1 161: a dnuor \\ ho ϕpc'k1,1Hscϕ in  
mental 11ncsscs

6 pre\\1'nlϕ (line 251: "tops sonwthing from h,1ppening

7 (1dcrly (line 28): )OL111g pcuple

**3e** Time expressions We use *for* and *since* with the present perfect. Look at the sentences in Exercise 3a, then decide which of these time expressions go with *for* and which go with *since*.

2001 ten years yesterday a year an hour  
two o'clock three days ago a long time

... Language reference and extra practice, pages 132–133

**4** Complete these sentences with the present perfect of the verbs in the box. Then choose the correct word, *for* or *since*.

be (x2)    have    know (x2)

- 1 Maxine \_\_\_\_\_ di *for* / *since* a week. She should go to the doctor's.
- 2 We \_\_\_\_\_ about the link between smoking and cancer *for* / *since* 1950.
- 3 I \_\_\_\_\_ a cold *for* / *since* Monday.
- 4 He \_\_\_\_\_ a nurse *for* / *since* twelve years. He enjoys his job.
- 5 There \_\_\_\_\_ a hospital in my town *for* / *since* many years. In fact, it closed in 1994.
- 6 \_\_\_\_\_ you \_\_\_\_\_ about the advantages of this diet *for* / *since* a long time?

## SPEAKING

**5a** You are going to interview your partner. Look at the questions below and choose one of the options in italics. Write similar questions for 7–9.

- 1 Do you have a computer / a video camera?
- 2 Do you have a mobile phone / a watch?
- 3 Are you a member of a sports or hobby club / any kind of group?
- 4 Do you have a job / a hobby?
- 5 Do you have a pet / a car?
- 6 Do you know any British / American / Australian people?
- 7 Do you have ...?
- 8 Are you ...?
- 9 Do you know ...?

**5b** Ask your partner the questions and find out how long he/she has had/been/known these things. Then find out more information and make notes.

## WRITING

**6a** On a separate piece of paper, write a summary about your partner. Don't write his/her name.

**6b** Read some other summaries. Can you guess which student each is about?

**GRAMMAR:** present perfect (2):  
*for* and *since*

**3a** Look at these sentences from the text and answer the questions below.

John Pownall has been a psychologist since 1950, and he has been known for his work on the link between the Mediterranean diet and physical health.

- 1 When did John Pownall become a psychologist?
- 2 Is he a psychologist now?
- 3 When did scientists discover the link between the Mediterranean diet and physical health?
- 4 Do they still know about this link?

**3b** We can use the present perfect to talk about states that began in the past and continue up to now. Find four more examples of this grammar in the text.

Eat healthy food and have a healthy body. We have known this for a long time. Eat fruit and vegetables and stay physically healthy. However, we now know that there is also healthy food for your brain. Eat healthy food and have a healthy mind. This is not perhaps a surprise. After all, we all know how chocolate can change our mood. However, new research clearly shows the link between diet and mental health.

For a few years, there has been a campaign to improve school meals in the UK. Daniel Brown is the head teacher of a school that banned junk food and started serving healthy food in 2006. 'Our research shows that, since 2006, the children's behaviour in class has been a lot better. They are now calmer and they concentrate more. As a result, they are learning more.'

The UK Mental Health Foundation has started a campaign *Feeding Minds* to publicise its own research. John Powell has been a psychologist for thirty years. 'This research shows that our diets have changed a lot, and the level of mental illness has increased. Now, I always consider my patients' diets, especially when they complain of depression and insomnia.'

The final piece of research concerns the Mediterranean diet. Since 1950, scientists have known that this diet (fruit, vegetables, fish, olive oil and red wine) helps you live longer. Since 2006, they have known that it also prevents Alzheimer's disease, a serious mental illness that affects the elderly, and they are now telling the world about this important discovery.

So, what does all this research suggest you eat? To improve your memory, eat salmon. To improve your concentration, eat vegetables. To fight insomnia, eat nuts. If depression is a problem, eat brown rice. If you worry about your later years, cook with olive oil. Whatever you do, use your brain and shop for your mental health.

# MIND

## SITUATION

1 What can you see in the photos on these pages? Have you ever been in or seen situations like these?

2a **III** Many companies have an occupational health officer who helps employees with health problems. Listen to a company's health officer, Mary, interview a new employee, Lucy. Complete the questions in the questionnaire below. Is Lucy in good health?



## New Employee Health Questionnaire

Lucy Townsend

- 1 Have you seen a \_\_\_\_\_ recently?
- 2 Have you had any \_\_\_\_\_ days off \_\_\_\_\_ in the last two years?
- 3 Do you have a \_\_\_\_\_ problem?
- 4 Do you suffer from \_\_\_\_\_ pain?
- 5 Do you have \_\_\_\_\_ eyesight?
- 6 Do you often get \_\_\_\_\_?
- 7 Do you often get \_\_\_\_\_ or 'flu?
- 8 Do you sometimes \_\_\_\_\_ stressed by work?

2b Listen again and note Lucy's answers. What extra information does she give with some answers?

## pronunciation

3a **IIIJ** Intonation in *yes/no* questions Look at the intonation patterns. Which one is correct? Listen and check.

Have you seen a doctor recently?



3b **IEJ** Listen and repeat the health questionnaire questions in Exercise 2a.

**Je** Work with a partner. Ask each other the questions.

4a **IIIm** Mary has consultation hours when she gives health advice to employees. Listen to a consultation with David. What are his problems?

4b What advice does Mary give David? Complete each gap with one word. Then listen again and check.

- 1 You should stretch \_\_\_\_\_ your \_\_\_\_\_
- 2 You should take some \_\_\_\_\_
- 3 You should also eat \_\_\_\_\_
- 4 You should do some \_\_\_\_\_
- 5 You should go swimming \_\_\_\_\_ times a week.

4c Can you think of any more advice for David?

## KEY LANGUAGE

giving advice and reasons

5a **III** Sometimes Mary explains the reasons for her advice. Listen and complete these sentences with the words and phrases in the box.

because (x2) to so that in order to

- 1 You should stretch your arms \_\_\_\_\_ reduce the tension in your neck.
- 2 \_\_\_\_\_ you don't eat a lot of fruit, I think you should take some vitamins.
- 3 You should also eat garlic \_\_\_\_\_ it helps fight colds.
- 4 \_\_\_\_\_ improve your general health, you should do some exercise.
- 5 You should go swimming three times a week. \_\_\_\_\_ it really helps your health.

5b Match these pieces of advice 1–6 with the reasons a–f. Then choose the correct word or phrase.

- 1 You should (1) changing your chair in order to I, so that
- 2 You should go to the optician's twice a week to
- 3 You shouldn't drink coffee at night because it keeps you awake
- 4 You should take a lunch break in order to I, so that
- 5 You shouldn't work late because it makes you tired
- 6 You should bond your knees when you lift something in order to I, so that

- a) you can relax.
- b) check your eyesight.
- c) protect your back.
- d) it makes you tired.
- e) it keeps you awake.
- f) make your back better.







**6** Work with a partner. What advice can you give for these health problems? Give the reasons behind your advice when you can.

- 1 I get headaches all the time.
- 2 My blood pressure is high.
- 3 I've got the flu.
- 4 I'm tired all the time but I can't sleep at night.
- 5 I'm really stressed at work: I can't concentrate and I'm rude to people.
- 6 I only feel OK after my morning cigarette: because that I cough a lot.

**TASK:** giving health advice

**7a** Work in groups of four (A and B, and C and D).

**Students A and B:** You are occupational health officers. You are going to give advice to two employees for their problems. Look at Track 1.21 on page 111 and the Other useful phrases. Prepare to interview and 'advise' the employees. You interview each employee in turn.

**Students C and D:** You are employees of Morgan and Jones. Look at your role 1, 2 on page 111 and prepare to tell the health officers about your problem. You visit each health officer in turn.

**7b** Employees: Which health officer gave you the best advice? Health officers: Which employee had the worst problems?

**8** Swap roles and repeat the role-play.

**Students A and B:** Turn 111.

**Students C and D:** Prepare to be the health officers.

## OTHER USEFUL PHRASES

What's the matter?

How can I help?

How often do you feel like this?

How long have you had this problem?

Does this happen every day?

What kind of work do you do?



**STUDY SKILLS:** guessing the meaning of unknown words



- 1 Discuss these questions with a partner.
- 1 What do you do when you read a word that you do not know? Do you look it up in your dictionary? Do

you guess the meaning of the word? Do you ignore it completely?

- 2 What can you do to help you guess the meaning of words that you do not know?

2 Turn to page 116 and read the excerpt from a short story. Then answer these questions.

- 1 What are his problems?
- 2 What does the doctor say about them?
- 3 What do you think happens after the story?

3 Look back at the text and underline the words that you do not know or are not sure about. Compare with a partner. Can he/she explain any words you don't know?  
There are a number of things you can do when you do not know a word. Read these strategies.

Using the context to understand the word

Does the rest of the sentence or text help you to:

- a) understand the meaning of the word?
- b) know the grammar of the word? (e.g. Is it a noun, a verb or an adjective?)

4a Look at the nonsense words in these sentences. What do you think they mean? Use the context to help you.

- 1 He survived the accident with only minor *gloobers*.
- 2 She's very *heahhy*. She has never spent a day in *long* in her life.
- 3 I can't remember the exact details of his case. I need to check his medical *donk5*.

Dividing the word into different words

It's possible that 'YOU' know one or more of the separate parts.

e.g. backbone = back + bone

4b Divide these words into two words. Then choose the correct meaning.

- 1 toothache a) a pain in a tooth  
b) a substance that you use for cleaning your teeth
- 2 sunburn a) light from the sun  
b) when your skin has become red and painful because you have stayed a long time in the sun
- 3 airtight a) flying through the air  
b) completely closed so that air cannot get in or out

Using your own language

Is the English word the same in your own language? If not, is part of the English word similar in your language?

e.g. French = millefeuille English = ous

Be careful! Sometimes you can find words in English that look the same as for similar to) words in your own language, but they have a different meaning. For example, in Norwegian the word *sky* exists, but it means *cloud* in English. We call these words 'false friends'.

4c Work in groups. How many words can you think of in one minute which are similar in English to your own language?

4d Look at this list of false friends. Which English words are they similar to?

English word	Word in other language	What it means in other language
1	fasto (Portuguese)	happy, fortunate
2	caldo (Italian)	hot, warm
3	bekommen (German)	to obtain
4	librería (Spanish)	bookshop
5	journée (French)	day
6	komunikace (Czech)	mail
7	paini (Finnish)	eight
8	rumah (Indonesian)	house

5 look back at the text on page 116. Can you work out the meaning of any of the words you underlined!

6 Which of the strategies do you think is the most useful?

## WRITING SKILLS, a thank you email

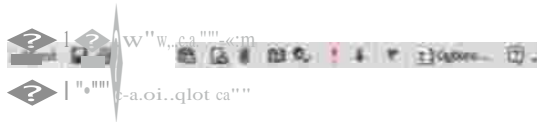
7 Discuss these questions with a partner.

- 1 Do you send emails to your friends? How often?
- 2 What do you write about? How much do you usually write?

8 Read the email below and answer these questions. Use the ideas in the Study skills lesson to help you understand any difficult words.

- 1 What is the relationship between Harry and Abi?
- 2 What happened last week?
- 3 What is the connection between the email and the part of the story you read in Exercise 2?

e. m;Ei,



Hi Abi

How are things going? Thanks very much for all your help last week. It was sweet of you to come and stay. I'm feeling a lot better now, and I'm not taking the painkillers anymore. I can move around the house and do the cooking without any problems. It's dead here without you, though!

On Tuesday, I popped out to the shops and on Wednesday I had dinner with Melanie. Guess what? She wants to do a postgraduate course in mental health! But she hasn't decided where to study yet. It was a really nice evening, but I felt worn out the next morning.

I think I can go back to work next week, but I need to keep an eye on my health in future.

Anyway, thanks again for looking after me. Hope to see you next month.

Cheers

Harry

J

9 Find one phrase in each section of the box that we do not use in informal emails or letters.

### Greetings

Hello Hi Dear Sir

### Opening phrases

How are you? How are things? How are you?  
How are things going? Hope you're OK!  
Thank you for your message of 28 February.  
Hope everything's OK. Hope all's well.

### Endings

Take care Yours faithfully Bye for now Love  
See you soon Cheers With love Love from

10a Find the two examples of *thanks* in the email. Then decide if these statements are true or false.

- 1 We use *thanks* with *for* + a noun phrase or a verb ending in *-ing*.
- 2 We can put other words after *thanks*, e.g. *very much*, *again*.

10b After saying thanks, we often add another sentence for support. Match the sentences a–d with 1–4.

- 1 Thanks for your advice.
  - 2 Thanks for doing the shopping.
  - 3 Thanks for dinner.
  - 4 Thanks for the chocolates.
- a) I'll do it next time! e) They were delicious!  
b) It was lovely. d) It's been really useful.

as or *the* possessive (e.g. *Simon's health*)?

11 Look at these sentences. What does *'s* mean: *is*, *has* or *the* possessive (e.g. *Simon's health*)?

- 1 He's held an appointment.
- 2 There's no problem with David's eyesight.
- 3 Jane's here!
- 4 It's been a difficult week.
- 5 The doctor's skills are very useful there.
- 6 John's broken his leg.

12 Write an email to a friend. Thank him/her for a present or for helping you to do something.





## In this unit

## 5.1 ISLANDS

## Grammar

- comparatives and superlatives
- expressions of quantity

## Vocabulary

- landscapes
- adjectives
- animals
- nouns and verbs (damage n/vb)

## Scenario

- Animals online

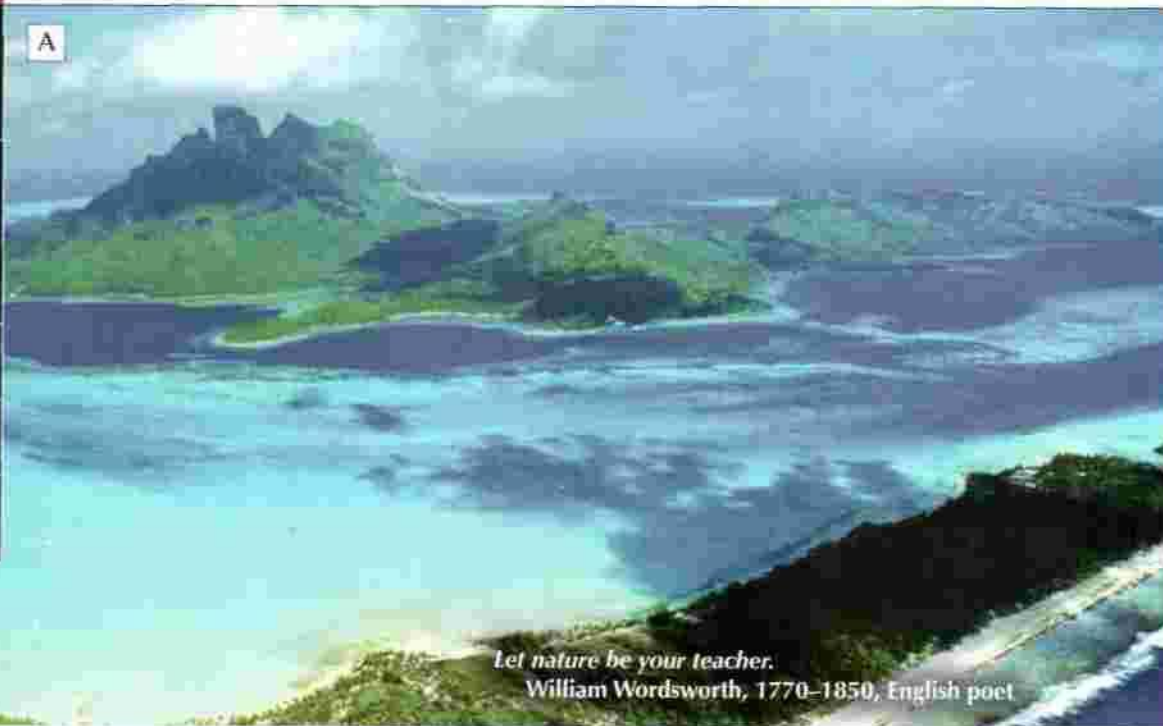
## Study skills

- time management

## Writing skills

- a comparative essay

A



## SPEAKING AND

## VOCABULARY: landscapes

1 a How many of these things can you see in the photos A–C?

hill, dirt, cloud, forest, hill, lagoon, lake, mountain, rock, sand, wave, sea, river

1 b Discuss these questions with a partner.

- Which places in the photos are the islands. Where in the world do you think they are?
- Which island have you visited? Describe them.
- What do you think of when you think of an island?  
I think of a tropical island, with sandy beaches and a beautiful hut...

## READING

2 a Read the text. Are these sentences true or false?

- The island is a single mountain.
  - The water in the lagoon isn't very deep.
  - The colour of the water is the same everywhere.
  - You can drive round Bora Bora. How quick?
- Because it's a small island.

2 b Read the text again. Use the information to draw a map of Bora Bora.

## Sora Sora

Many people have called it the most beautiful is/and in the world – a paradise of clear blue water and white sandy beaches in the Pacific Ocean.

The main island is surrounded by a lagoon and a large ring of smaller islands. There are green hills and two impressive peaks. At 727m, Mount Otenanu is the highest point.

The lagoon is the most important feature of Bora Bora and is three times bigger than the main island. The water is calm, shallow and transparent, with amazing range of different shades of blue. You can go on trips to feed the sharks and friendly rays.

You can drive round Bora Bora in about an hour (it's only 80km long and 20km wide) but it's better to travel by boat. When you're thirsty, stop for a coconut drink. A man cuts off the top of your coconut with a huge knife!

## SPEAKING

7 Think  
of two  
places

a  
n  
d

p  
r  
e

pare to talk about them for one minute. Work in  
small groups. Take turns to describe your places.  
I'd like to tell you about the cliffs. It's a, a, in the ...



## VOCABULARY, animals

1a Which of these animals can you see in the photos A-G?

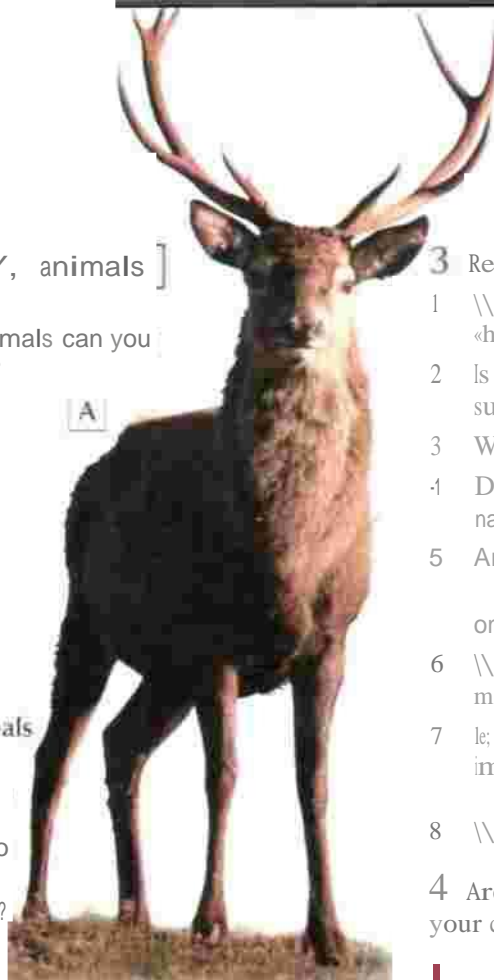
crab red deer  
elephant giraffe  
gorilla hedgehog  
human leopard

monkey panda  
rabbit snail  
squirrel tiger

Which of the animals

1b

above do you have in your country? Which do you think are cute? Are any of them dangerous? Are any of them nearly extinct?



3 Read the text again and answer these questions.

- 1 What do you think happens to the small food shops when the supermarket starts business?
- 2 Is the red squirrel like the small shop or the supermarket?
- 3 Why did the Western squirrel come to Britain?
- 4 Do all invasive animals cause the extinction of native animals?
- 5 Are there more large animal invaders than small ones?

- 6 Why do you think the apple snail doesn't cause many problems in Europe?
- 7 Is it common to find good things about animal invasions?
- 8 Why are British people calling mute crabs to, and why?
- 4 Are there any problems with invasive species in your country?

## VOCABULARY: nouns and verbs

3a Many words are both nouns and verbs, without any change in form. Is *damage* a noun or a verb in these examples?

- 1 Greys, squirrels don't damage the economy.
- 2 Apple snails cause a lot of damage in south-east Asia.

3b Find these words in the text. Are they nouns or verbs?

- |        |          |         |
|--------|----------|---------|
| 1 chop | 3 'cause | 5 hope  |
| 2 harm | 4 plants | 6 blips |

## READING

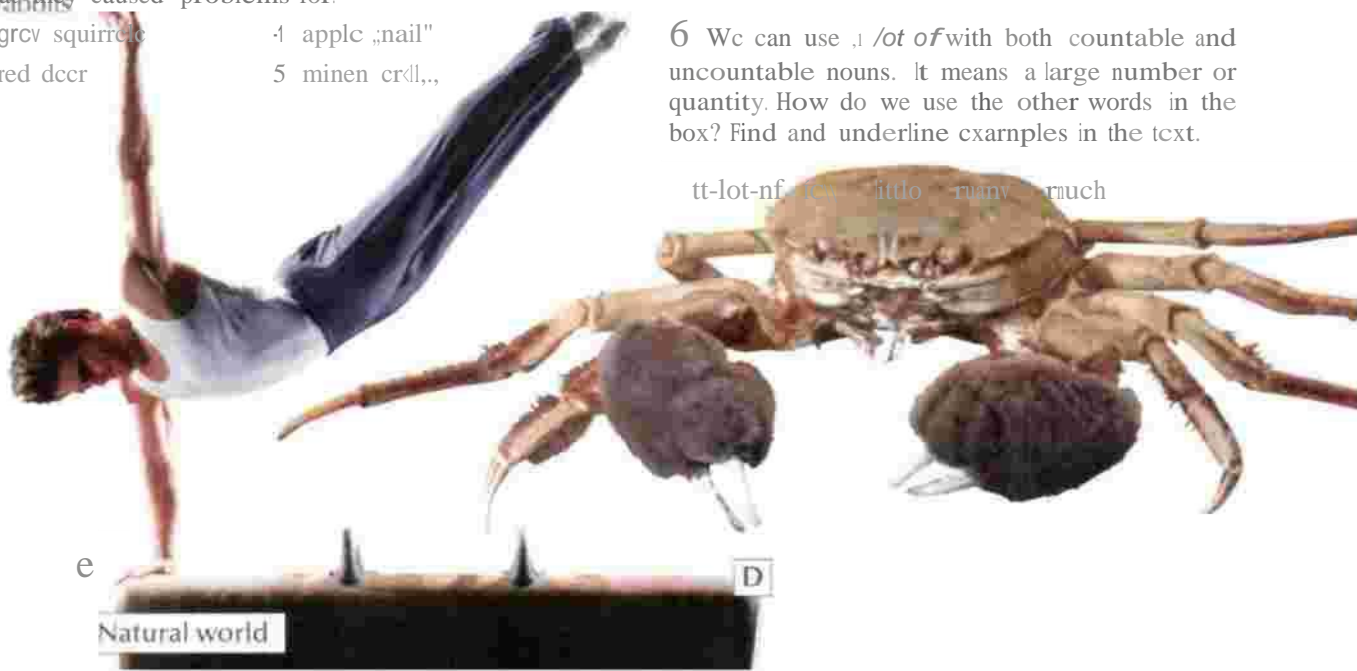
2a Read the article on page 13 and choose the best summary.

- 1 It is about the problems that the animals face in new environments.
- 2 It is about how foreign animals affect local animals and environments.
- 3 It is about the similarities between the natural environment and the business world.

2b Read the text again and find out where these

animals came from, where they invaded and who or what they caused problems for.

- |                 |               |
|-----------------|---------------|
| 1 grey squirrel | 4 apple snail |
| 2 red deer      | 5 mute crab   |
| 3               |               |



## GRAMMAR: expressions of quantity

6 We can use *a lot of* with both countable and uncountable nouns. It means a large number or quantity. How do we use the other words in the box? Find and underline examples in the text.

a lot of, a little, many, much





# INVASION

7 Are these statements true or false? Use the examples you underlined in the text to help you.

1 \Ye nevcr use  $\mu$ ,  $h$  in qucstions.

2 We oíften use m,ln in positivo sentences.

J We don't usually use *much* in positive sentences.  
Instead, we use *a lot of*.

4 *Vlc* never use *mur:h* in negative sentences.

5 \-Ve can use m,m} in qucsnons am! negatve  
sentcnccs.

language reference ,md extra practice, page 114-US

# Dnimat inuaders

11111el u11r are 11 il? 111 1111 ilaalers n t11re?

Imagine you run a small food shop in your local neighbourhood.

Suddenly, a giant supermarket opens for business opposite your shop. What happens to you and your business?

In the natural world, things are often the same. The red squirrel was living happily in England when, in the 1880s, many people brought grey squirrels from North America as pets. Since then, these pets have escaped into the wild. They now eat the same food as the red squirrels, and they eat it more quickly. Consequently, now there aren't many native squirrels in England and they are in danger of extinction.

There are many invaders that don't cause extinctions, but they do destroy plants and harm the economy. For example, European red deer are destroying the forests in South America because they eat the young trees. Rabbits have spread from Europe and now eat farmers' crops all over the world. These kinds of invaders are causing problems for humans, unlike the grey squirrels, which cause little damage to plants and don't damage the economy.

Few invaders are large land animals; most of them are fish or small animals like insects. There are thousands of these invaders and these smaller animals often mean farmers lose a lot of money. The apple snail from South America doesn't cause much damage in Europe, but it causes a lot of damage in southeast Asia because it loves to eat rice plants.

There are very few positive sides to these animal invasions. However, in Britain today, one invasion story offers some hope. Chinese mitten crabs first came on ships from China. These crabs destroy local environments and attack fish in fish farms. However, in China these crabs are an expensive food, so, now, Britain is sending them back to China. The crabs are travelling on ships again, but this time they are food, not invaders; and this time they are helping the British economy, not harming it.

8 Complete this paragraph with *much*, *many*, *a / of* *of*, *little* or *few*.

There are 'm,m or ,l /o/ crantmals that are invaders. but perhaps thl'rl' arl' 1\_\_\_\_, ii an), im,'ldl'r' lh,|| are \\Oís<' lh,m humans. 200,000 \\C,us .igo therc \\CTC \\IT\\ 1\_\_\_\_ humans.NO\\ lhcre are nearh 'i< billion of lhc m. Unfnrlmately, thert' in-n-l 1 inormation about lhc c.irlh histon of thi' spcc(\_\_\_\_, but il SLX<sup>m</sup>ms cert.iin thut the iirt human' c.lmC' from

110-180) human\ \Crc li\ ng on T\1T\ continl nl  
Ethiopia in ('lil Aíril ,l. Aírr ;            thous,md\ oi \CJTl

on Earth. I lo" b dam,lgc h,l,c these imarler

taused? Thc) ha, c destrmed - r1.1li\1' plants ,md

animal. Before humans, there was no pollution.

...m\, there is a \_\_\_\_\_ pollution and it is killing

[11] firm to the global environment. It warns that

humans need to check if \_\_\_\_\_ things about their  
life. If the, ,, , not to -u'' the.

### GRAMMAR TIP

In spoken and informal written English, we often use *not* a /O/ of, *not* many and *not* much instead of *few* and *little*, e.g. The, *are*n't a /O/ of students in my class. There *are*n't many cinemas in my city. There *is*n't much time left.

## SPEAKING

9a Use the sentence beginnings (or similar ones) to make true sentences about you.

In m\ toun!r\ . !here ,fl.' m,1m i\ ,1 /01 of...

In  $n!$  count!, there,  $lrl' / f'l$  is  $lill$ .

ln nl\ houq\_>, thcr! arc mam ..i lol uf .

In m, house, there ,fell I m,lm *isft* ; *nwch* ...

\\c p,ol nw\\ ,1 /01 o( ...

| h.i,l.m't gol mam     *much* ...

```
| opcncl ,1 /ot oftime ...
```

1 \!)C'lld 11/1/(' ..•

9b Now ask your partner questions to find out if his/her life is similar to yours.

ʔ ɪhʔrɪ' mue h  
 unempl0) mtnl  
 in ʔ our countq ?  
 //,ll1•lougol  
 m..im picwre.,  
 in your hot,,ct



## SITUATION

1a Look at the website on page 15. What kind of organisation is it for?

- 1 .i busim-s                    3 an acadcmic institution  
2 .i < h.trih                    4 a government department

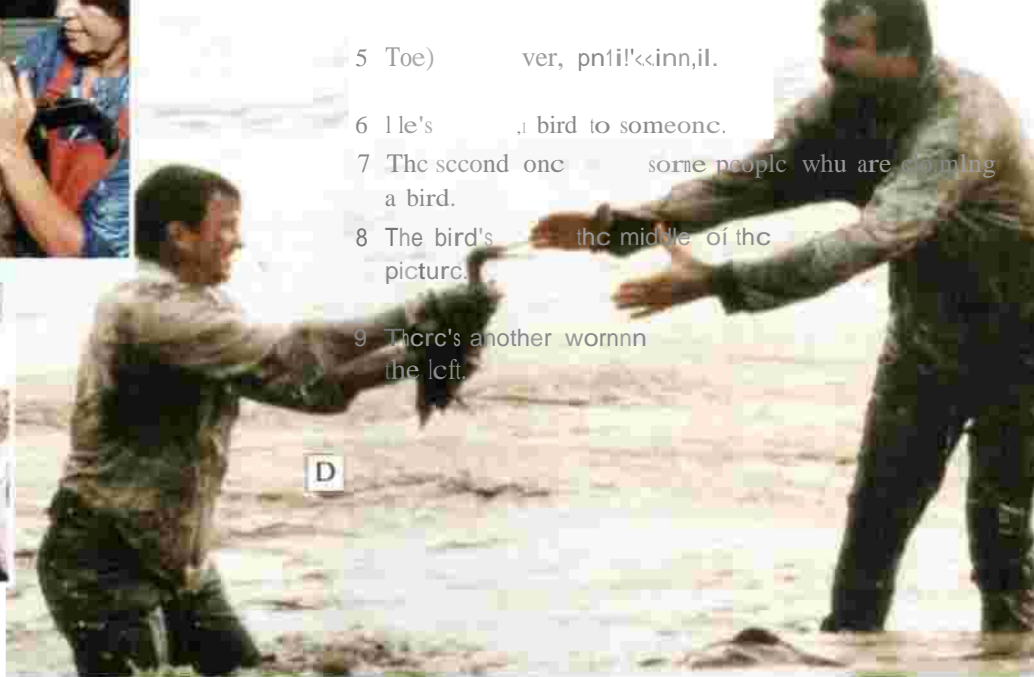
1 b Which link A–E do you click on for the following information!

- 1 pcoph- \ ho kili animals illcg,ill\
- 2 .ptli.il occommodation for animal ..
- 3 t.uing ior ill antmals
- 4 ,mim.lik: that are not free
- 3 ...ing ,nimalc; from dangor

The AAI Website Manager, Ncil, is choosing some photos for the new MI website. He needs to discuss them with the Communications Director, Katie. However, she is in the Congo and she does not have access to the Internet to view the photos. Neil telephones her to describe them and make his recommendations.

2 **11!1111** Listen to the two parts of the conversation and answer these questions.

2. In what order does Neil describe the photos A-D?
3. Which photo does he recommend for the website?



**3a IID** Listen to the first part of the conversation again and complete Katie's notes.

```
Whllo p<-<
```

1)  $Tl^{11}Gf^{21}e. .n, \quad \blacklozenge \quad \blacklozenge + 0.1 \quad \blacklozenge \quad \text{Two } \blacklozenge$

off; te, i<. < h l<. i< of ' — — wat<1,, '5.

2)  $0_{FF} kfl_1 \text{ "" "" } \leq \text{ite. lr} \text{ ? } \text{— of } \text{"" ""}$   
 $\text{"" ""} * \text{"" ""} 5- ; \text{"" ""} \text{P"" } < \text{"" ""}$

1, t p<- < bo<t - a ' of f<+ " " " 5 lo? il, a  
fhe:M look, v'c:l'IJ B — MO'e. o  .

**3b** **IIIJ** Listen to the second part of the conversation again and complete Katie's notes.

Birds:

- 1) Man in the <sup>1</sup> \_\_\_\_\_ passing a <sup>2</sup> \_\_\_\_\_ to someone on beach  
 2) People <sup>3</sup> \_\_\_\_\_ a bird. Woman in <sup>4</sup> \_\_\_\_\_ shirt holding bird,  
 woman on the <sup>5</sup> \_\_\_\_\_ cleaning bird.  
 1st pic more <sup>6</sup> \_\_\_\_\_, makes you <sup>7</sup> \_\_\_\_\_ the situation.  
 2nd pic shows what experts <sup>8</sup> \_\_\_\_\_, but not very  
 9

KEY LANGUAGE:  
describing photographs

4a **111111** Complete these sentences from the conversation. Then list them again and check.

- 1 In the first one, \_\_\_\_\_ are four 'M.I.I.'; the, the nrc close to the beach. \_\_\_\_\_
- 2 There are lots of people \_\_\_\_\_ the background.
- 3 On the left of the picture, we can \_\_\_\_\_ the 'Lrgl' house, on the right.
- 4 On the right, there are two people \_\_\_\_\_ are throwing water on the whale.
- 5 The \_\_\_\_\_ ver, 'nll' < inn, il.
- 6 He's \_\_\_\_\_ a bird to someone.
- 7 The second one \_\_\_\_\_ some people who are chasing a bird.
- 8 The bird's \_\_\_\_\_ the middle of the picture.
- 9 There's another woman \_\_\_\_\_ the left.





**Animal rescue:** We have teams of trained rescue workers in countries all over the world.



**Animal hospitals:** In Africa, we have five animal hospitals with experienced vets and modern medical equipment.



**Animal hunting:** We support the police in their fight against the illegal hunting of wild animals.



**Animal sanctuaries:** We provide safe places for animals to live, for a long or short period of time.



**Animal captivity:** Many zoos keep animals in awful conditions. We campaign to improve animal welfare.

4b Answer these questions about the sentences in Exercise 1a.

- Which tense do we use to describe someone's action in a picture?
- Which type of word do we use after 'and'?
- Underline the phrases for describing the position of something in a picture.

### pronunciation

**5a** **IID** **weak forms** Some words have both a strong and a weak pronunciation. We often use the weak form when the word is not stressed in a sentence. Listen and notice the weak pronunciation of *the*, *are* and *to*. Listen again and repeat.

In the first one, there are four weak forms that are close to the beach.

**5b** **IID** Listen and repeat the strong and weak forms of *a*, *the*, *of*, *to*, *some*, *are* and *can*.

**5c** **ID** Listen and repeat sentences 2–9 in Exercise 1a.

6 Work with a partner. Practise describing the four photos in Exercise 2. Can you hear the weak forms?

### TASK: choosing photos for a website

7a Work with a partner. You are going to role-play a similar situation to the conversation in Exercise 2.

**Student A:** You are the Website Manager. Turn to page 116 and prepare to describe your photos.

**Student B:** You are the Communication Director. Find out which links the photos are for and take notes.

7b Swap roles and repeat the role-play.

**Student B:** You are now the Website Manager. Turn to page 125.

8 You are now back in the office. Look at the four photos that your partner described. Was the description good? Do you agree with his/her choice?

### OTHER USEFUL PHRASES

This one is *more interesting* / *stronger* / *weaker* / *more unusual* / *more powerful*

I like the way this one ...

I think this one is better because ...

It makes you feel sad / angry / ...

I think we should use this one because ...



### STUDY SKILLS: time management

1 Look at these expressions with *time*. Which suggest the person has a problem with time?

- 1 I've got all the time in the world.
- 2 There aren't enough hours in the day.
- 3 Time's running out.
- 4 I've got time on my hands.
- 5 Time's on my side.
- 6 It's a race against time.

Which expressions best describe how you feel about time?

2 How do you use your time? Look at the list of activities in the time chart below. Guess how many hours a day you spend on each. Then keep a record for a few days. Which of the activities can you change to give yourself more time to learn English?

3a Work in groups of three or four. Look at these problems some students are having with time management. What advice would you give them?

- 1 I'm often late for appointments, or sometimes I miss appointments completely.
- 2 I spend a lot of time looking for my notes. I can never find anything.
- 3 I sometimes study for a long time, but I don't feel I'm learning anything. I read the material, but nothing's happening – it's not going in.
- 4 I can't finish all the things I need to do in the day.

3b **Listen** listen to some students and their tutor discuss the problems above. Do they mention any of your ideas?

**Je** Match this advice with the problems 1–4 in Exercise 3a. Then listen again and check.

- a) Find out when you study best.
- b) Decide what's important!
- c) Keep a diary – and check it!
- d) Take regular breaks.
- e) Make lists of things you need to do.
- f) Organise your files.
- g) Make sure you can concentrate.
- h) Be nice to yourself!

3d Look at Track 1.37 on page 155 and underline the parts of the script that tell us about the advice a–h above. Which two tips do you think are most useful for you?

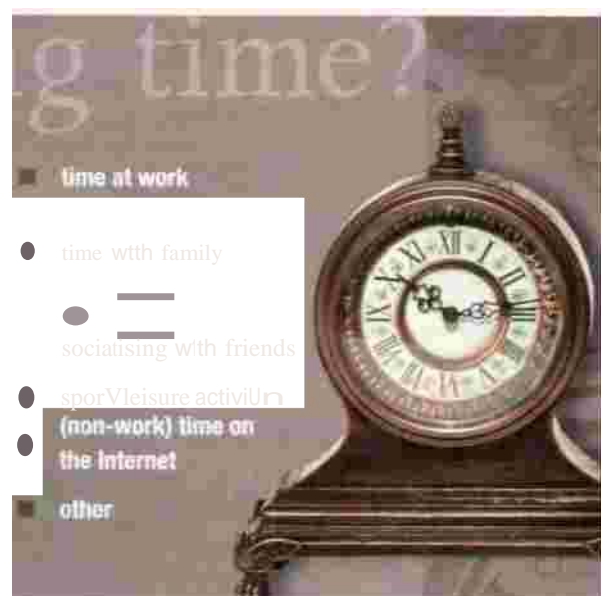
4a Think of ten things you need to do in the next week (e.g. write an essay, go to the doctor).

4b Which things in your list are urgent? Which can wait? Put them in order of priority (i.e. most important first). Then show your partner. Does he/she agree with your order?

5 It's also important to decide how to spend time on a particular task. Imagine that you are going to write an essay in class. You have 45 minutes to write 150 words. Put these stages in the correct order and decide how long you should spend on each.

- 1 checking your work
- 2 thinking and noting ideas; planning and organising notes
- 3 writing

Compare your ideas with three or four other students.



## WRITING SKILLS, a comparative essay

### 6 Discuss these questions with a partner.

- 1 Are there any volcanoes in your country? Are they famous?
- 2 Have you ever been up a volcano? If not, would you like to go up a volcano?
- 3 We use special terms to talk about volcanoes. Do you know what these words mean?

active dormant erupt eruption cone

### 7 Read this essay and choose the best title.

- 1 Discuss the good and bad features of volcanoes.
- 2 Compare and contrast two volcanoes.
- 3 Consider the problem of volcanoes, and what people can do about this problem.

Volcanoes are one of the most impressive features of the natural world. Everybody can recognise a volcano, but are they all the same? This essay looks at two famous volcanoes in different countries.

The largest active volcano in the world is Mauna Loa (4,170m) on Hawaii, in the Pacific Ocean. The last eruption was in 1984. It rises slowly and gently, and this shape of volcano is very dangerous than other kinds.

Unlike Mauna Loa, Mount Fuji in Japan is a dormant volcano which last erupted in 1707. Mount Fuji (3,776m) is, perhaps, the world's most famous volcano because of its almost perfect shape – a cone with quite steep sides.

For example, Mauna Loa is higher than Mount Fuji but the sides of Mount Fuji are steeper. Mauna Loa is an active volcano. In contrast, Mount Fuji is dormant. Mauna Loa last erupted in 1984, whereas the last eruption of Mount Fuji was in 1707. In conclusion, we can see that these two volcanoes have more differences than similarities, but they both catch our imagination.

8a Good organisation is very important in an essay. Compare this essay with the one on page 117. Which is easier to understand? Why?

### 8b An essay has three main parts.

- 1 introduction
- 2 main body
- 3 (summary) conclusion

Draw a line around these parts in the essay in Exercise 7.

### 9a Linkers Look at these sentences. Do they mean the same thing?

- 1 The River Nile is 6,670km long. In contrast, the River Thames is only 161km long.
- 2 The River Nile is 6,670km long but the River Thames is only 335km long.
- 3 The River Nile is 6,670km long, whereas the River Thames is only 335km long.

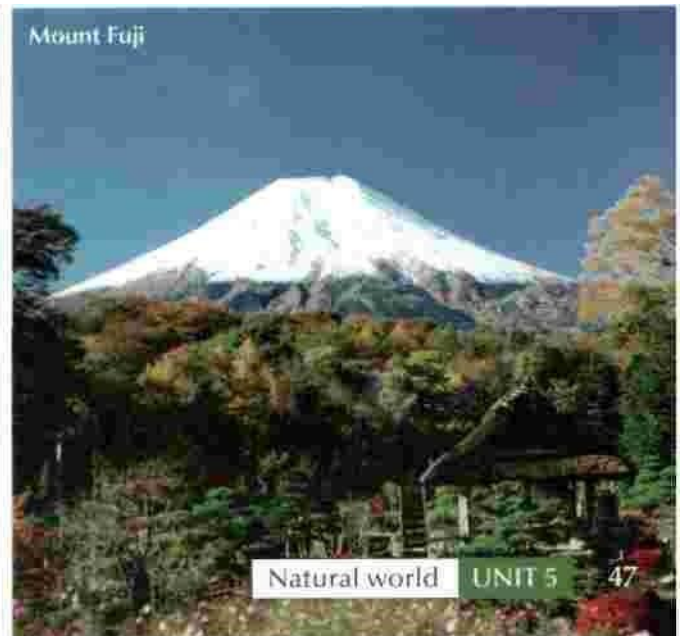
What is the difference in punctuation between them?

### 9b Write three sentences (like those above) about these places. Use *in contrast*, *but* and *whereas*.

- 1 Mount Everest: 8,848m high  
But the deepest: 11,319m
- 2 Padang: 11,022m deep, the deepest point  
North Sea: 11,000m

### 10 Write an essay comparing and contrasting:

- 1 the mountains (e.g. the mountains, lakes, rivers) in your country (or country) you know  
OR
- 2 different animals OR
- 3 two of the islands in lesson 5.1 (look at Task 1.1 on page 54 to help you.)



## In this unit

## Grammar

- will, might and may for predictions
- first conditional

## Vocabulary

- ages
- negative adjectives (un and less)

## Scenario

- Family matters

## Study skills

- correcting your writing

## Writing skills

- an article

## 6.1 FUTURE OPPORTUNITY



*The spirit of truth and the spirit of freedom – these are the pillars of society.*  
 Henrik Ibsen, 1828–1906, Norwegian dramatist

## SPEAKING

- Are these statements true about your country?
- More people are now making friends over the internet.
- People are living longer than before.
- People are having more holidays abroad.
- People are using robots in their homes.

## READING

2a Read the advert. Who uses the institute and its services? Why?

1. executives    2. business people    3. academics

2b Find words in the text that mean:

- someone who studies the future
- something or changes over time
- opinions about what will happen in the future

## LISTENING

3a Listen to a meeting between Susan, a futurologist, and Patrick, a humanist. Tick (✓) the future changes she discusses.

- domestic use of technology
- longer lives
- internet friendships, marital relationships
- people working from home
- leisure activities and travel

## The Institute of Future Analysis



IFA 0890 546 990  
[www.ifa.co.uk](http://www.ifa.co.uk)

Are you planning for the future?  
 Do you know what's coming next?

The world and your markets are constantly changing. Will the elderly be the big spenders of the future? When will middle-age begin? When will people retire? What will tomorrow's teenagers want to buy? Our futurologists can help you profit from the future.

We provide:

- information about future trends in society.
  - predictions about future consumer needs.
  - analysis of your company and its future plans.
  - advice for business investors.
- Call us now and improve your future opportunities.



### 3b Listen again and complete Patrick's notes from the meeting.

Man trnd& are about 1 \_\_\_\_\_ ami \_\_\_\_\_  
 In 2025, more man a 2 \_\_\_\_\_ of piope over 70, ateo  
 peop'e uve 4 \_\_\_\_\_  
 In 2025, more over-60s, than 5 \_\_\_\_\_  
 fiwtr parfi and adventure holidai, more llo\ld&;, on  
 1  
 120bot&. lo 1 \_\_\_\_\_, to 9 \_\_\_\_\_ lo do the sardenin9  
 More dlvorlu, Older people mut nebl partoera 1 \_\_\_\_\_  
 Invt m btfline& that offr 11 \_\_\_\_\_ and 12 \_\_\_\_\_ for  
 the e\der\l and thut u& 13 \_\_\_\_\_

## VOCABULARY, ages

### 4 What age do you think these people are?

111 adolescent a rllitldk-, 12: Ld flit', UII  
 12 Young adult a thinv-something a, hild  
 13 eldrlly pl'r, on 14 (f'n, lgCr a rC'tirCd pOrdon

What is life like al these agest What responsibilities do people have! What kind of things do they spend their money on? Which is the best age to be?

**GRAMMAR:** *will*, *might* and *may* for predictions

**Sa ID** Complete these sentences from the meeting with the words in the box. Then listen and check.

will rll'finit'l) (x21 might  
 111.,, won't probably

1 Those older people \_\_\_\_\_ live for much longer

– \1' know th.it from the statistics.

2 They \_\_\_\_\_ hve until tht')"rC' 9'i, or CVCII 100.

3 That \_\_\_\_\_ won't be good for business.

4 I'm sure they \_\_\_\_\_ hve much money.

5 These people will \_\_\_\_\_ need things to do with 111.,, extra time. for sure.

6 They \_\_\_\_\_ ,11.,,o want activltv holidays hu! that'll depend on thclr hcahh.

7 He, \_\_\_\_\_ won't go bungcc-lurnping.

### Sb Answer these questions about the sentences.

- 1 In which sentences is the speaker certain 111,!! his/her idrn about the future is true?
- 2 In which sentences is the speaker less certain?
- 3 Which verb form do we use after will, 111i;ht, and 111,!!?
- 4 Do we usually put adverbs (e.g. *probably*) before or after will? Do we put them before or after *won't*?  
... language reference and extra practice, page 136–137

### Se Correct the mistakes in these sentences.

- 1 I te might hvcs 10 the age of 90.
- 2 Many people will probably to work from home.
- 3 I will live definitely in my own country.
- 4 There won't probably be big farms.

## SPEAKING

**6a** Choose the correct word in these predictions according to your opinion for your society twenty years from now.

- 1 More/ Fewer people than now will leave their country to find work.
- 2 People will definitely/ maybe spend more/ less time using the Internet than watching TV.
- 3 More/ Fewer people will probably live longer.
- 4 Most people will/ won't retire at the age of 65.
- 5 The difference between rich and poor people will probably be smaller/ larger.
- 6 People will have more/ less free time.

**6b** Compare your ideas with a partner, and explain your predictions. Which of the predictions are positive or negative for your country?

## WRITING

**7** Write a short paragraph about your predictions for your society.





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## SPEAKING

- 1 Discuss these questions with a partner.
- How important is family life in your country?
  - How many people are there in your immediate family? Parents, children, brothers and sisters?
  - What are the advantages and disadvantages of a small or big family?

## READING

2a Match these words with their definitions.

birth rate      a decline in the number of children  
old-fashioned      a person who is not modern  
child      a young person

- not modern
- you did it once and it was successful
- a person or company that provides services for them
- right for a particular purpose or situation
- when someone looks after children while the parents are at work
- the number of births for 1,000 or 1,000 people in a particular year and place

2b Read the newspaper article and complete this sentence in six or seven words.

This article is about \_\_\_\_\_

2c What is the organisation of the text? Put these topics in order (1-5).

- Reasons for the low birth rate
- A possible solution to the problem
- Options for the possible solutions
- Details about the low birth rate

D  
D  
D  
D

2d Read the text again. Are these sentences true or false? Correct any false sentences.

- Only 10% of German women have had children.
- Germany has a birth rate of 1.3 children per woman.
- Most parents have more than one child.
- A university professor believes that German employers do not have modern attitudes.
- The government will pay 1,000 euros to mothers so that their father can take time off work.
- Most of the children who are not popular with their parents are not popular with their grandparents.
- What do you think of Ms von der Leyen's plan?

# Germany: What future for the family?

The article showed that Germany has a high birth rate of children, which is not the case in the world. Most of German women have not had children. This figure is 10% among female graduates. The number of children per woman is 1.3, which is not enough to replace the parents. The government is trying to encourage women to have children by offering financial support. The birth rate is still low, but the government is trying to improve it.



The family is looking at a book together. The father is on the left, the mother is on the right, and three children are in the middle.

The birth rate in Europe is low. With an average of 1.3 children per woman, Germany is not far from the UK. German women are not having as many children as they used to.

The average age of a woman when she has her first child is 30. This is a problem because it is harder to have children when you are older.

The government is trying to encourage women to have children by offering financial support.

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## VOCABULARY: negative adjectives

We can use *un-* and *-less* to show a negative or opposite. to mean 'not' and 'without'.

4a Use the negative adjectives of these words.

comfortable hope kind  
usual

4b Write questions with four of the negative adjectives. Then ask and answer the questions with your partner.

## GRAMMAR: first conditional

We can use *if* to talk about the result of a possible future action.

5a Match the beginnings and endings of these sentences.

if-clause (condition)

- I'll be home for two months
- from the police childcare.
- If the birth rate decreases, not up.

main clause (result)

If the government help from the government.  
If the government, the serious problem.  
The Tamil Nadu, will get 1,800 euro, the men.

5b Is this grammar rule correct?

If-clause = I + verb + present

main clause = I + will + verb

6a Complete these sentences with the correct form of the verbs.

- I will tell him, I will tell him the news.
- She will be ill if she (not rest) more.
- What will you do if you (not pass) your next exam?
- We will arrive on time if we (not hurry) up.
- If you (leave) your car, it will be able to park.
- I will do the washing up if I (have) time.

## GRAMMAR TIP

Use *might* instead of *will* when you are less sure that something will happen.

If the birth rate does not go up, that country might die.

6b Think of other things that you will, or might, do today / tomorrow / at the weekend, etc.

I will wash my hair tonight.

I will go to the gym, I might go to the gym.

## SPEAKING

7a Listen You are going to role-play some situations where people discuss problems and possible solutions. Listen to this example conversation and answer these questions.

- What is Shona and Ben's relationship?
- What does Shona want to do?

7b Listen again and answer these questions.

- What three problems does Ben mention?
- What are Ben's solutions?
- What does Ben think of Shona's plan?

## pronunciation

8 Listen Contractions Listen to these sentences. How do we say *What if ... ?* Listen again and repeat.

9 Work with a partner. Turn to page 117 and consider what you will do in the situations.

## GRAMMAR TIP

You can change the order of the if-clause and main clause in the sentence. Only use a comma when you start the sentence with *if*.

language reference and evaluation practice. pages 136–137



## PREPARATION

- 1 Discuss these questions with a partner.
- 1 who does the cooking and cleaning in your family?
- 2 Could you get out late when you were a teenager?
- 3 What housework did you do when you were a child or teenager?
- 4 Did both your parents work when you were young?

## SITUATION

*Speak Out* is a television talk show. Robert Hughes is the presenter and the audience takes part in the discussions. This week, the topic of the show is problems and responsibilities in families.

2a **1111** Listen to part of the show. Which of these issues do they discuss?

- 1 Mothers should stay at home with their young children.
- 2 Working men do not need to share the housework.
- 3 Children shouldn't watch many hours of TV a day.
- 4 Parents should let teenagers choose when to come home at night.



2b Look at the different points made on the show. Listen again and put them in order (1–8).

- a) Some mothers can't stay at home because they need money. **D**
- b) A mother's love is important for her children. **QJ**
- 1) Working mothers miss the best part of their children's lives. **D**
- d) Some mothers work because they want to. **D**
- e) TV is an everyday thing and children should learn about it. **D**
- f) Parents should not let children watch TV at all. **O**
- g) Only a few children watch a couple of hours of TV a day. **LJ**
- h) TV is bad for children. **D**

2c Which of the points do you agree or disagree with? Discuss in small groups.

KEY LANGUAGE,  
expressing opinions

3a **III** Listen again and complete these sentences.

- 1 Well, I think mothers should stay at home.
- 2 Well, I understand her point, but sometimes mothers have no choice.
- 3 Well, that's good, but I think some mothers work because they want to.
- 4 I agree with her.
- 5 Well, I think it's important that they shouldn't watch too much TV.
- 6 Well, personally, I disagree.
- 7 I think it's important if they know that it is a normal thing.

52 @ **1111#** Socially connected and family relationships 8 Well, that's an interesting topic to discuss.



. but TV is different

**3b** Match the sentences in Exercise 3a to these functions.

al agreement **b) disagreement** el opinion

## pronunciation

**4a IIIJ** Word linking Listen and repeat this phrase. Notice the link between words that end in a consonant and those that begin with a vowel.

\\<II. th,II\\\_I good polnr. hut ...

**4b IIIJ** Which words do we link in these phrases? Listen and check.

1 \\CII, \\ hat I thinl. is that .

2 \\CII, that\\ an int'n-ting icko.l. hui .

3 \\t'II, I understand her npinion, but .

**4c** Practise saying the phrases in Exercises 4a and b.

**5** Practise accepting an idea and then disagreeing with your partner. Use the ideas below to help you.

1 1st idea: mothers -hould ..ta) at home

2nd irlca: ..eme mothers have no choice

fil'r,<m,II\\\_I. I thm. moth(Y\\\_I,hould ,I.I> ,II home II ith lh,'ire lukiren.

1\\ \\II, / uncl'r,I,II\\d I our opinion, lmt \\Otnt' moth(r, h,II I' no, lwir.

2 1st iden: TV te.u.ies childrn .lthout the world

2nd idea: children <ould miel bookv to learn things

3 1st id<,'t: hu,,h,mcf., should help clean the house

2nd idI',I: mon are tired aft'r ,I da, ,I\\ worl.

## TASK: speaking on a talk show

**6a** Complete these statements with the words and phrases in the box.

circ-rly hou-c husband p-iv

prmiwion pocket mnrf\\

1 P.int'nt< should childrn lo lid\\ the house.

2 It j., not a good idea for il rnan IO he a .

3 A tocrugor c,III <t,I\\ oul late II ithout .

-' 'young children shculrl gtt

5 F,lmilie< ,hould look otter ilwir members

,II home.

**6b** Work with a partner. Think of reasons for and against the statements above.

For: I thinl. p,lrnI, ,houf/I do th.II bte <HM' lht'n lht>\\ II on f ,lfj:tl't'.

Ag,lin,t: I dm 't thinl. V\\I'j ,houf/I do th.II iwc ,JU>I' e htd'n m>b>d lo icsm ,lhou/ lool.inR .utor ,I bomo.



**7a** Work in small groups. You are on *Speak Out*. One student is the TV presenter. He/She chooses one of the statements in Exercise 6a and asks the guests for their opinions on that topic.

**7b** After the first discussion, another student becomes the TV presenter and chooses a new statement for discussion.

## OTHER USEFUL PHRASES

Right, the next topic is, working men should ...

So, what's YOUR name and what do you think?

Do you agree with him/her?

What do you say to that?

What's your opinion?



- 1 Which of these sentences are true for you?
- 1 I always check my writing carefully when I've finished.
- 2 I read my teacher's comments and corrections carefully.
- 3 When my teacher gives back my work, the only thing I look at is my mark.
- 4 I look at my mistakes, but never remember them.
- 5 After my teacher gives back my work, I often rewrite it to make it better.

gramruar vocabular, spelliog punctuation  
.,nrrl orcler lr,rling \\Otrl'- out

- 1 That ;, an interesting idea.  
 2 If the birth rate ,viH--grow, the country will not die.  
 3 Older people will robot! Wfml.  
 4 \What ,, ill you if you arrive late?  
 5 The situation is bad but it isn't  
 6 Their advice was very helpful.

- 1 More people will live probably alone in the future.
- 2 Bob hopes that there will be good opportunities  
business for him in the future.
- 3 Everyone in my family has got eyes unusual, except  
forme.
- 4 What she will do if he doesn't arrive on time?

- 1 People living longer than before.
- 2 If men spend more time at home, children might be happier.
- 3 The majority of young people will go to university.
- 4 Older people will meet on Internet.

Are the missing words similar in any way?

In my country family life is very important, we spend a lot of time, with our families, and we always have lunch together on sundays, there are also a lot of

4a Look at this student's writing. The teacher has used a correction code. Correct the mistakes.

= mi,sing word = pum tu.nlon

$$\begin{array}{c}
 \text{Sp} \\
 \text{Ott} \text{ pv-ob!tlt ill. ill. } \text{00ll.b"} \text{ l.s } \text{tMt Y'lc.j.} \text{ ptoplt l.s} \\
 \text{S,} \quad \text{'f} \\
 \text{ttti} \text{ Y'lc.l:tV} \text{ poov- ptop(t ls } \text{'ttti} \text{ } \textit{poov-ty; if tl,t} \text{ } \text{Ap} \\
 \text{I-O/AJ} \quad \text{/i} \\
 \text{Aw.o} \text{ } \text{tktlil.} \text{ } \text{!} \text{ } \textit{buok(t utv-} \text{ } \text{bi, it} \text{ } \text{v,ill!} \text{ } \textit{c.v-tZlt} \\
 \text{I-OO} \\
 \text{p,} \text{ } \text{Ciblt} \text{ } \text{IU} \text{ } \text{.stV} \text{ } \text{ous.}
 \end{array}$$

**4b** Read the rest of the student's work. Look for mistakes and write the correct symbol above the mistake. Then check on page 117.

Violence will increase we will be frightened to leave our homes. What we can do I believe that rich people

should pay more tax and the government must provide more occasions for poor people



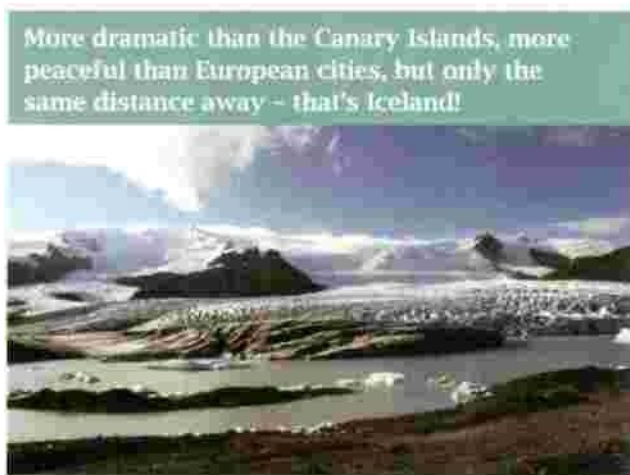
1 Ob Check your work for mistakes (e.g. grammar, spelling). Check your partner's work too!





## GRAMMAR

1 Read the two texts about Iceland. Where is each text from?



This island in the North Atlantic is larger than England and Wales, but few people live here - only about 290,000, with only half in the capital city. Iceland has been independent from Denmark since 1944 and the capital comes alive on independence day June 1st, when Reykjavik feels more crowded than London.

But people don't usually visit Iceland for the tourism. This is a country of amazing landscapes - blue lakes and lagoons, fast rivers and waterfalls, mountains and volcanoes that erupt frequently. Mount Hekla, in the south of the country, has erupted sixteen times in the last 1,000 years, and, in one of the most violent eruptions of recent times, the city of Hekla almost destroyed the town in 1971.

2 Are these sentences about the texts true or false? Correct the false ones.

- 1 The capital is smaller than London and Wales.
- 2 Iceland is smaller than England and Wales.
- 3 Not many people live in Iceland.
- 4 London is more crowded than Reykjavik.
- 5 Iceland has been independent for less than 50 years.
- 6 The volcano on Hekla has erupted recently.
- 7 Iceland has a smaller capital city than Reykjavik.
- 8 Iceland is more expensive than many other places.
- 9 If the weather is good, Iceland will go on a summer holiday tomorrow.
- 10 They will definitely hire a car at the weekend.

## Mel's travel blog

Day 3 in Iceland

We've been here for two days now, in Reykjavik. It's the smallest capital city I've ever visited, so we've seen just about everything now. It's very pretty and has some great museums (useful for rainy days - and there are a lot of them!), but it's very expensive here, more expensive than London even, but the food's good. I've had the best lamb and fish that I've ever tasted.

We want to see more of the island, so we'll probably go on an excursion tomorrow, but it depends on the weather. If it's good weather, we'll stay here and go whale-watching in the afternoon, but if it's bad, we'll definitely take an excursion. We're also thinking of hiring a car but we might leave that till Friday and drive north over the weekend.

Time for bed! I'll write more tomorrow.

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

- 1 Iceland is more peaceful than European cities. (Europeans cities) → Iceland is more peaceful than European cities.
- 2 Iceland has a small population. Few → Iceland has a small population.
- 3 Iceland got its independence in 1944. (Since) → Iceland got its independence in 1944.
- 4 Reykjavik is the farthest north of the capital city. (Farther) → Reykjavik is the farthest north of the capital city.

## VOCABULARY

4 Listen to Jane and Andrea discussing their next holiday and answer the questions.

- 1 What is the purpose of the holiday? → They want to go on a holiday.
- 2 What do they think about the weather? → They think about the weather.

5a Complete the names of the national parks A-O in the brochure extracts on page 57.

5b Listen again and complete the gaps 1-9 with landscape words or animals.

# UNITS 4-6

## KEY LANGUAGE

**6 Ilm** Listen to Tom and Shula talking about a photo. Draw a sketch of the photo.

**7** Complete the conversation with the words and phrases. Then listen again and check.

al personally. I believe el That's a good point, but  
hl look amazing fl You should do that  
el because gl I think it's better  
cil to hl I agree

T: ... and this photo is from my job in India, I hear;  
go. The clinic on the left.

Sh: Oh, I see! Who's the little boy on the right  
with the two goats?

T: He helped the doctors and nurses, you know.  
made tea, fetched things.

Sh: It's interesting that the photo is in black and white.

T: Yes, I think that you get better photos this way.

Sh: Yes, I agree. The mountains in the middle are  
so impressive.

T: I know. I loved the mountains. In fact, I loved  
everything there!

Sh: Really, huh?

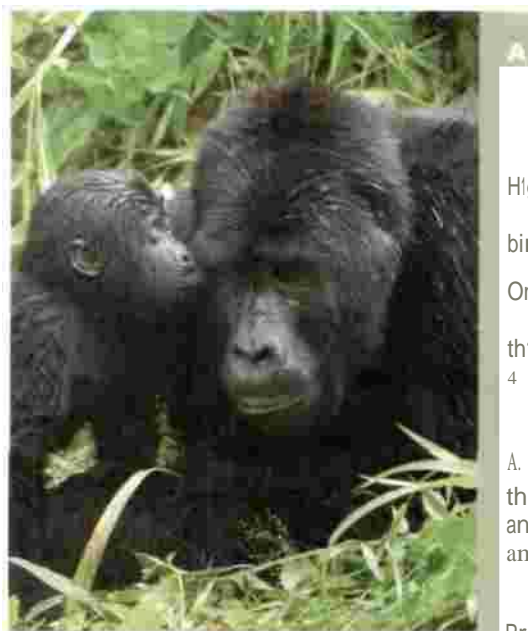
T: Well, the weather was good, the food was

wonderful, the people were really friendly. I'd  
like to go back and see them all again.

Sh: I see! You can take three months off from this  
job, you know.

T: I couldn't leave my family for that long.

Sh: I agree if I wait till the children are older.



## LANGUAGE CHECK

**8** Is there a word missing in these sentences? If so, decide where to put it. Then look back at the pages and check your answers.

h, the

1 I had a sore throat since last Tuesday. (page 33)

2 My father worked in Brazil in 1002. (page 11)

3 There's a problem with lack motivation. (page 34)

4 I wanted to become a doctor to help people. (page 36)

5 This is really impressive part of the country. (page 41)

6 Humans have caused a lot of problems to the  
environment. (page 42)

7 The volcano will probably erupt this year. (page 41)

8 (Ideal) people might be healthier in the future. (page 49)

9 I like both work and get childcare. (page 51)

10 I'm not sure. I think I agree. (page 53)

## LOOK BACK

**9** Find the exercise in Units 4-6 where you:

- listen to extracts from podcasts. (Unit 4)

- learn how to give reasons for an action. (Unit 4)

- write a thank you email. (Unit 4)

- compare two places you know well. (Unit 4)

- read about animal habitats. (Unit 5)

- learn about managing your time. (Unit 5)

- talk about the different ways in life. (Unit 6)

- learn how to express conditions that affect future  
actions. (Unit 6)

- discuss similar issues for presentation on a TV show.  
(Unit 6)

High above sea level, this national park has a wide variety of

birds and animals, including over half the world's mountain

On both sides of the world's longest river, the Nile,

this park has some amazing animals, such as buffalo,  
and

A mixture of open grasslands and rainforest, around  
the river in this park you can see over 100 types of  
animal, including elephants and big cats, such as lions  
and

Protecting the Ugandan part of the Virungas, where  
the extinct, this park has lots of birds and  
animals in its forests, including the golden





## In this unit

## Grammar

- *must and have to*
- *had to and could*

## Vocabulary

- science and crime
- nouns, adjectives and verbs with prepositions

## Scenario

- Ideas and innovations

## Study skills

- making notes

## Writing skills

- describing charts

## 7.1 CRIME LAB



*There are in fact two things, science and opinion.  
Hippocrates, 5th century BC, Greek physician*

READING AND VOCABULARY,  
science and crime

1 Match these captions with the photos A-C.

- Investigators collect important evidence at the scene of a crime.
- Actors rehearse a scene on the set of the latest crime drama.
- A scientist prepares DNA samples for analysis.

2a Read the two television programme reviews. Which is a documentary? Which is a drama? Which would you watch?

2b Read the texts again and answer these questions.

- Which programme does the reviewer recommend?
- How many crimes are there in the episode of *Crime Lab*?
- What is the smallest thing that forensic scientists analyse?

*Crime Lab*

The crime scene investigation team has to solve two murders and a burglary too, right? Senior forensic scientist Karen Warner discovers a vital clue at a crime scene: her sister's DNA. She tries to keep her discovery secret, but her boss finds out and tells her she must leave the investigation. There's a burglary at the mayor's house but the burglar hasn't left any fingerprints. Because of this, laboratory assistant Dan Turner has to use a new piece of scientific equipment, with surprising results.

*CSI - the reality*

This new series sees the science behind modern police investigation. Iris Battle is a forensic scientist in a QMUL forensic crime lab. Her team examines the material from the crime scene - fingerprints, knives, cigarettes - to find things you can hardly see. Fingerprints, that's in it! DNA analysis. This series explains how scientists analyse the evidence in order to solve the crime. It's a fascinating programme about the real work of the real crime scene investigators - must see to watch!





### 3 Find verbs in the texts that mean:

- find the answer to a problem
- learn or learn something that you did not know, about before
- show something that you must not see before
- explain something carefully in order to understand it
- break the law,

## LISTENING

**4a 11** Listen to an interview between Iris Battle (a forensic scientist) and a researcher for the documentary programme. Put these topics in the order (1–6) that they talk about them. (There is one topic that you do not need.)

- |                                |   |
|--------------------------------|---|
| the two teams of employees     | D |
| to work in the laboratory,     | D |
| the researcher's main interest | J |
| the effects of the TV dramas   | D |
| the visiting the laboratory    | D |
| the scientific equipment       | D |
| to work on the crime scene     | D |

**4b** Work with a partner. Complete these sentences with information that Iris Battle gives. Then listen again and check.

- Crime scene analysts collect the evidence, whereas forensic scientists ...
- In real life, forensic scientists are experts in "X" areas, but on TV they ...
- In real life, most of the crimes are burglary, whereas on TV they ...
- On TV, the DNA test results in a few hours, but in real life ...
- Because of the TV show, the number of people applying to work in crime labs ...

### 5 Discuss these questions in small groups.

- Have you seen TV programmes like *Criminology* or *CSI* or *the Mentalist*? Did you enjoy them?
- How do the police use science and technology in your country? Think about the following: DNA, CCTV cameras, fingerprint cameras, computer databases, ID cards.
- Would you like a career connected with science or technology? Why or why not?

## GRAMMAR: must and have to

**6a** Put sentences 1–4 from the interview into these three groups:

- A It is necessary to do this because it is important.  
 B It is important not to do this because it is important.  
 C It is not necessary to do this because it is important.
- You don't have to study law.
  - We mustn't eat or drink in the lab.
  - You must turn your phone off.
  - You have to study chemistry or biology.

**6b** Look at Track 1.47 on page 157 and find more examples of this language. How do we make questions with *have to*?

## GRAMMAR TIP

*Must* and *have to* are very similar in meaning. We usually use *have to* when we talk about laws, rules, etc. We often use *must* when we give our opinion that something is important.

— Language reference and extra practice, page 138–139

**7a** Correct the mistakes in these sentences.

- She have to check the evidence carefully.
- We mustn't eat or drink in the lab.
- As I'm a DNA expert, I haven't to know about guns.
- HP must do the work for us.

**7b** Complete these sentences with the correct form of *must* or *have to* and the verbs in the box. (Sometimes both forms are possible.)

have to, must, can, make, can't, mustn't

- A forensic scientist *must* have to, or *has to*, or *has* a uniform.
- A police officer *must* or *has to* or *has* a uniform.
- A forensic scientist *must* or *has to* or *has* a uniform.
- A police officer *must* or *has to* or *has* a uniform.
- A forensic scientist *must* or *has to* or *has* a uniform.
- A police officer *must* or *has to* or *has* a uniform.

## SPEAKING AND WRITING

**8a** Write down ten things that you have to or mustn't do in your daily life. Think about work, study, home and free time activities.

**8b** Compare your list with a partner. Does he/she have to do things that you don't have to do? Agree on the five most annoying things that you both have to do.





# 7.2

## A BRIEF HISTORY OF STEPHEN HAWKING

### SPEAKING AND VOCABULARY: science

- 1 Discuss these questions with a partner.
- 1 Which of these subjects do you consider to be the most scientific? Put them in order (1 = the most scientific; 8 = the least scientific).

Astronomy Biology Chemistry Economics  
History Mathematics Medicine Physics

- 2 Is science one of the most important school subjects?
- 3 Are most science lessons at school boring?

### READING

- 2a Look at this webpage about Stephen Hawking. Why is he famous?



Hawking as a student in Oxford



#### Education

St Albans School (20 miles north of London)

University of Cambridge (1959-62) Physics  
PhD (1966)

#### Career

Institute of Astronomy, Cambridge (1968-73)  
Professor of Mathematics, Cambridge (1979-81)

#### Family

Married to Jane Wilde (1965-1995, three children)  
Elaine Mason (1995-J)

#### Books

- 2b Complete this summary of Hawking's life. Write one word in each gap. (The words you need are in the text.)

Stephen Hawking was born in Oxford, in 1942. He studied at the Universities of Oxford and Cambridge. He was still a young man when he was diagnosed with a serious disease. However, he married Jane Wilde,

finished his PhD and got a job at Cambridge

University. In 1979, he became Professor of Cosmology. In 1985, after an operation, he started to use a special computer to help him speak. Three years later, he

wrote his book *A Brief History of Time* appeared and sold millions of copies. Hawking rewrote the book in 2001. Surprisingly, although he is not in good health, he is proud of his family and his work, and

grateful for the way that many different people have helped him.

- 3 What did you find most interesting about the text?

#### Work

Stephen Hawking is one of the world's most famous scientists. He is well-known for his work on black holes, and has developed a number of new ideas about them. Hawking believes that the birth of the universe (the Big Bang) created many small black holes. Hawking also thinks that there is a sort of hole in the centre of a black hole. This hole leads to another universe, completely separate from our own.

Hawking's 1988 book, *A Brief History of Time: From the Big Bang to Black Holes*, sold one copy for every 750 people on Earth. However, many people could not finish the book because they found it too difficult, so Hawking decided to write an easier version, *A Briefer History of Time* (2005).

#### Health

Hawking discovered that he had the disease ALS (a disease that affects muscle control) at the age of 21. In his first year in Cambridge, he only expected to live a few years. However, he married Jane Wilde and found a job in Cambridge. In the early stages of his career, his illness got worse but he was fortunate that he did not have to teach. He only had to do research and this was easier for him.

Until 1985 he could talk, but in that year doctors had to operate on him and he lost his speech. Soon, however, people developed equipment that allowed him to speak. In spite of his disease, Hawking does not consider himself an unlucky man. He says it has not prevented him from having a very attractive family, and being successful in his work. He says this is thanks to the help he has received from his family and a large number of other people and organisations.

#### What is a black hole?

A black hole is a place in space where gravity is very strong. Anything that falls into it never comes out. Nothing can escape from it, not even light. A black hole is invisible to see a black hole.



# A BRIEF HISTORY OF STEPHEN HAWKING

7.2

**VOCABULARY:** nouns, adjectives and verbs with prepositions

4a Complete these sentences with a preposition (e.g. *to*, *of*). Then check your answers in the text by looking for the underlined word.

- The lab is spiritual the main building.
- He's writing a history crime in the US.
- She became very successful business.
- Communicating is much easier now, thanks the internet.
- They have received the report the police officers.

What other prepositions do you know?

4b **DI** Can you complete these questions with a preposition? Listen and check your answers.

- What are you interested in?
- Do you have a good relationship with everyone in your family?
- What are you afraid of?
- What are you proud of?
- What's the best thing that's ever happened to you?
- What do you spend your money on?
- Do you belong to any clubs or organisations?

4c Ask and answer the questions in Exercise 4b with a partner.

**GRAMMAR:** *had to* and *could*

5a Look at these sentences about the text. Then match 1–11 with a–d.

1 Until 1971 he could walk.

2 Doctors had to operate on him.

3 He couldn't finish the book.

4 He didn't have to teach; he only had to do research.

- had to a) was/were not able to do it
- didn't have to b) it was necessary to do it
- could c) it was not necessary to do it
- couldn't d) was/were able to do it

## GRAMMAR TIP

There is no past form of *must*. Use *had to*.

*You must work hard.* → *You had to work hard.*

— Language reference and extra practice, pages 138–139

5b Complete this text from the webpage with the words in the box.

had to did not have to could could not

1 2 3 4 5

• +

Apple (114) • Yahoo! Amazon UK News (1177)

Stephen William Hawking

After the operation

By 1985, Stephen's speech was getting worse, and only a few people who knew him well could understand him. But at least

he could communicate. In 1985, he had to have an operation on his throat. After that, he had to have 24-hour care by nurses.

Of a time after the operation he could speak at all. The only

way he could communicate was by spelling words. He could

raise his eyebrows when someone pointed to the right letter on a spelling card. However, a computer expert in California (Nalt 'Notosz') heard of Hawking's problem and sent him a computer

program. With this program, Hawking could choose words from a menu on a screen. All he had to do was press a switch

in his hand. But he could also control the program by making a head or eye movement. In that case, he could press the

switch. At first he had to run the program on a desktop computer, but then a man called David Masan fitted a small portable computer to his wheelchair.



His second marriage to Elaine Masan

## SPEAKING

6 Discuss these statements about attitudes to science in small groups.

- I'm interested in the latest scientific developments.
- Science has made modern life healthier, and more comfortable.
- My government should spend more money on scientific research and less on other things.
- Science and technology can solve any problem.
- More women should work in the field of science.





## PREPARATION

1 a Match these inventions, theories and discoveries with the science subjects 1–5.

the theory of relativity molecules initially  
the printing press, accidents genetics  
levers, and pulleys, psychoanalysis

- 1 Biology and Chemistry,
- 2 Engineering and Mechanics
- 3 Physics and Mathematics;
- 4 Medicine and Psychology

1 b Can you think of more inventions, theories and discoveries for the different sciences?

## SITUATION

*Ideas and Innovations* is an intellectual discussion programme on radio. For a special programme they are choosing the most important inventions and scientific discoveries of the last thousand years.

2 m Listen to part of the discussion. Julian Blake thinks the printing press is one of the most important inventions. Which of the following reasons does he mention?

- 1 People could make books and communicate ideas quickly.
- 2 Education became possible for everyone.
- 3 Libraries and universities increased in number.
- 4 Writing became a way to earn money.

3 Listen again and complete the notes below. Write one word or number in each gap.

Gutenberg invented the first  
revolution in knowledge, etc.  
Why?

His first reason:

PP books, large 1 \_\_\_\_\_, quickly 2 \_\_\_\_\_ ideas spread quickly  
3 \_\_\_\_\_, society

The second reason:

PP 4 \_\_\_\_\_ (or all the 5 \_\_\_\_\_ of books)

6 \_\_\_\_\_ skills, the written word, 7 \_\_\_\_\_

In the end, 8 \_\_\_\_\_

PP " — — c, m make more 9 \_\_\_\_\_ writing, 10 \_\_\_\_\_  
11 \_\_\_\_\_ good for" — —

12 \_\_\_\_\_.

Old PP + education. (or a 13 \_\_\_\_\_ 62 @ 14 \_\_\_\_\_ Science

KEY LANGUAGE  
developing an argument

4a m In the notes in Exercise 3, each arrow (→) shows a connection between two ideas. The arrows represent the words and phrases in the box below. Listen and complete these sentences.

1 \_\_\_\_\_ is connected to \_\_\_\_\_ led to  
means that \_\_\_\_\_ so

- 1 I think this \_\_\_\_\_ a revolution in \_\_\_\_\_.
- 2 This \_\_\_\_\_ ideas could spread much more quickly than before.
- 3 It \_\_\_\_\_ education for everyone.
- 4 This \_\_\_\_\_ the \_\_\_\_\_ production of books.

- 5 The written word became important, \_\_\_\_\_ work, and people had to read.
- 6 The printing press \_\_\_\_\_ where can make money.

4b Look at track 2.3 on page 157 and find more examples of this language.

5 Complete these sentences. Then compare your ideas with a partner.

- 1 The car means that ...
- 2 The discovery of DNA led to ...
- 3 Rapid global warming is connected to ...
- 4 Television means people \_\_\_\_\_, and so ...
- 5 The discovery of nuclear energy caused ...
- 6 The invention of the refrigerator meant that ...





## pronunciation

**6a ID** Voiced/unvoiced consonant pairs Listen to this phrase. Can you hear the different pronunciations of the 'th'?

the theory of relativity

ˈðə ˈθɪəri ɒf rɪˈlætiːv

To make these sounds, we use our lips and tongue in the same way. The only difference is in the way we use the vocal chords in our throat.

/ð/ is voiced. /θ/ is unvoiced.

**6b ID** There are many pairs of consonants like this. Complete the table below with the sounds in the box. Then listen, check and repeat.

h g L 3 d d 3 \

	1	2	3	4	5	6	7	8
Unvoiced	p		k	f	θ		j	ʃ
Voiced					/ð/			

**6c M** Work with a partner. Which sound do the consonants in bold have? Is it voiced or unvoiced? Listen, check and repeat.

- |                       |                        |
|-----------------------|------------------------|
| 1 nuclear energy /dʒf | 7 the telephone        |
| 2 aeroplane           | 8 the computer         |
| 3 the car             | 9 television and radio |
| 4 DNA                 | 10 electricity         |
| 5 the dock            | 11 the refrigerator    |
| 6 the printing press  | 12 the Internet        |

**TASK:** Choosing the best invention

**7a** The inventions and discoveries in Exercise 6c are the top twelve from the radio programme in Exercise 2. Choose the four that you think are the most important and make notes about them. Think about these questions.

- what are your reasons for choosing the inventions or discoveries?
- What do the inventions or discoveries mean we can/could do?
- What did they lead to? What is connected to them?

**7b** Work with a partner. Explain and compare your choices. Agree on the top three.

**7c** Tell the class about your three most important inventions and discoveries. Does the class agree?

## OTHER USEFUL PHRASES

The main reason I have chosen this is because ...

One reason it is important is that ...

Another thing is that ...

I completely agree with you.

I don't agree with that point.

Which shall we choose?

## STUDY SKILLS: making notes

## 1 When and why do you make notes?

to write an essay or report, to remember what you have learnt ...

**2 m.** Anisha is a student mentor. She is a second-year student who gives advice to first-year students. Listen to her conversation with Shannon. What advice does she give her? Does Shannon think the advice is useful? Listen two or three times if necessary.

**3a** You are going to read an article about problems for women in science in the UK. What kind of problems do you think the article will mention? Discuss your ideas with a partner.



1

**3b** Read the article on page 116. How many of your ideas does it mention?

**4a** A group of students have to write a 150-word essay on 'Problems for women in science in the UK'. Work with a partner. Look at the notes (A–C) that three different students have made from the article. Find one mistake in the facts in each set of notes.

**4b** Find examples of these things in the notes.

- 1 good and bad organisation
- 2 not enough details of the topic or idea
- 3 students using their own words – not just copying parts of the original text
- 4 information that will not help to do the writing task
- 5 words that the students have made shorter (e.g. *neg*) and symbols (e.g. +)
- 6 places where words (e.g. *the*, *it*) are missing

Remember: there is no right or wrong style for notes. Find a style that suits you.

**5** Imagine you are going to write an essay on 'Invasive species in the UK'. Look at the text on page 43. Make notes on it. Then compare your notes with a partner.

?

Pr? for w'o? i" ? in the. IJK

1 Sd,,o/< M.;f ? ? fo <fue/; ? -r """"  
fh<.M ,,j,,j- I"" <-ao, do ,,+fj, f"-j<

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teach science – can be  
interesting for girls if we  
show them how to use facts

B  
big diff between men's  
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PR061-loMS f"OK

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if women have children  
don't go back to work →

need to give them confidence,  
e.g. when applying for jobs

C

Problems for women in science in the UK

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## WRITING SKILLS: describing charts

At the age of sixteen, British students take national exams (GCSE) in a number of subjects, including English, including Maths.

**6** Look at chart A on page 65. Which information 1–4 can you find in the chart?

- 1 students' exam success in Scotland
- 2 different kinds of behaviour in the girl's portrait in the GCSI: Clwmislr' ex,m
- 3 students with grades 1) to 5 in the CCSF Chl'mi,(r)  
extln bcl,c'cn 1997 ,md 2005
- 4 the number of students who took the GCSE  
(chemi.lrv exam betw<cn 1901 ,inri 200';

## 7 Complete this description of chart A.

1. The chart shows the number of boys and girls who took the GCSE 'exam' in England between 1991 and 2005, and the number of boys and girls who passed the exam with the highest grade, A to C.

2. Look carefully at chart A and choose the best answer.

- The red bar shows the number of boys who took the exam with grade A to C.
- The blue bar shows the number of girls who took the exam with grade A to C.
- In 1991, about 1,300 girls took the exam.
- In 2001, about 1,500 girls passed the exam with grade A to C.

9a Describing graphs Look at these words and answer the questions below.

increase fall rise decrease  
decreased rose increased a fall

- Which are nouns? Which are verbs?
- Which are about going up? Which are about going down?
- Which words mean the same?

9b Complete this summary of the important information we get from chart A. Use the words in the box above. (For each gap, two answers are possible.)

Between 1991 and 2005, more boys than girls took the exam. Looking in more detail, we can see that between 1991 and 1995, there was a(n) \_\_\_\_\_ in the number of boys who took the exam. The number of girls who took the exam also \_\_\_\_\_ in contrast, from 1995 to 2001, there was a(n) \_\_\_\_\_ in the number of boys who took

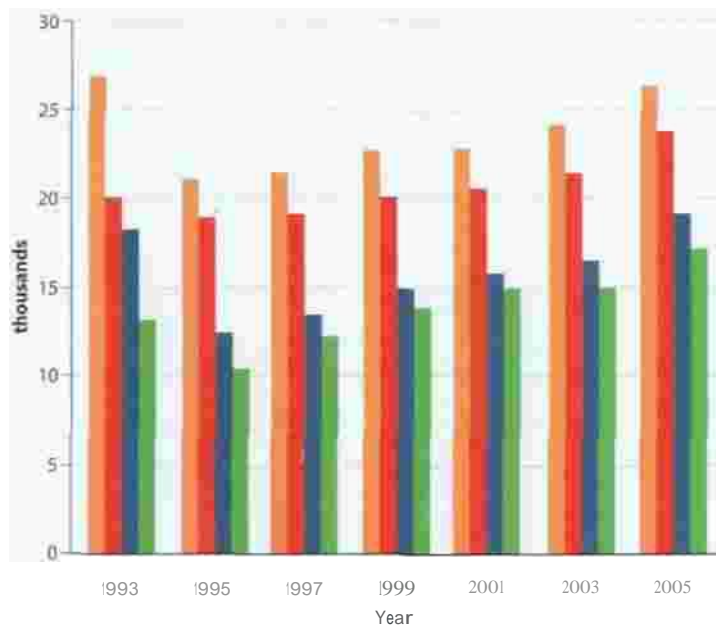
the exam and there was also a(n) \_\_\_\_\_ in the

number of boys who passed the exam with grades A to C. In a similar way, the number of girls who took the exam \_\_\_\_\_, and the number of girls who passed the exam with the highest grade, also \_\_\_\_\_ . Overall,

there was a(n) \_\_\_\_\_ in the total number of

students who took the exam between 1991 and 2001, and passed with grades A to C.

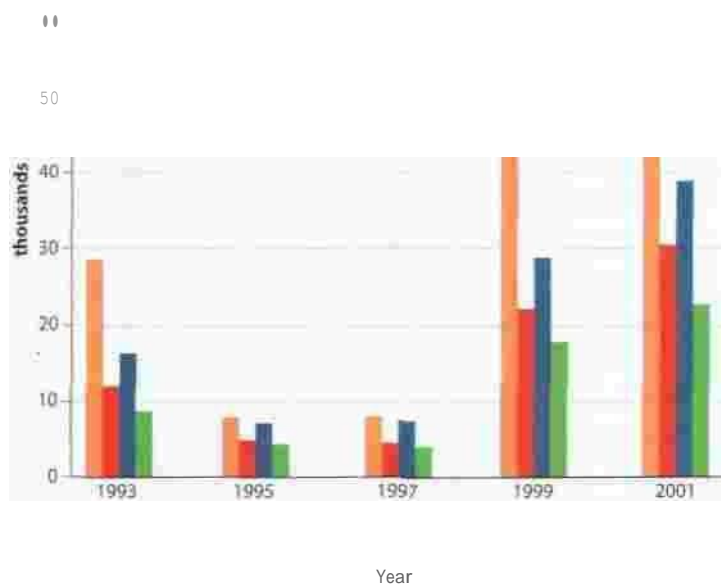
GCSE attempts and success rate at grades A to C— England (subject: Chemistry)



Boys: entries (1,000s) Boys: A to C (1,000s)  
Girls: entries (1,000s) Girls: A to C (1,000s)

10 Now write about chart B. Describe a) what it is about and b) some of the most important information.

10 GCSE attempts and success rate at grades A to C— England (subject: Computer Studies)



Year





# The night

## In this unit

### Grammar

- verb patterns
- future intentions

### Vocabulary

- expressions with *sleep*
- ing/-ed* adjectives

### Scenario

- A night out

### Study skills

- improving your memory

### Writing skills

- a story

## 8.1 SLEEP TIGHT!



*Night, when words fade and things come alive.*  
Antoine de St. Exupéry, 1900–1944, French aviator and author

### SPEAKING AND VOCABULARY, sleep

1 Are these statements true for you? If not, change them so that they are. Then compare with a partner.

- I sleep for about six hours a night.
- I usually have a lot of dreams.
- I never talk in my sleep.
- I often have sleepless nights.
- I can sleep through a lot of noise.
- On Sunday, I usually doze in.
- When I go to bed, I fall asleep very quickly.
- I feel sleepy or don't enjoy a big lunch.

### READING

2 Abolaji is a student on a foundation course in Manchester before starting a science degree. Read the emails and answer these questions.

- Who is Abolaji written to Dr Wilson?
- What is the relationship between them?
- Do you think Dr Wilson's reply is helpful?

Dear Dr Wilson

I think I've managed to find a good subject for the end-of-course talks next month. I'm **thinking about doing a presentation on sleep and the brain** (how much we need to sleep, stages of sleep, dreams, etc.). What do you think about this? Could you give me some advice? Could I come and see you about it later this week?

Thanks very much.

Abolaji

Dear Abolaji

**You seem to have a really interesting topic here.** You might also want to look at:

- different types of sleep
- why people talk in their sleep
- how modern life affects our sleep, e.g. light pollution

**I'm afraid I can't see you this week as I've decided to go to the conference in Oslo that I mentioned on Tuesday.** I'll be back on Monday. Perhaps we can talk after the class on Tuesday? In the meantime, **keep reading about the topic!**

Steve Wilson

## LISTENING

3a **11111** Listen to the first part of Abolaji's talk. According to the information in the talk, are these statements true or false, or does Abolaji not say?

- 1 A one-year-old baby needs to sleep for about twelve hours a day.
- 2 Some adults only need five hours of sleep a day.
- 3 REM stands for 'rapid eye movement' and NREM stands for 'non-rapid eye movement'.
- 4 Rapid means quick or fast.
- 5 The brain becomes more active in REM sleep.
- 6 Brain temperature increases during REM sleep.

3b **11111** Listen to the second part of the talk and answer these questions.

- 1 How many stages of sleep are there?
- 2 Which does NREM sleep do?
- 3 Why is it never completely dark?
- 4 Why can our modern way of life have a negative effect on our sleeping patterns?

3c Complete this summary of the talk with the words in the box.

brain    damage    darkness    dreams  
less    organising    1) pes

As we get older, we need less sleep, although not everyone needs the same amount of sleep. The two stages of sleep are REM and NREM. About

80% of sleep is REM sleep, when the brain slows down. REM sleep is, however, important for our memory. One of the problems we face today is that there is less sleep than in the past and this could be our health.

## GRAMMAR: verb patterns

4a Look at the highlighted sentences in the email/s. Then put the infinitive of the verbs in the table below.

verb + infinitive with to	verb + -ing	verb + preposition + -ing

4b Find other examples of these verb patterns in the emails and Tracks 2.9–10 on page 158.

## GRAMMAR TIP

We can use some verbs (e.g. *like, hate*), with both the infinitive with to and with the verb + -ing. Often, there is not a big difference in meaning.

— Language reference and extra practice, pages 140–141

4c Complete Dr Wilson's feedback comments with the correct tense and pattern of the verbs.

Abolaji

Your presentation was excellent. You **1** \_\_\_\_\_ (seem / have) a good understanding of the subject, and you **2** \_\_\_\_\_ (succeed in / keep) the attention of the audience throughout. **3** \_\_\_\_\_ (keep work) hard. You **4** \_\_\_\_\_ (start / develop) into a first-class student.

Amy

Your presentation was satisfactory. The topic was interesting and you **5** \_\_\_\_\_ (manage / cover) the key points. However, you **6** \_\_\_\_\_ (need / say) more about each point, and give some examples. You **7** \_\_\_\_\_ (tend / speak) rather quickly. You also **8** \_\_\_\_\_ (keep / reading) your notes and didn't look at the audience much. I think you're an intelligent and talented student but you can do better than this.

5a Complete these questions using a correct verb pattern.

- 1 How do you **1** \_\_\_\_\_, mi?
- 2 Do you like \_\_\_\_\_?
- 3 \_\_\_\_\_?
- 4 What do you hope \_\_\_\_\_?
- 5 Have you ever thought \_\_\_\_\_?
- 6 Do you enjoy \_\_\_\_\_?

5b Work with a partner. Ask and answer your questions.

## SPEAKING

6 Work in small groups. How much do you know about sleep? Do the quiz on page 118.

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§  
  
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**f**  
  
**l**  
  
;  
  
**i**  
  
6  
7

## READING

1a Which of these jobs regular[y] involve working when most people are asleep?

astronomer baker cell-centre worker cleaner  
engineer lorry driver nurse office worker  
police officer security guard teacher

working at night? Make a list and compare with

1b What do you think are the disadvantages of other students.

2 Read the first paragraph of an article about night workers. Does it mention any of your ideas from Exercise 1b?

3a Read the rest of the article about four people who work the night shift. What problem does each person have with their job?

3b Read the extracts again and match the people to these questions. (Sometimes more than one person is possible.)

- Who couldn't get another job at first?
- Who is doing a job that he/she loves?
- Who wants to stop working at night?
- Who enjoys working with his/her colleagues?
- Who has a job helping people in another country?
- Who talks about the money that he/she earns?
- Who talks about people in other countries?
- Who plans to use some of his/her work time to do something else?

3c Would you like to have any of these jobs? Why/Why not? Would you mind working a night shift? Have you ever done that?

## VOCABULARY: -ing/-ed adjectives

4a Underline the adjectives in these sentences and answer the questions below.

Night-shift work is tiring. I'm often tired.  
I often enjoy working with my colleagues.

1 Which adjectives describe him, we feel, often  
lax about something else?

2 Which adjectives describe the something else?

4b Choose the correct adjectives.

1 We were frightened / frightening because the film

# WORKING IN THE NIGHT

9-5: the standard working day. However, for some people, it's different. These people are the night workers - nurses on the night shift, lorry driver, crossing continents and bakers preparing our breakfast bread. Working at night brings particular problems: family life is difficult, social life is limited. I closed, there are few buses. It's bad for your health. With all these problems, who chooses to work the night shift, and how do they plan to deal with it?

4c We can make -ing/-ed adjectives from verbs, e.g. *bore* → *bored/boring*. How many -ing/-ed adjectives can you find in the text in Exercise 3a? What are the verbs?

4d Complete these questions with the correct adjective. Then ask and answer the questions with a partner.

- He is very proactive in his work.
- He is very motivated in his work.
- When did you last feel relaxed at work?
- Is there anything that you are very interested in?

W... *frigid/it's*  
*frigid/it's*

5 What is the best film?

6 What is the most beautiful place?



7 Which did you like?

thinA h,ɒl h,ɪP 'tɪn?

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68 **Missi:i** The night



*Peter Moore*

I work in night because I'm fascinated by the stars, and I have been since I was a little boy. I'm happier when I'm looking down through my telescope. The stars are amazing and it's great looking at pictures of them. Honestly, I'm never going to change my job – I'm an astro-photographer for life. Of course, my social life is poor, but I think I've found a solution to this problem. I'm

going to bring my laptop to work and join an Internet chat room. I'm hoping to make friends with people abroad. They're the only people awake when I'm asleep!

*Jolm Lillar*

When I came to this country, the only work I could find was as a night security guard. This job is boring because it's so quiet, but I've decided to turn this problem into an advantage.

Every month, I'm going to study a degree in literature through distance learning. I'm going to read my course books during the long quiet hours. I don't want to be a security guard all my life: I'd like to be a teacher. I'm going to apply for a teaching position as soon as I finish my degree.



*Tommy Baggio*

My work involves repairing the railway tracks, so we have to work at night because they can't stop the trains during the day. It's not so bad, our team spirit is great and we get paid extra. However, I'm going to leave this job soon. It's tiring and I have to find a normal job because my wife's pregnant. I haven't found a new job yet, but I'm hoping to be a builder. It's hard work, but no more nights!



*Indira Patel*

I work in a call centre in India, but I am never far from people in the UK so I have to work at night. It's a good job with a good salary. It's

also interesting because I use my English. But, to be honest, working at night is depressing – I miss my friends and family – so I'd like to leave this job soon. Surprisingly, well-paid jobs aren't easy to find, so I don't know what I'm going to do really.



## GRAMMAR: future intentions

**5a** Who says these sentences in the article?

- 1 I'm going to bring my laptop to work.
- 2 I'm hoping to make friends with people abroad.
- 3 'Every month, I'm going to start a degree in literature.'
- 4 I'd like to leave this job soon.

**5b** Underline more examples of this language in the text.

**5c** Answer these questions about the sentences in Exercise 5a.

- 1 Which sentences describe a planned action in the future?
- 2 Which sentence describes a hope or dream for the future?
- 3 How do we know that the person is going to do this?

Language reference

— Language reference and extra practice, pages 140–141

## WRITING

**6** Think about your future. What plans, hopes or dreams do you have? Write five sentences. Then find out about your partner.

## SPEAKING

**7a** Work with a partner. Make plans to solve these problems.

- 1 You have a lot of friends, but you don't have a lot of money. You are old and lonely.
- 2 You live in a poor country. You have just lost your job and you have no money to live on.
- 3 You have just locked your door and you are outside your house. You have left your keys, wallet and mobile phone inside your house. There is no one else at home.

What are you going to do? Write five sentences.

**7b** Find out what other students have decided to do to solve the problems. Are you going to do the same things?

## PREPARATION

1 Do you do these things when you go out in the evening or at night? How often do you do them? What other things do you do? Discuss with other students.

go in a museum	go to the theatre
go to the cinema	go to a fireworks display
go out for dinner	go to a sports event
go to a library	go on a boat trip
go dancing	

## SITUATION

Every year, for the month of August, there is a large arts festival in Edinburgh in Scotland. There are classical and popular music concerts, large and small theatrical productions, comedy shows, films, dance

shows, talks and special events.

2a Look quickly at the festival events listing and answer these questions. At which event(s) can you:

- 1 see a film?
- 2 see a play?
- 3 hear some music?
- 4 see something from Britain?
- 5 see something from other countries?

2b Complete the events listing with the words in the box.

actor around famous author forget  
information plays popcom song world

3a **FILED** Listen to Paul, Christine and Emma, three American tourists, plan a night out.

Which of the events at the festival do they decide to go to?



Great music, great orchestra, great 1 \_\_\_\_\_.

Tonight: The world 2 \_\_\_\_\_ National Orchestra perform

Beethoven's Symphony No. 3 in the main hall of the wonderful Edinburgh Castle.

## MOVIES IN THE PARK

Enjoy movies from around the 3 \_\_\_\_\_ in the festival's outdoor cinema - the 4 \_\_\_\_\_ is free! \_\_\_\_\_

Tonight: *Hum Tum* - an Indian film made in the true Bollywood style. This is a romantic comedy filled with great 5 \_\_\_\_\_ and dances.

## LATE NIGHT EVENTS (11 P.M.-2 A.M.)

Powerful 6 \_\_\_\_\_ with the smallest of casts.

Tonight: *Shakespeare - a writer's life*. One 7 \_\_\_\_\_ performs the full story of Shakespeare's life. He acts as Shakespeare, his

mother and 8 \_\_\_\_\_ his wife and even his children! You'll laugh out loud.

Music and dance from all 9 \_\_\_\_\_ the world.

Tonight: Japanese drumming. An incredible performance by 45 drummers that you'll never 10 \_\_\_\_\_. Powerful and unique.



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UNIT 8 The night

**3b** Listen again. Who has these opinions; Paul, Christine or Emma? Write P, C or E.

- 1 The film is a funny love story.
- 2 He/She doesn't like the Bollywood film.
- 3 He/She doesn't like classical music.
- 4 He/She likes all kinds of music.
- 5 He/She wants to visit the castle after dark.
- 6 People go to bed late during the festival.
- 7 A second music performance is not a good idea.
- 8 He/She thinks the drum show is something unusual.

## KEY LANGUAGE, expressing preferences

**4a IIB** Can you complete these sentences from the conversation with the words in the box? Listen and check.

than prefer (x2) love fanrr  
rather (x2) keen would mind

- 1 \Vh, it would you \_\_\_\_\_ do, Christine?
- 2 I don't \_\_\_\_\_ that.
- 3 rd \_\_\_\_\_ to go to the classical concert.
- 4 Id \_\_\_\_\_ see the film.
- 5 I'm not that \_\_\_\_\_ on the concert.
- 6 What \_\_\_\_\_ you rather do?
- 7 \Vdl, in the honest, I don't \_\_\_\_\_.
- 8 I'm more interested in the Japanese drummers  
the one-man theatre show.
- 9 I'd \_\_\_\_\_ to see the drummers.
- 10 Id \_\_\_\_\_ see the film than a play about Shakespeare.

**4b** Which sentences in Exercise 4a:

- a) ask for someone's favourite thing or choice!
- b) mean you like one thing more than another thing?
- c) mean you don't like something?
- d) mean you'd really like to do something?
- e) mean you don't have a strong opinion?

## pronunciation

**5 mi** Intonation in *Wh-* questions Listen to these questions. Does the intonation go up or down at the end? Listen again and repeat.

- 1 What would you like to do?
- 2 where would you like to go?
- 3 What would you prefer to do?
- 4 What would you rather do?
- 5 What do you fancy doing?

**6** Look back at the events listing in Exercise 2a and write sentences about your preferences. Use the language from Exercise 1a. Compare your preferences with a partner.

## TASK: planning a night out

**7a** You are visiting the Edinburgh festival. Look at the events listing on page 119 and decide which of the things you would/wouldn't like to do.

**7b** Work in groups of three or four students. Plan your night out together. Choose three different things to do.

**7c** Compare your plans with another group. Do

you prefer your group's plan?

First of all/ We're going to go to ...

## OTHER USEFUL PHRASES

What shall we do tonight?

What about you?

Why don't we ...?

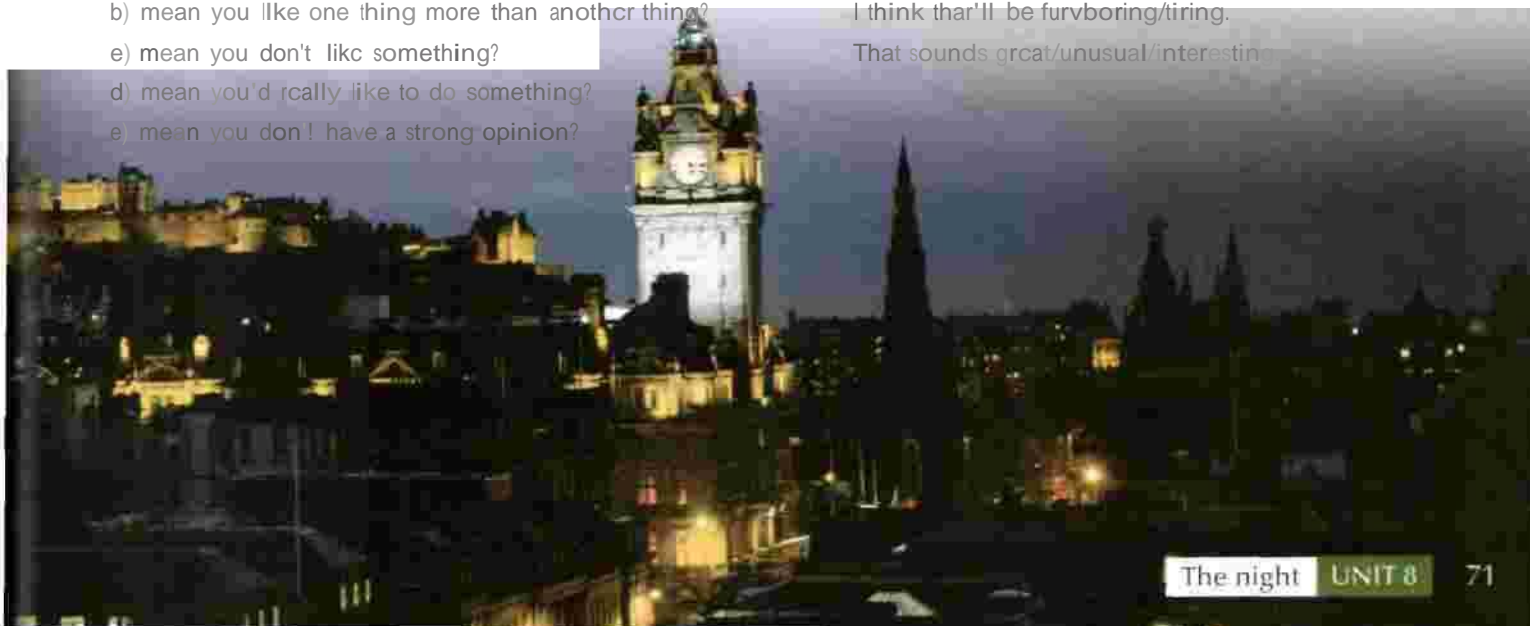
I'd like to ...

What would you like to do after that?

I think we should ...

I think that'll be fun/boring/tiring.

That sounds great/unusual/interesting.





# MEMORY STRATEGIES

1. 2. 3. 4.

One way we can remember things is by putting them in groups or ordering them. Look at these words for one minute. Then cover them. Write the words you can remember.

bus star nurse cafe bed office worker  
 gram cinema baby restaurant teacher  
 railway stenographer children bread

Now look at this list of words from Unit 7. Organise them into groups. Then compare your groups with your

partner's. Are they the same?

book clock equipment notes television  
 car heater uniform Earth phone lab

black hole computer aeroplane

## ASSOCIATION

Another way we can remember things is by imagining them in a particular place (e.g. in your house or room). Look at these words from different kinds of people.

graduate minister teenager investor

employer consume, retired person

Imagine these people in different places in your house. You can add surprising or funny details, e.g. imagine the minister at a long table in your dining room, surrounded by piles of paper. These associations and connections can help your memory.

Look at the other words and think of a place in your house where you can 'see' these people. Add some detail to the scene. Tell your partner about your house.

Also, it can be a good idea to make up stories using new words. Imagine you want to learn these words.

presentation weekend sleepless nights  
 festival dinner museum engineer cousin

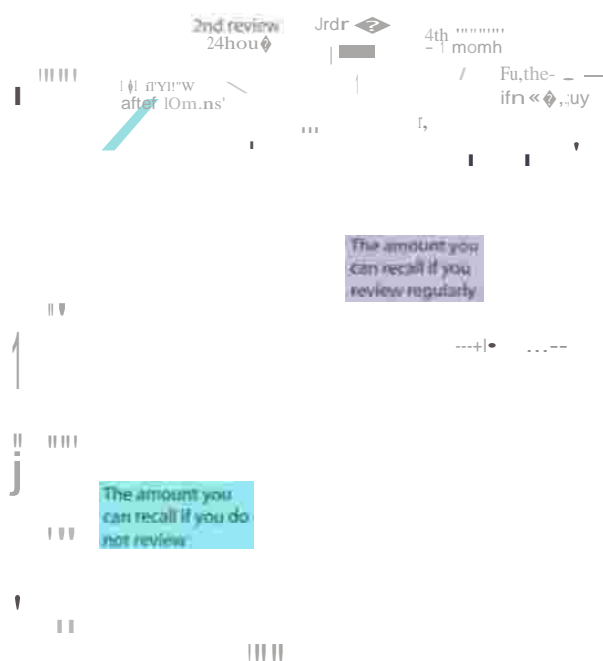
You could make up a story like this:

Last week I had a lot of sleepless nights because I had to do a presentation on Thursday. The weekend was good, though. My cousin, who's an engineer, came to stay with me. On Saturday we went to the Science Museum and then we had dinner together in the evening. On Sunday, we went to a festival in Central Park.

## STUDY SKILLS, improving your memory

1 We tend to forget things very quickly. Can you answer these questions?

- 1 What time did you go to bed last night?
- 2 What colour clothes were you wearing the day before yesterday?
- 3 Who was sitting next to you on your last bus or train journey?
- 4 What was the weather like on your last birthday?



Find 8–10 words in this unit that are difficult or important for you. Make up a story using these words. Tell your partner your story.

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2 Work with a partner and answer these questions.

1 Look at the graph above. How much can we remember after one day? After two days?

2 When do we forget the most?

3 What can you do to remember more?

3a What methods do you use to try to remember things (e.g. information, words)? Tell your partner.

3b Quickly read the text on the left about ways to improve your memory. (Don't do the memory exercises yet.) How many different methods does it mention?

3c Work with a partner. Read through the text again and do the practice exercises together.

4a Which of the methods in the text were new ideas for you? Which do you think are effective?

4b How many of the words can you remember:

1 from the yellow box?

2 from the words in the blue box that you grouped?

3 from your house or room?

4 from the story you made up?

## WRITING SKILLS: a story

5 Discuss these questions in small groups.

- 1 What kind of stories do you like?
- 2 Do you like folk stories or legends? Why / Why not?
- 3 Are there any stories about the beginning or discovery of your country?

6 Read the Maori story below about the discovery of New Zealand. How do you think it will end? Turn to page 119 to check your ideas.

7 Match these headings to the paragraphs 1–6 of the story. (This includes the ending on page 119.)

- |                |                          |
|----------------|--------------------------|
| 1 Introduction | d background information |
| 2 Main events  | e conclusion             |
| 3 First events |                          |

8a Time expressions Underline all the time expressions in the text (e.g. *soon*, *after a while*).

8b Choose the best word or phrase.

- 1 Kupe was lying on the beach with his eyes closed. *Soon / After some time / Suddenly* something jumped on top of me.
- 2 Water poured into the boat. *At last / In the end / At last* it sank.

- 3 We were on an island in the distance. *At last / Suddenly* we reached the land.
- 4 Every day he went fishing. *Every day* he failed to catch anything. *Soon / Finally / At the moment*, later that week, he caught a tiny fish.

9a We can use adjectives to make a description more interesting. Underline all the adjectives in the text.

9b Add these adjectives to the sentences. (More than one answer is sometimes possible.)

he dangerous difficult interesting

- 1 I saw a fish, about three metres long.
- 2 The king fought the dragon.
- 3 There was a dog, like a cat.
- 4 Twenty men and women made the journey.
- 5 We looked for a bridge to cross the river.

10 Write a story about one of these topics.

- a fossil from your country
- a strong dream
- the worst night of your life

Use the paragraph structure in Exercise 7 and some of the words and phrases you underlined in Exercise 8a. Make your description interesting by using adjectives.

## The discovery of New Zealand – a Maori legend

Kupe was a great fisherman and chief who lived on the island of Hawaii (Tahiti). When the moon was full, Kupe and the other fishermen went out to sea and caught fish. Usually, they caught lots of fish, of all colours and sizes.

- 2 One night, the fishermen did not catch a single fish. They realised that a large octopus was eating all the fish. Kupe gathered his people and told them his plan. 'Without fish we cannot live here. We're going to find this giant octopus and kill it, however long it takes!' The people built an enormous canoe. When it was ready, they loaded it with food and water and prepared for a long sea journey. In all, there were seventy-two brave people on board, including Kupe's wife and children.
- 3 They chased the sea monster across the endless Pacific Ocean for many days and

night after night, but the octopus was much faster than the canoe. The food and water were running out, and the people were suffering. Finally, one morning, Kupe's wife, Hine-te-Aparangi, saw a long cloud in the distance. Land was near! She named the land Aotearoa, land of the long white cloud. Everyone in the boat was amazed by this beautiful new country.

- 4 Before long, they landed the canoe on the east coast and collected fresh food and water. Then, with fresh energy, they chased the octopus down the east coast. After some time, Kupe and his friends entered a dangerous area of water between the north and south islands of Aotearoa and at last they caught the octopus. A fierce sea battle began. The octopus smashed its strong arms into the canoe and made a hole in the side of it. Then the octopus held the canoe very tightly. It seemed that the end was near for Kupe.



# Work and industry

## In this unit

### Grammar

- used to
- present simple passive

### Vocabulary

- work
- compound nouns

### Scenario

- Import-export

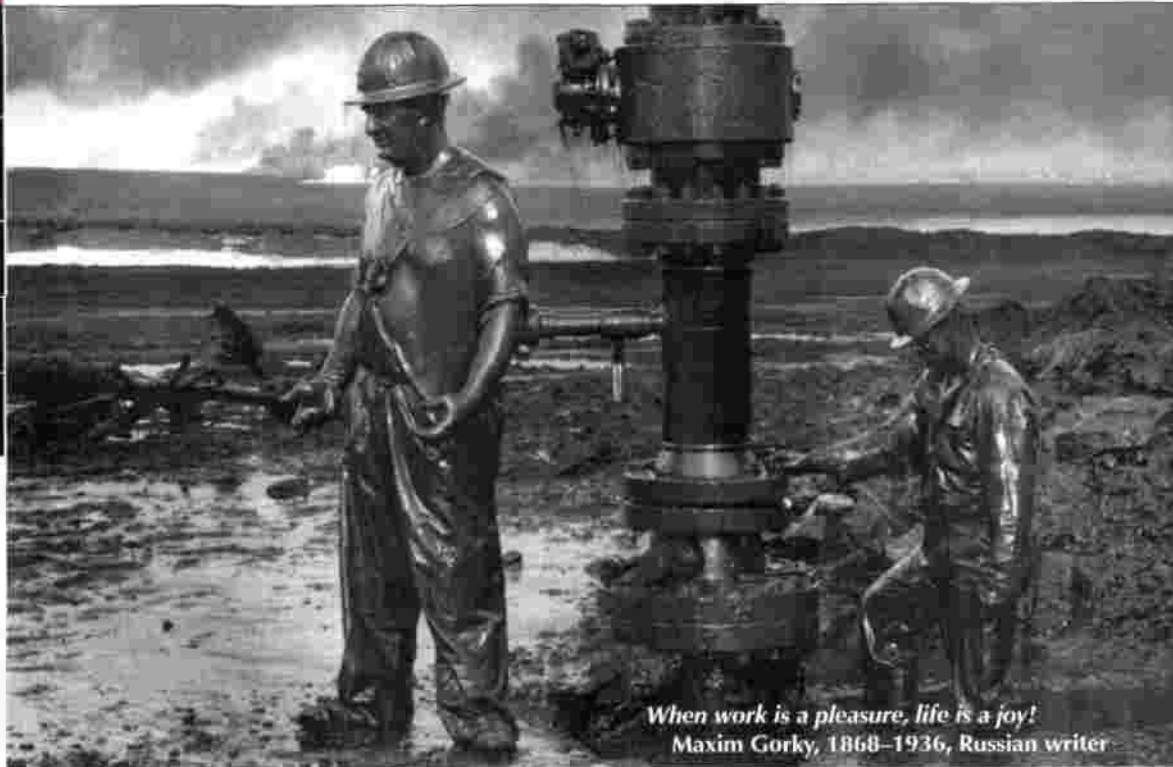
### Study skills

- giving a short talk

### Writing skills

- describing a process

## 9.1 EMPLOYMENT



*When work is a pleasure, life is a joy!*  
Maxim Gorky, 1868–1936, Russian writer

## SPEAKING

1 What do you look for in a job? Put these things in order of importance (1 – the most important; 8 – the least important). Compare in small groups.

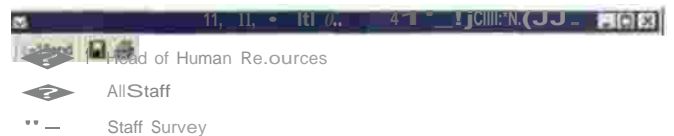
well-known company good pay pleasant working conditions having fun opportunities to travel good managers learning new skills friendly colleagues

## READING

2a Read this company email. What do the managers of the company want to know? How will they get this information?

2b These employees all quickly read the email. Who has not understood it?

- I'm interested, and I can do it because I started here four years ago.
- I don't want to do it, because I don't want to discuss the matters with the company. They might use it against me later.
- There's no point because they never tell you the results of these surveys.
- It sounds really interesting. I'll give Melink Chadwick a call on Wednesday 12th.



At Maxicomp, managers welcome the views of staff on a wide range of company matters. We believe that listening carefully to our employees over many years has helped us to maintain our position as the market leader.

For this reason, we would now like to find out if, and how, staff think that Maxicomp has changed in the last few years. We want to know how staff used to feel about the company and their jobs, and how they feel now.

An external organisation, Swift Consulting, will do the research, including interviews with a number of employees. All staff who have worked for the company for more than five years can take part. The discussions will be completely private, and Maxicomp will not be able to identify staff from their comments at any stage in the process. We will inform staff of the results in a future report. If you are interested in taking part, please contact Metame Chadwick of Swift Consulting, m.chadwick@swm.co.uk (020 6320 1244) by Friday 14th May.

## LISTENING

3a **DIH** Listen to Swift Consulting interview two Maxicom employees and answer these questions.

- 1 Who thinks that the company has changed the most. Shami or Rory?
- 2 Who thinks that he/she has changed the most?

3b Listen again and choose the best answer.

- 1 Shami thinks that she is less enthusiastic now because
    - a) she started working for the company six months ago.
    - b) she is older.
    - c) she works longer hours.
  - 2 The company helped her to
    - a) learn new skills.
    - b) achieve more.
    - c) travel.
  - 3 Rory
    - a) was more friendly in the past.
    - b) ate more food on Saturdays.
    - c) doesn't have long for lunch those days.
  - 4 Rory thinks that he is still working for the company because
    - a) he can learn new skills.
    - b) he is more professional.
    - c) the pay is better.
- 3c Discuss these questions in small groups.

- 1 Do you think Maxicom is a good company to work for?
- 2 Would you like to work for a company for a long time like Rory?
- 3 Do workers in your country work longer or shorter hours than in the past?

## VOCABULARY, work

4 Find these words in Tracks 2.14–15 on page 159 and the email. Can you explain their meaning?

employee long service lunch break  
market leader department promotion  
training course work life team

## GRAMMAR, *used to*

We use *used to* to talk about  
a) past habits  
b) past states.

- a) Rory used to travel a lot.
- b) He used to be more fun.

We can always use the past simple instead of *used to*, e.g. *He used to travel a lot when he was younger.* (or *He travelled a lot when he was younger.*)

We cannot use *used to* for single actions in the past. e.g. *She tried to finish her work early yesterday.*

**Sb** How do we make the negative and ask questions with *used to*? Look at Tracks 2.14–15 on page 159 and check.

Language reference and extra practice, pages 142–143

**Se** Complete these sentences about the interviews with *used to*, *didn't use to* or *use to*.

- 1 Shami \_\_\_\_\_ feel the same way about the job.
- 2 Did she \_\_\_\_\_ go home after 7 p.m. every day?
- 3 Rory and his colleagues \_\_\_\_\_ use the gym together.
- 4 Did Rory \_\_\_\_\_ his long lunch break?
- 5 They \_\_\_\_\_ work more as a team.
- 6 The \_\_\_\_\_ have many opportunities to learn new skills.

**6** Write six sentences about you, your family and friends. Use *used to* (x3) and *didn't use to* (x3) and the verbs in the box. Then tell your partner.

be eat feel finish go out have  
help know listen think travel work

## pronunciation

**Sa** Look at Tracks 2.14–15 on page 159 and find examples of a) and b) above.



7a **Elm** usec/ to look al Track 2.16 on  
page 159 and listen. How does the speaker  
pronounce *use*  
and  
use  
d?

?b listen again and  
repeat.

## SPEAKIN

8 Work with a partner. You are going to  
find out what people in your class used to  
do.

Student A: Turn to page 119.

Student B: Turn to

page 124.

## WRITING

9 Compare yourself now with the past. Write  
three  
or four sentences about a) your  
personality and b) your likes and dislikes.

a) I am a bit different. I like to work hard.

I work

hard, but I like to relax.

b) I like to travel, but I don't like to go to the gym.

I like to go to the gym, but I don't like to travel.



## READING

1 a Discuss these questions with a partner.

- 1 Which things do people have that are gold (e.g. jewellery)?
- 2 Which do you prefer: gold or silver?
- 3 Look at the photos. Can you think of any other uses for gold in industry?
- 4 Which use of gold do people admire the most?

1 b Read this webpage and check your answers to questions 3 and 4 above.

1 e Read the text again and match the sentence beginnings 1–4 with the endings a–g. (You can use the endings more than once.)

- |                 |   |
|-----------------|---|
| 1 Pure gold     | a) is an alloy.                           |
| 2 Gold wire     | b) is in many electrical products.        |
| 3 Gold in teeth | c) is not very thick.                     |
| 4 Gold leaf     | d) is not very hard.                      |
|                 | e) contains 62–78% gold.                  |
|                 | f) lasts longer than some other material. |
|                 | g) is not difficult to use.               |

1 d Find words in the text that mean:

- 1 when something allows heat or electricity to travel through it
- 2 the places where two things join
- 3 you can trust someone or something to do what you want them to do
- 4 when you mix two or more metals together so that they combine and become a single metal
- 5 pretty or attractive, but not necessarily common or useful



Where is gold used in industry?

Gold is used almost everywhere, from our homes to outer space.

Why is it used?

Gold has a number of advantages over other metals. It is soft, so it is easy to use. It conducts heat well. It lasts a long time and it is not damaged by the environment. Gold connections are very reliable, so they are used where safety is important. In addition, gold is a popular material mainly because of its special appearance, colour and beauty.

How is it used?

It is used in a wide variety of ways. The main use is in electronics – computers, pocket calculators, washing machines, televisions, recordable CDs, cars, credit cards and spacecraft. The Columbus space shuttle, for example, used nearly 41 kilograms of gold. Gold is the perfect material for contacts. An ordinary telephone contains 33 gold contacts. In some electronic equipment, very fine gold wires are used to connect different parts of the equipment. Each piece of wire is made of very pure gold (99.99%) and thinner than a human hair.

The second most important use of gold is in teeth. However, pure gold is not used, as it is very soft to use on its own. It is mixed with other metals to make an alloy. A typical alloy contains 62–78% gold.

Decorative uses of gold include jewellery, pens and pencils, watches and glasses. It is found in bathrooms, on plates and especially on perfume bottles. The most impressive use of gold is gold leaf. This is an extremely thin sheet of gold. Generally, it is produced by hand and is used by builders, glass makers and artists. It is applied to the roofs and ceilings of public buildings, and lasts much longer than paint.



## VOCABULARY: compound nouns

We can use two nouns together to make a compound noun. Sometimes we write them as one word (e.g. *lathrum*), sometimes as two words (e.g. *reclit* ('Md)).

2a Complete these sentences with a compound noun. Use a word from each box to fill the gaps.

- 1 Do you read a \_\_\_\_\_ every day? If so, which one?
- 2 Is there a \_\_\_\_\_ near your house? If so, how often do you rent films?
- 3 Do you prefer \_\_\_\_\_ or apple juice?
- 4 Do you use Internet \_\_\_\_\_?

5 I lost an \_\_\_\_\_ and \_\_\_\_\_.

air chair news orange suit video

juice table shop fine rooms paper

2b Ask and answer the questions with a partner.

2c Find examples of compound nouns in the text.

## GRAMMAR: present simple passive

1a Look at these sentences and answer the questions below.

- a) Pure gold is not used in teeth.
  - b) It is mixed with other metals.
  - c) Gold wires are used in electronic equipment.
- 1 Underline the main action verb in these sentences.
  - 2 Do the sentences say who or what does the action? Who or what?

When we use the passive, we aren't focussing on the agent of the action. The agent may be unnecessary or unknown, e.g. in sentence a), we do not need to talk about the dentists. In sentence b), we do not know who mixes it.

3b Look at these sentences and answer the questions below.

- a) Gold is not damaged by the environment.
- b) The environment does not damage gold.

- 1 Which sentence focuses our attention on gold?
- 2 Which sentence talks about the environment?
- 3 Which word do we use in a passive sentence when we give the agent of the action?

3d Find other examples of passive forms in the text on page 76.

... Language reference and extra practice, pages 142–143

4 Complete this text with the present simple passive of the verbs.

Oil is sometimes called black gold, because it is extremely valuable. It is \_\_\_\_\_ (m, ũ, c, b) very small

plants and animals that died on the seabed millions of years ago. Over 50% of the world's oil is in the

Arab World. Russia and other countries that were once part of the Soviet Union also have a lot of oil. When oil is \_\_\_\_\_ (find) in the seabed, a special

platform called a rig is \_\_\_\_\_ (move) into the right

position. Oil from the ground or seabed is \_\_\_\_\_ (separated) into different types

of oil in a special factory.

It is called a refinery. Oil is \_\_\_\_\_

(use) for fuel (e.g. in car engines) and to make

electricity. We also

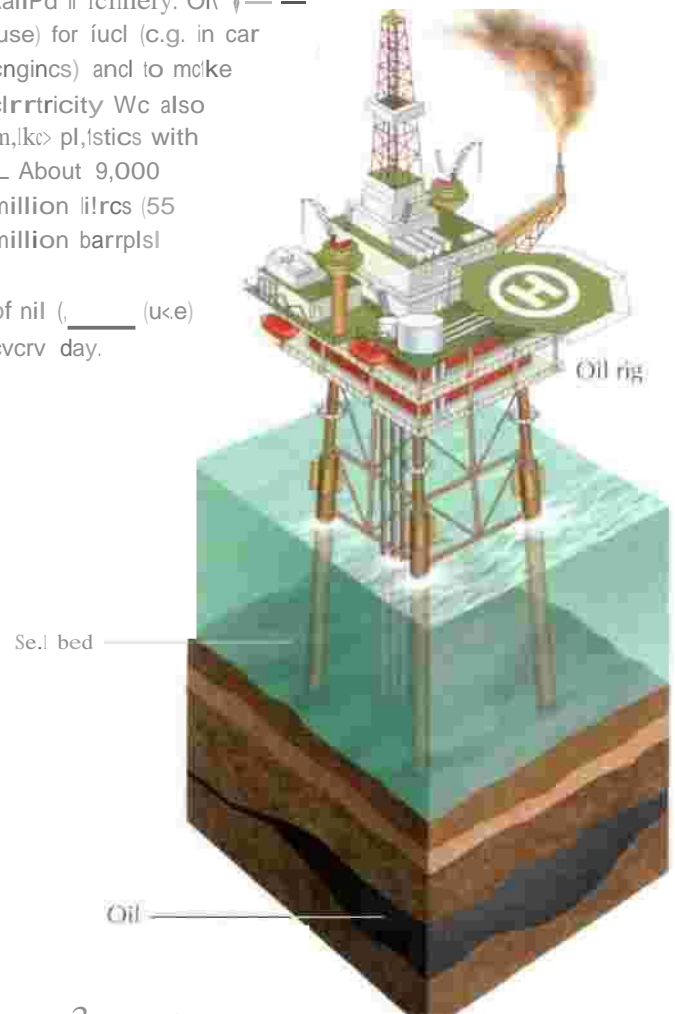
make plastics with

it. About 9,000

million litres (55

million barrels)

of oil is \_\_\_\_\_ (use) every day.



3c We form the present simple passive with *is/are* and the past participle of the verb. How do we make questions in the passive?

5 Work with a partner. Tell each other about industry in your country.

*There is a lot of (bi)technology (capital).*

*A lot of (bi)technology (capital).*

*Chemicals are made in the north.*

*The products are (bi)technology (capital).*

## PREPARATION

- 1a Discuss these questions with a partner.
- 1 Do shops in your country often have sales? How much discount do they generally offer? Have you bought any bargains recently?
- 2 Have you ever bought things at a market? Do you ever bargain for a lower price?
- 1b Complete these sentences with the words in the box. Use your dictionary if necessary.

suppfr import buyers exports  
m.manufacturers retailers

- 1 We have to \_\_\_\_\_ these machines because we can't find them in our \_\_\_\_\_.
- 2 Coffee is one of our major \_\_\_\_\_ . We sell it all over Europe.
- 3 We are \_\_\_\_\_ of clothes that are sold abroad.
- 4 We sell car parts to Ferrari and Fiat. Their \_\_\_\_\_ are our most important \_\_\_\_\_.
- 5 'Tesco', 'M&S' and 'Sainsbury's' are British \_\_\_\_\_ that have shops abroad.
- 6 We \_\_\_\_\_ electrical items to shops and \_\_\_\_\_.

## SITUATION

- 2 Look at the business advert and answer these questions.
- 1 Where does Roete One do? Choose the correct answer.
  - a) It manufactures electrical goods.
  - b) It sells electrical goods to the public.
  - c) It sells electrical goods to shops.
- 2 Where is it based and where does it import from?

Route One wants to import some digital music players from Guangdong Digital (an electrical goods manufacturer in China). Richard Hallows, Purchasing Manager for Route One, is making a deal with Lu Han, a Sales Representative for Guangdong Digital.

- 3a Before you listen to their negotiation, look at these questions. Who says each one, the buyer or the seller?

- 1 Price  
What's the price per item?  
How much are they per item?  
How much would you like to pay?

- ## 2 Delivery time

\\h, it';, your normal delivery limit  
We need delivery in two weeks. Can you do that?  
When would you like us to deliver?

- 3 Quantity and discounts  
How many would you like to order?  
Can you offer me a discount?  
What discount can you offer?

- 3b f1D** Listen to the negotiation between Richard and Lu Han. Tick (.t) the questions in Exercise 3a you hear.

- 3C Listen again and circle the correct details of the negotiation. Who do you think gets the best deal?

St., Irting price: 1 *S WO I SHO* pcr item  
First diswunts olfor'fl: 2 *S- / 1*"., {ordtr, > \$00)  
1 /Q"., /1"., {ordLrs > 1,000  
Final qu, Inlit) ordcrd: 1 *l.noO I noO*

Final price: \$87.50 SH7 per 1000

Final delivery time: 10 days after order



**Route One**  
Discount Electrical Goods Supplier

- New brands from Asia
- Fast delivery
- Large orders welcome
- Suppliers to major retailers

Route One: the new products  
0794 834343

— roi,111,111  
11,100-01111111 11  
unil SJ ♦bour 11is111  
0.1W10 C.111



## Route One: the fastest way to get new products into your shop

0794 8345586

—roi,111,1u  
ll,loO•0l111lr1 u  
unil SJ ♦bour llislllffl P.,t,  
O.,l.Wia, C.,H,l





## KEY LANGUAGE: negotiating

4a **11&** listen again and complete these sentences.

- 1 \$100? That's            rather high.
- 2 I see. Well, I'm not            that we can go that low.
- 3 If you order 1,000, we            offer 15%.
- 4 What about            we order 750?
- 5 That's still            low.
- 6            about 12.1%,?
- 7            c., it is \$87?
- 8 That            fine. \$87 per item it is, then.

4b Which of the sentences above are:

- a) suggestions, offer, or proposals!
- b) reactions or replies to offers and proposals

### pronunciation

**S flit!** Sentence stress in proposals Look at these proposals. Which words do you think are stressed? Listen, check and repeat.

- 1 We can only offer a 5% discount on 500.
- 2 If you order 1,000, we'll offer 15%.
- 3 What about if we order 750?

6a Work with a partner. Write this negotiation from the prompts.

Seller	Buyer
1) \$150 per item	
	but expensive
2) order 2,000,	
discount of 20%,	
	but order 1,000
3) order 1,000,	
discount of 10%	
	4) accept discount of 10%, order 1,000, ask to
	5) deliver in two weeks
6) can't deliver in two	
weeks, deliver in	
three weeks. OK?	
	7) 10% discount!

6b Practise the negotiation with your partner.

## TASK, making a deal

7a Work with a partner to negotiate a deal.

Student A: Turn to page 118.

Student B: Turn to page 110.

7b After your first negotiation, swap roles.



## STUDY SKILLS: giving a short talk

1 Louise works for a company that makes chocolate. Part of her job is to give talks about the company. Here are four questions she always asks herself before she starts to prepare a talk.

- 1 What is the topic of my talk?
- 2 Why am I going to say it (e.g. to inform, persuade, amuse)?
- 3 Who am I going to talk to?
- 4 How much time do I have for the talk?

**!lm** Listen to the beginning of her talk and answer

questions 1–4 above.

2a **Ellll** Listen to the second part of the talk and complete these notes. Write one or two words in each gap.

### *History of chocolate*

Mayans discovered chocolate in about 1 \_\_\_\_\_ AD.

They made a 2 \_\_\_\_\_ from roasted cocoa beans

– 'chocolatl'. \_\_\_\_\_

Spread to Aztec civilisation (modern 3 \_\_\_\_\_).

In 4 \_\_\_\_\_, Hernán Cortés drank chocolate with Moctezuma.

Cortés returned to Spain in 5 \_\_\_\_\_, taking cocoa beans with him.

Chocolate became popular with 6 \_\_\_\_\_ in Spain.

It took nearly 7 \_\_\_\_\_ to spread across Europe

because the Spanish kept it a <sup>secret</sup> \_\_\_\_\_.

In 17th century, chocolate 9 \_\_\_\_\_ became popular in London.

In 19th century, chocolate became 10 \_\_\_\_\_ and the first eating chocolate appeared. \_\_\_\_\_

2b Look at Track 2.20 on page 160 and find the phrases Louise uses to:

- 1 introduce the first topic
- 2 finish a topic
- 3 summarise/conclude a topic
- 4 start a new topic

2c Match these phrases with 1–4 above.

To summarise, ... First, I'd like to talk about ...

Turning now to ... That's all I want to say about ...

In conclusion, ... Let me begin by *-ing* ...

To conclude, ... I'd like to start by *+* ...

3 Look at the list of things you should do when you prepare a talk. Fill in the gaps with the words in the box.

gather information notes order  
practise pronunciation

- 1 Find out some interesting \_\_\_\_\_.
- 2 Put your ideas in the best \_\_\_\_\_.
- 3 Make some \_\_\_\_\_ to help you to remember things in the talk.
- 4 Prepare some pictures or \_\_\_\_\_ to make your points clearer.
- 5 Check the \_\_\_\_\_ of difficult words.
- 6 \_\_\_\_\_ the talk.

4a Prepare a short talk of about two minutes on one of these topics.

- your life story
- the history of your ... (family / university / town / city) / favourite pop group)

4b Work in groups. Take turns to give your talk. When you listen, look at this list. How well does the speaker do these things: very well, OK or needs to improve?

- 1 He/She welcomes his/her audience.
- 2 He/She tells the audience what he/she is going to talk about.
- 3 He/She speaks slowly and clearly.
- 4 He/She sounds interested in what he/she is saying.
- 5 He/She tries to build a relationship with his/her audience.
- 6 He/She chooses vocabulary that he/she thinks the audience will know, and explains any difficult words.




Moclezuma, the ninth Aztec king


80 @1@1111 Work and industry



## The early stages of making *chocolate*




**A**




**B**



**C**



**D**



**E**

**- a traditional family business In West Africa**

To begin with, cocoa pods are cut from cocoa trees with large knives, taking care not to damage nearby flowers. The women of the family collect the pods in large baskets, which they carry on their heads. Next, the pods are split open with a knife and the beans are removed. Following this, a pile of wet cocoa beans is put on banana leaves, which are spread out in a circle on the ground. More leaves are put on top to cover the pile. After five to six days, the wet mass of beans is dried in the sun. Lastly, the beans are put into sacks for transport all over the world.

### WRITING SKILLS, describing a process

5 The pictures above show the early stages of making chocolate. What do you think is the correct order? Read the text and check.

6a Linkers Sequencing phrases (e.g. *to begin with*) tell us the order in which things happen. Underline the sequencing phrases in the text.

6b Which other sequencing phrases do you know?

7 We usually use the passive when we are describing a process. Underline the examples of the passive in the text above.

8 The pictures below show the early stages of tea production. Write a paragraph describing the process, using the nouns and verbs below and some sequencing phrases.

Use these nouns: field, leaves, machine, leaf, plant, people, bushes

Use these verbs: crush, dry, grow, pick, plant



## A Olfil'S EEST FfilEN()P

Our quick guide to ... diamonds



Most people l \_\_\_\_\_ ov.n a diamond. but why? What exactly are these stones and why are they so specet? Read our quck gude and find out!

### Wlat are Lli.:tl nonds?

Diamonds are the hardest natural

stones on Earth. Tocy :l \_\_\_\_\_ many kilometres below the Earth's surface. and come to the surface only dunnng volcanic eruouons.

Toe stones that "e find now have of course been near the surface for thousands of years

### üiarnnno hislory

Early rereerce, to damonds come from locha. where people 3 \_\_\_\_\_ they brought good luck. eoo from China,

whcre people 4 \_\_\_\_\_ them as tooís. There are many

references to the stones in Europe io the Middle Ages. For example. in the thirteenth century the French Kmg, Loue IX. Introduced a law that sard that only the king ' — — diamonds! But tis people soon 6 \_\_\_\_\_ the law so that

anyone wah moncy could buy the jewels.

### Diamond industry

The ndustry of rmning camones is thousands of years

old. The mam demono industry 7 \_\_\_\_\_ to be in Afncu.



as today but m south India. It stooped in the eighteenth century because there were no diamonds left. so the ndustry

then B \_\_\_\_\_ a duterent source

for the stones. and it moved first to Bra2il. and then to Afncu.

### Diamonds in jewellery

A diamond 9 \_\_\_\_\_ very gox:l

quality to become a jewel. wah mgh evels of cleamess and colour. In fact. over 80% of dtamonds are used in ndustry mamty as cuuing tools.

## GRAMMAR

1 Read the text about diamonds and choose the correct form for the gaps 1–10.

- 1 al are going IO bt would Hkc to ll hope
- 2 al form bt are form e) are formed
- 3 ,l) used to think h! use to think e! used thinking
- 4 ,ll scemcd using hl scemcd io use el scemcd use
- 5 al could own bl can own el O\\O
- 6 al succeed in ch.inging hj succcedcd to change el succcedcd in changing
- 7 al wasn't usi<d hl didn't us< el didn't usod
- 8 al had lo find bt muøI find el had lo found
- 9 al have to be bt can he cJ haø lo he

10 al kmm n bt is kmm ing el is know n

2 Complete these scntences with the correct form of *used to*, *had lo* or *coufd*.

- 1 The Indians \_\_\_\_\_ helicvc th.ll di,mmd.: brouøhl good luck. \_\_\_\_\_
- 2 In the p,lst, mam peopl' \_\_\_\_\_ .lficrd io buy diamondrls lxc.:lusc they „erC' ver. C'xpensi\C'.
- 3 They \_\_\_\_\_ savC' thC'ir monc\ for mon!hc; hC'forC' thc, could bu\ ,lll} jc.,cllen.
- 4 Tnd.l\, people lcnd to insure their jC'\Hllcr., hut in lhc past thc, \_\_\_\_\_ do th,ll.

## VOCABULARY

3a Look al the words in the box below and find:

- 1 \,o ,erh.: umnI'ctcd \\\ith lfllll'.
  - 2 \\\O other „ords conn('tC'd \\\ ilh crime.
  - 3 lhr{'(' word'i for p<OplC' al „ork.
  - 4 two ,erhs conncccd „ ith sl('('ping.
- Biolog, commit eolle.lgut, doze  
emplmee e,ldtnc.I' fingerprints 'ilaii  
Mathematics Phvsils sl('('p in sol,e

### Diamonds as symbols

Damonds are often symbols of love and eterty Many couples exchange damond nngs when they get named.

3b There are three words left in the box. What do they have in common?

belong happen hiton inter(sted  
relationship suceessful

4 Complete the gaps 1–b in the film review on page 83 with nnf' wrd from each box.

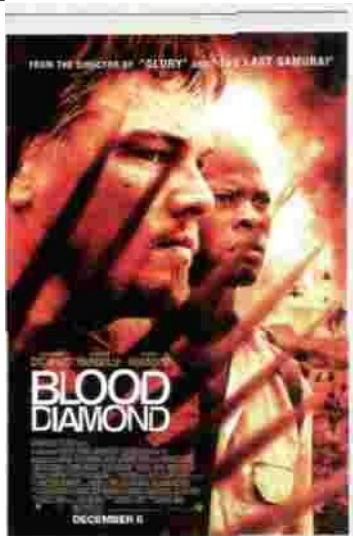
The 60th weddmg anniversary fl \_\_\_\_\_ as the 'diamond  
weddmg. svmtonsmg lave lorever;

in in of to to ,,lth

## Blood Diamond

1/ When I went to see *Blood Diamond* last weekend. I wasn't sure if it was an action movie, or a \_\_\_\_\_ the diamond industry in Africa, and I still don't know! But it doesn't matter – it's a great film.

The film tells the story of Danny Archer (Leonardo DiCaprio), a man who is only really \_\_\_\_\_ one thing – making money, which means smuggling diamonds from Africa. He meets Solomon Vandy, a fisherman who finds a remarkable diamond – enormous, pure and very valuable. However, when his village is attacked, he runs and leaves the diamond there. The story then follows Solomon's



\* — — — — — Archer, as they join together to find the diamond. \_\_\_\_\_ and \_\_\_\_\_ of course, all the frightening things that

\* — — — — — them. The film has a social side – looking

at the way the First World takes things that \_\_\_\_\_ other countries, but at the same time it's an exciting movie with an interesting storyline.

If you want to find out if the men are \_\_\_\_\_ their search for the diamond, you'll have to go and see the film!

My rating:

### KEY LANGUAGE

**5** **FILED** Listen to Anna and Rob talking about what to do. Who would prefer something active? Who would rather go to a concert?

**6** Put these lines from the conversation in order. Then listen again and check.

- a) Mmm, I'm more interested in something active. I think I'd rather go dancing. **D**
- b) There's a play by David Hume. The tickets are £20, for £10. **D**
- c) I'm bored. Let's go out this evening. **E**
- d) If you go, with your friend, I'll cook a really nice dinner for you on Sunday. **D**
- e) Well, which would you prefer to do? **O**
- f) I don't know. Look, why don't you go dancing with your friends at the weekend? **D**
- g) I don't fancy dancing. I'd prefer to go to a concert. **D**
- h) OK. I'd like to go to the theatre. I haven't been for ages. **D**

- i) OK, that sounds fine! **D**
- j) Oh, that seems a bit high for me, for a play in our local theatre. **O**
- k) A concert? Oh, let's see what's on. But what about if we go dancing at the weekend? **D**
- l) I'm not sure about that. I'm not that keen on the theatre. What's on? **D**
- m) Well I'd rather go with you. **D**

### LANGUAGE CHECK

**7** There is a word missing in each sentence. Write it in. Then look back at the pages and check.

- 1 You don't have study medicine to be a psychologist. (page 60)
- 2 The science building is separate from main school. (page 61)
- 3 We belong to a classical music group. (page 61)
- 4 They had a lot of new things quickly. (page 61)
- 5 I usually sleep very quickly when I go to bed. (page 66)
- 6 When are you going to start the course? (page 66)
- 7 Would you prefer to see a film or to play? (page 71)
- 8 We didn't take long to finish the work. (page 71)
- 9 Silver is used in a lot of jewellery. (page 77)
- 10 The prices seem a bit high to me. (page 79)

### LOOK BACK

- 8** Find the exercise in Units 7-9 where you:
- listen to an interview with a famous scientist. (Unit 7)
  - learn the names of some scientific subjects. (Unit 7)
  - describe a short story about UK environmental issues. (Unit 7)
  - listen to a talk about the importance of sleep. (Unit 8)
  - plan a night out. (Unit 8)
  - write a short story. (Unit 8)
  - talk about what classmates use to do. (Unit 9)
  - read about the uses of gold. (Unit 9)
  - give a short talk. (Unit 9)





## In this unit

## Grammar

- present continuous for future arrangements
- past simple passive

## Vocabulary

- people and organisations
- adjectives

## Scenario

- An Olympic bid

## Study skills

- improving your listening

## Writing skills

- a for and against essay

## 10.1 UNITED NATIONS



## SPEAKING

1 a What do you know about the United Nations (the UN)? Discuss these questions with a partner.

- When was the UN founded?
- How many countries are now UN members?
- Where is the UN headquarter?
- Where is the current Secretary General from?
- Which of the following activities is the UN not involved with?

Aid and development	Children's rights
Religious education	Economic development
International justice	Environment

1 b **LISTEN** Listen and check your answers.

## READING

2a Read this entry from an encyclopaedia. What is the main subject of the text?

- the work of the United Nations
- the history of the UN
- the role of the Secretary General
- the role of the UN in the world

The United Nations is an organisation that works in many different areas. In order to carry out its work, the UN has a large department of international civil servants (the Secretariat). The head of this UN department is the Secretary General and there are about 9,000 other staff members. The Secretary General is responsible for the day-to-day organisation of the UN and its many projects.

As well as these work responsibilities, the Secretary General is a symbol or face of the United Nations. He or she is also a spokesperson for the people of the world and can ask the UN to help with difficult situations in the world.

The Secretary General also chooses the Messengers of Peace. These people publicise the work of the UN and they are chosen from the fields of science, literature and sports. Messengers of Peace have included Luciano Pavarotti (opera singer) and Muhammad Ali (boxer).

2b Are these statements true or false, or does the text not say?

- The UN helps protect endangered animals.
- The Secretariat manages the UN's budget.
- The UN has a permanent secretary.
- The UN Secretary General can request help from the UN to solve a problem.
- There are 15 Messengers of Peace.
- Messengers of Peace tell the world about the UN's work.
- Political leaders can become Messengers of Peace.



## LISTENING

The Secretary General's schedule of activities and meetings is available on the UN website.

**3a** **11D** Listen to Beth tell the web designer about the Secretary General's appointments for next week. How many meetings does he definitely have?

**3b** Listen again and answer these questions.

- 1 When is he meeting the Serbian Foreign Minister?
- 2 Who is he meeting at 4 p.m. on Monday?
- 3 Which committee is he talking to on Tuesday at 10 a.m.?
- 4 Who is he meeting at 3 p.m. on Tuesday?
- 5 Where is he going on Wednesday morning? Why?
- 6 When is he meeting the UN 12 p.m. on Wednesday?

**VOCABULARY:** people and organisations

**4a** Put these words into two groups: A for individuals and B for groups of people.

ambassador assistant civil servant  
committee department head of a department  
minister president spokesperson staff

**4b** Match some of the words above with these definitions. Write definitions for the other words.

- 1 „group of people who meet regularly and make important decisions“
- 2 „a politician with an important government job“
- 3 „one part of a company or organisation“
- 4 someone who represents and speaks for a group of people or an organisation
- 5 someone who helps a more senior colleague

**GRAMMAR:** present continuous for future arrangements

**5** Look at these sentences and answer the questions below.

- a) At 11.15 he's meeting the Serbian Foreign Minister.
- b) After lunch, he's seeing the President of the Security Council.
- c) He might phone the British Prime Minister.

- 1 Are these sentences about the present or the future?
- 2 In which sentence is the situation not certain?

We can use the present continuous to talk about fixed future arrangements and meetings. These arrangements often involve other people and we usually give the time or place of the action or event.

### GRAMMAR TIP

When we talk about future plans, we can use either the present continuous or *going to* with little change in meaning. When we want to show the plan is more arranged or fixed, we use the present continuous, especially when we give the exact time of the arrangement.

— Language reference and extra practice, pages 114–115

**6** Jane Goodall (an author) and Luciano Pavarotti (a singer) are UN Messengers of Peace. Complete their appointments diaries for next week.

Student A: Turn to page 117.

Student B: Turn to page 118.

## SPEAKING AND WRITING

**7a** Interview your classmates to find out what they are doing in the next week. Make notes of their answers.

1/1/1/ an i ou cloing tonight thi, ii (<lenú)  
– f'm going to lit' cifwma on Salitrrtlth illd on Sumd} /f'm ...

**7b** Write a paragraph to summarise your class's social arrangements.



## SPEAKING

- 1 Look at this list of companies and answer the questions.  
Bl> Coca-Cola Fiat Cooglo Honda i8\\ \\cDosl1ld'c  
Nestlé Nintendn Nokla Phillips Sarnung Shcū Sonj
- 1 \\hat do \\hc) do/produce/
- 2 In \\hith country did \\hc) start!
- 3 \\ould you hkc lo work for them?

## READING

- 2a Read the text about Microsoft. How did Microsoft change between 1975 and 2007?
  - 2b Which decade do the following statements go with?
- 1 People in the USA thought that Microsoft was the top company.
  - 2 The company started making software abroad.
  - 3 Sales of one particular product went very good.
  - 4 Microsoft helped people and the terrible events in the Indian Ocean.
  - 5 Gates and Allen started the company.
  - 6 Microsoft became more interested in selling computers to people than to companies.
  - 7 Microsoft had problems in Europe.
- 3 Find words in the text that mean:
- 1 an idea that you think is true
  - 2 the programs that a computer uses to do different jobs
  - 3 almost most of it, time or attention to this
  - 4 an interest in land where companies for building buildings are
  - 5 a short clever phrase that is useful in advertising
  - 6 made a new product available
- 4 What do you think were the three most important years for Microsoft?

## GRAMMAR: past simple passive

We often use the past simple passive to talk about the history of something (e.g. an organisation), especially when we are more interested in 'what happened' than in 'who did it'.

\\ic rrrNift was set up in /97'i.

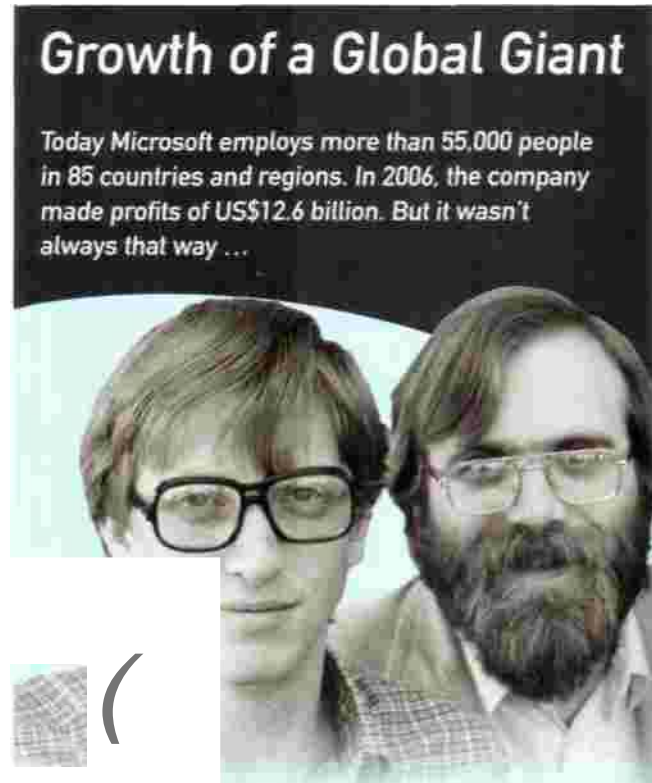
\\inc/ows \\i was released.

fif,\\n\\ were announced \\o dlt' \\C'lop ūie e ,\\mp\\h m R'(/mond.

- 5a Find other examples of the past simple passive in the text.

- 5b We form the past simple passive with was/were and the past participle of the verb. How do we make negatives and questions?

— Language reference and extra practice. page 144–145



### The seventies and eighties (1975–1989)

Microsoft was set up in Albuquerque (New Mexico, USA) in 1975 by Bill Gates and his friend Paul Allen. The two men were guided by the belief that every desk in every office, and every home, should have a computer, so they started to develop software for personal computers. At first, the company concentrated on selling to businesses. In the late 1970s, Microsoft moved to the Seattle area. It is still based there today, on its own 'corporate campus' in Redmond. In the mid 1980s, Microsoft was growing rapidly and chose the Republic of Ireland as the location of its first production facility outside the USA. By the end of that decade, however, attitudes were changing in the USA, and the company was criticised for making its employees work too hard!



6a Use these prompts to make questions about the start of the Italian company Fiat.

- 1 When was Fiat set up? \h'f'n i\,i\ Fiat set up?
- 2 Where were cars first tested in the country? C,rs?
- 3 When did car production aim at women for the first time?
- 4 Which newspaper(s) did Fiat in 1926, Comoro de/J Scra or L., St,unpa?
- 5 What was set up in the late 1920s?
- 6 where did Fiat cars first be constructed in the car? JtJO'?



6b EID Listen and check your questions.

6c !111 Listen again and note the answers. Then compare with a partner.

7 Complete this text with the past simple passive or active form of the verbs in brackets.

Samsung was \_\_\_\_\_ (set up) in Taegu, Korea, in 1938 by Byung-Chull

Lee. At that time, Samsung General Store distributed various goods (such as dried fish, vegetables and fruit) to China. Samsung

(which made three stores in Korea) \_\_\_\_\_ (grew) quickly

In the 1970s, Samsung \_\_\_\_\_ (moved) into industry and many new Samsung companies \_\_\_\_\_ (were created), e.g. Samsung Shipbuilding.

During this decade, Samsung also \_\_\_\_\_ (developed) its home

electronics business. In 1976, the one millionth black-and-white TV \_\_\_\_\_ (was produced). The next year, colour televisions \_\_\_\_\_ (were exported) for the first time.

In the 1980s, Samsung \_\_\_\_\_ (put) its full focus into technology, and new products \_\_\_\_\_ (were introduced) to the global market. In

1987, Samsung's Chairman, Byung-Chull Lee, \_\_\_\_\_ (died) after

almost 50 years in charge of the company. His son, Lee Jun-hee, \_\_\_\_\_ (became) the new chairman of Samsung.

## SPEAKING

8 Discuss these questions in small groups.

- 1 In what ways do the companies on these pages affect your life?
- 2 Do you think that big companies have too much influence?
- 3 Do you think they are good or bad for society?

### The nineties (1990–1999)

1994 Microsoft Encarta was launched – the first encyclopaedia that was designed to run on a computer. The company slogan was also changed to: 'Where do you want to go today?'

1995 Windows 95 was released, and more than a million copies were sold in the first four days. The company focus moved from business to the consumer. MSN, the Microsoft Network online

service, was also launched, and quickly became

one of the largest Internet service providers.

1996 Microsoft was named the company that

Americans respected and admired the most.

1997 Microsoft opened its headquarters in

India, now the second largest after its US headquarters

1999 Gates's book *Business @ the Speed*

of Thought was published. The book shows how computer technology can solve business problems in new ways. It is now published in 25 languages and is available in more than 100 countries

### The 'noughties' (since 2000)

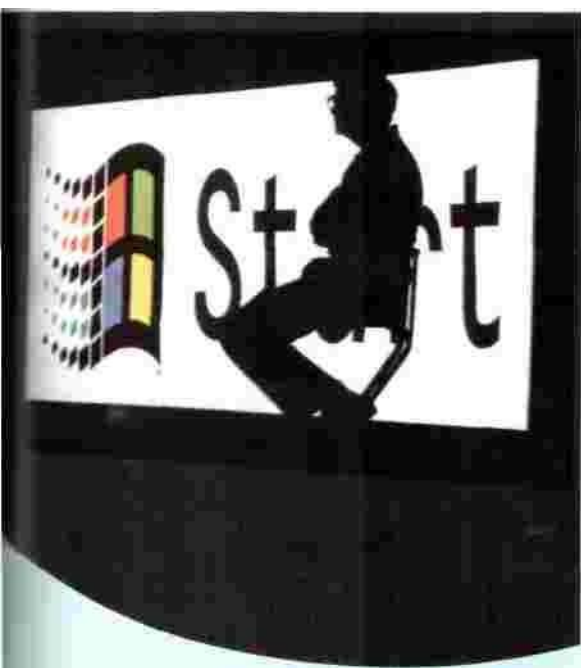
2001 Windows XP was released worldwide.

2004 Microsoft gave \$3.5 billion for relief and recovery efforts after the Asian tsunami. Bill Gates himself has given over \$30 billion to support projects in global health and learning. In this year Microsoft faced legal action from the European Union for unfair competition

2006 Plans were announced to develop the campus in Redmond.

2007 Microsoft Windows Vista was launched.

4 Which do you think are more influential, governments or big companies?





## SITUATION

1a Where was the last Summer Olympic Games held? Did you watch any of it? Did your country win any medals?

1b Which three cities below have never yet hosted the Summer Olympic Games? Check your answers on page 115.

Amsterdam Athens Berlin Los Angeles Madrid  
Melbourne Mexico City Moscow New York

Osaka Paris Seoul

2a **Elm** In 2005, London won the competition

to host the Olympic Games in 2012. Listen to four extracts from the presentation that was made by the British Olympic Committee and match them with the tapes a-d.

- a) transport
- b) the sports facilities
- c) accommodation for athletes
- d) London's special ambition for the Games

2b Are these sentences true or false? Listen again and check.

- 1 The organisers want the Games to encourage children to play sport.
- 2 None of the sports venues already exists.
- 3 The Olympic park will be less than ten minutes from the city centre.
- 4 The Olympic stadium will have 18,000 seats.
- 5 Many venues will be a long way from the athletes' accommodation.
- 6 Ten athletes will sleep in single rooms.
- 7 Ten train and underground lines go to the venues.
- 8 Visitors to the games don't have to pay to use the trains and buses.

## KEY LANGUAGE: adding emphasis

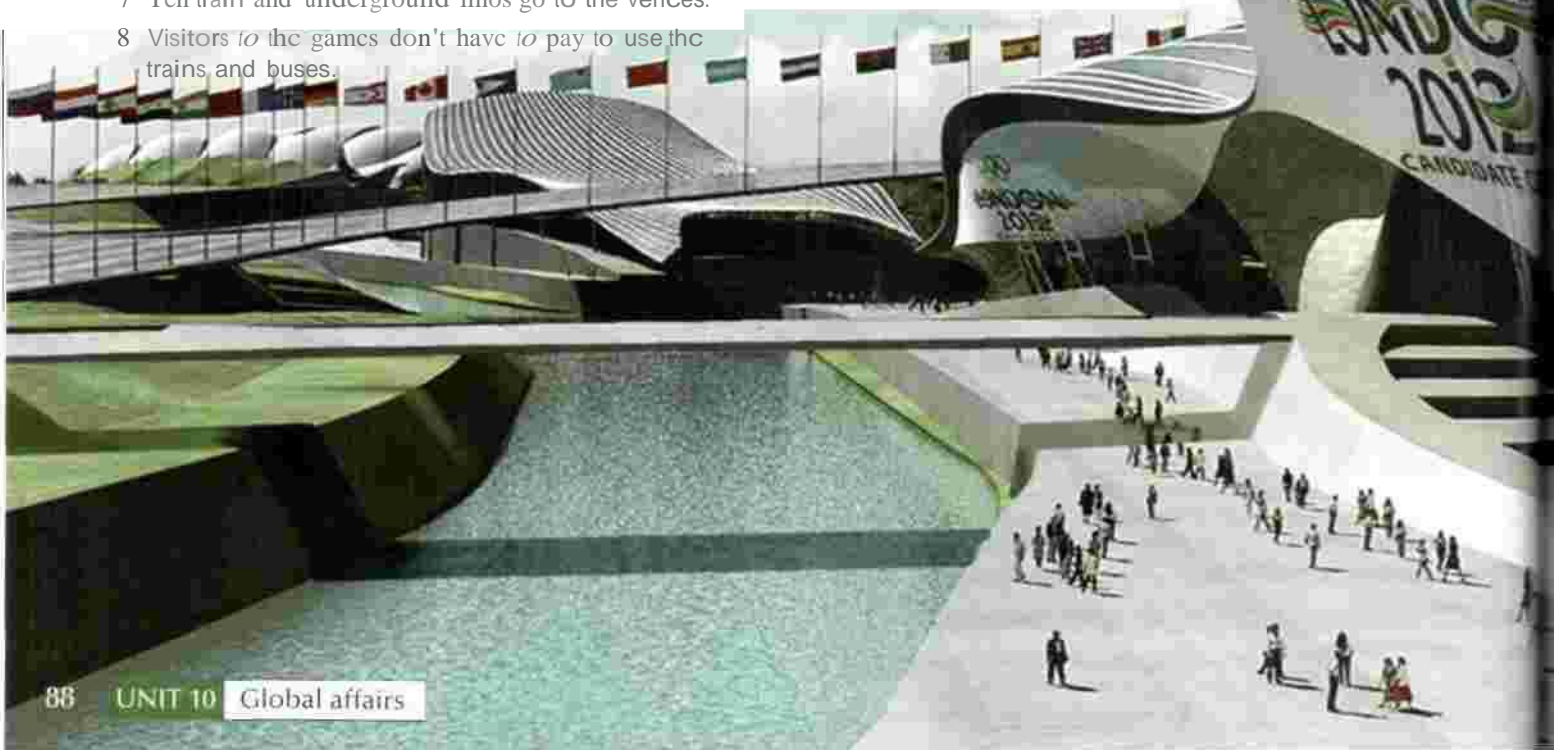
3a **!ID** Adverbs Listen and complete these sentences from the extracts.

- 1 We'll create an Olympic park which is \_\_\_\_\_ seven minutes from the centre of London.
- 2 Half of the venues will be \_\_\_\_\_ two minutes from the athletes' accommodation.
- 3 \_\_\_\_\_ ten per cent will be more than thirty minutes away.
- 4 Athletes will be \_\_\_\_\_ a short walk from the main stadium.
- 5 The Olympic park will be \_\_\_\_\_ seven minutes from central London by train.

3b We can use *just* and *only* to emphasise how small something is. In the sentences above, is the emphasis positive or negative?

4 **Adjectives** These adjectives were used in the presentation. Can you remember what they described? Look at Track 2.26 on page 161 to check. What other adjectives can you find?

- 1 magical memorable
- 2 world-class magnificent
- 3 modern comfortable
- 4 high-speed comprehensive



## pronunciation

**5a** **[ID]** Pausing and emphasis. When you give a talk or presentation, it is important to pause and to emphasise key words. Listen and mark the pauses like this //, and underline the words with extra stress.

Herc, we want to deliver the message, the experience, the exciting atmosphere for competitors and spectators. Our aim is to inspire young people in Brazil, India and Russia the world to play sport.

**5b** Listen again and repeat.

**5c** Look at Track 2.26 on page 161. Practise saying the first sentences of each section. Experiment with the pausing and stress.

**6** Work with a partner. Use adverbs, adjectives and emphatic stress to talk about your city or country. Think about the buildings, transport, facilities and events.

*First of all, the transport, the public transport is the best.*

*Then, the city is a very big city with a lot of people, a lot of people, a lot of people, a lot of people.*

## TASK: making a presentation

**7a** The IOC is choosing the next city for the Olympic Games. The choices are New York, Madrid and Osaka. Work in groups of six (Pair A, B and C). Each pair is going to prepare a short presentation about one of the cities.

Pair A: Turn to page 122.

Pair B: Turn to page 123.

Pair C: Turn to page 120.

**7b** Take turns to give your presentation to your group and listen to the other presentations. Make notes under these headings.

Location, population and history

Sports facilities, concept, Sports venues

Athletic accommodation, Transport

**7c** Which presentation do you think was the best?

## OTHER USEFUL PHRASES

We are here to represent ...

The special ambition for our city is ...

There are four main points.

First of all, ...

Secondly, ...

Finally, ...

Thank you for your kind attention.

**8** Following the presentations, the IOC look in detail at each city's plans and choose the best city for the Olympics. Your group of six is now the IOC. Discuss each city and decide which one should host the next Olympic Games. Do other groups agree with you?



### STUDY SKILLS, improving your listening

1 The skill of listening There are two main kinds of listening: listening for the general idea and listening for detail. Look back at the listening exercises in this coursebook and find some for each kind.

2 Listening in English Make a list of different situations when you listen to English (e.g. watching films, listening to lectures). Which are the easiest / most difficult for you? Why? Do they involve listening for the general idea, listening for detail, or both?

There are a number of things we can do before we listen which can help us to understand better and get the information we need.

- 1 We can use our knowledge of the topic.
- 2 We can guess what the speaker will say.
- 3 We can guess the vocabulary the speaker will use.

3a Activate your knowledge You are going to listen to a talk about Interpol, the international police organisation. What do you know about it? Describe the Interpol emblem. What do you think it means?

3b Predicting content Here are some questions you can ask yourself before you listen to the talk.

Can you add two or three more questions?

1 Where is Interpol based?

2 How many people work for it?

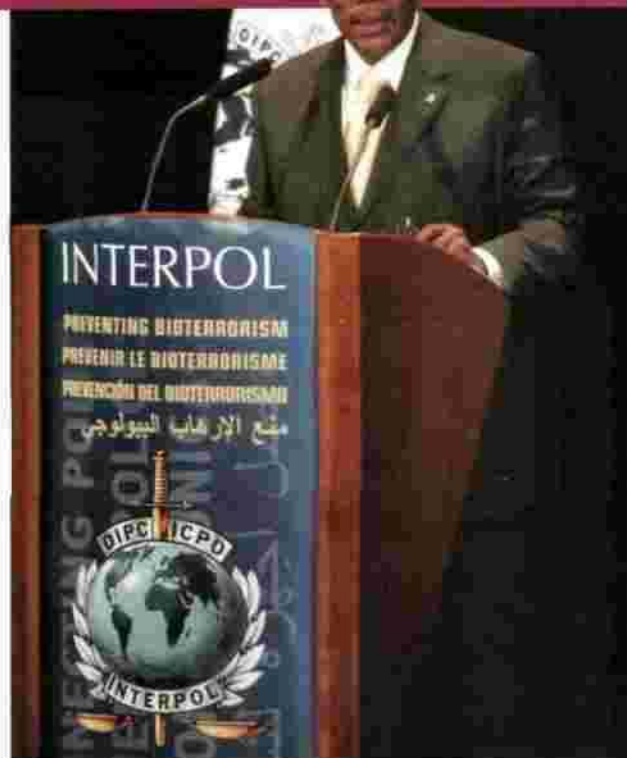
3c Predicting vocabulary Which of these words do you think the speaker will use?

accommodation boxer crime criminal

databases entertainment financial fingerprints  
headquarters languages laws literature  
member police forces priorities slogan staff

4a **1ED** Listen to the talk. Does the speaker talk about any of the things in your questions in Exercise 3b? What does he say about them?

4b Listen again. Did you hear any of the words you chose in Exercise 3c?



5 Importance markers The speaker uses a number of phrases to show that what he is saying / going to say is important. Can you complete these sentences? Look at the underlined sentences in Track 2.29 on page 162 and check.

- 1 Interpol now has 184 member countries. And let me \_\_\_\_\_ out that it's those countries that pay for it!
- 2 Don't! \_\_\_\_\_ that most Interpol officers stay in their own country.
- 3 But, and I must \_\_\_\_\_ your attention to this, we never break the law in any country.
- 4 One of our \_\_\_\_\_ is problems connected with drugs.
- 5 Another important \_\_\_\_\_ is trafficking in human beings.
- 6 Another \_\_\_\_\_ priority is financial crime.
- 7 The \_\_\_\_\_ important thing we do is to run a global police communication system.
- 8 \_\_\_\_\_ important thing we do is to provide training courses for national police forces.

6 Do you think Interpol is an important or useful organisation? Why / Why not?

Eddie (Jackie Chan) enlists the help of British Interpol agent Nicole (Claire Forlanini) in the film *The Medallion*.



## WRITING SKILLS, a for and against essay

### 7 Discuss these questions in small groups.

- Are there a lot of CCTV (closed circuit television) cameras in your town?
- Where do you usually find them?
- Do you think they are a good thing? Why / Why not?
- How do they make you feel?

Ba Zeina is a student in London. Read her essay about CCTV cameras. Does she mention any of the things you discussed in Exercise 7?

### The advantages and disadvantages of CCTV cameras

There are now four million CCTV cameras in the UK. That means (one camera for every) fourteen people. If you live in London, you are caught on camera 300 times every day. This is becoming a very important issue in our lives. How is it affecting us? This essay will consider whether CCTV cameras are good or bad for us.

One **major** disadvantage of CCTV cameras is that it is difficult to limit private places in our cities. People are watched everywhere we go. Another problem with them is that, because there are so many of them, the government has to spend a lot of money on them.

On the other hand, a major advantage is that they help to catch criminals and prevent crime from happening in the first place. Another advantage is that ordinary people feel safer and have more freedom to lead their lives as they wish.

To sum up, are the cameras good or bad? This is a difficult question to answer. Although we feel safer, every move we make is being recorded somewhere. Therefore, we might get more freedom in some ways, but we lose it in other ways. Perhaps, we need more time to understand the effects of this, but I personally think that the advantages are greater than the disadvantages.

### 8b Do you agree with the ideas in this essay?

#### 9a Match these headings a-d with the paragraphs of the essay.

- a) **Introduction** c) **Introduction**  
b) **Conclusion** d) **Disadvantages**

Which of these form the main body of the essay?

### 9b Where can you find these things in the text?

Write **I** for introduction, **MB** for main body and **C** for conclusion.

- statement of the writer's opinion
- statement of the importance of the subject
- development of important ideas
- statement of the writer's aims
- a summary of the main points

### 10a Underline the phrases that are used in the text to talk about advantages and disadvantages.

### 10b Use the table to make sentences about Zeina's opinions.

The main advantage of		The government has spent a lot of money on them.
The main disadvantage of	<b>CCTV</b>	they help to catch criminals.
One of the good points about	cameras is that	criminals are watching us all the time.
One of the bad points about		ordinarily people feel safer.

### 11 Linkers Study the use of the linkers *although*, *on the other hand* and *therefore* in the text. Then complete these sentences.

- \_\_\_\_\_ CCTV cameras can catch criminals, they are expensive.
- There are a number of good points about this. \_\_\_\_\_, there are many more bad points.
- There is a lot of data about this. \_\_\_\_\_, it is difficult to reach clear conclusions.
- A camera in the police force could be very interesting. \_\_\_\_\_, it might be dangerous.
- \_\_\_\_\_ the crime rate is going down, people sometimes feel less safe.

### 12a Work with a partner. Discuss the advantages and disadvantages of these topics.

- having a lot more police officers on the streets of our cities
- police forces having a lot more community officers
- using plain-clothes police (i.e. police not in uniform)
- sending criminals who are not dangerous to prison
- Interpol

### 12b Write a for and against essay on one of the topics above.



## In this unit

## Grammar

- present perfect continuous
- phrasal verbs

## Vocabulary

- global warming
- containers and materials

## Scenario

- Local regeneration

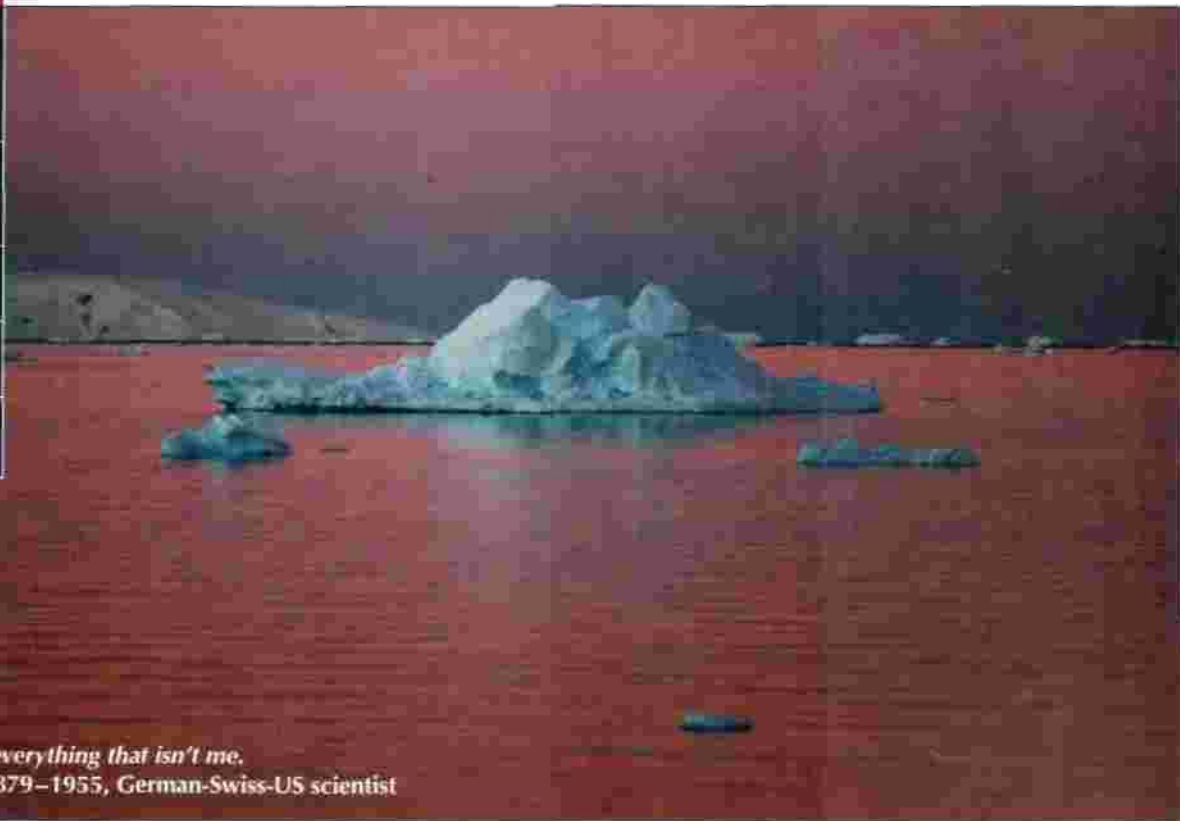
## Study skills

- exploring reading texts

## Writing skills

- a report

## 11.1 GLOBAL WARMING



*The environment is everything that isn't me.*  
Albert Einstein, 1879–1955, German-Swiss-US scientist

## SPEAKING AND

## VOCABULARY: global warming

- Discuss these questions with a partner.
- What are the causes of global warming?
- What are the effects of global warming? Use the words in the box.

the Arctic rainforests glaciers coral ice  
sea levels coral reefs temperature drought  
extreme weather

- Is climate change a new phenomenon?

## READING

- 2a Read this essay and underline information that you didn't know. Compare with a partner.

- 2b Read the text again and answer these questions.

- What causes natural climate change and what causes global warming?
- Is there anything good about CO<sub>2</sub>?
- What is there more CO<sub>2</sub> in the atmosphere than there was before?
- What problem does a thicker CO<sub>2</sub> blanket cause?

During the long history of our planet, the climate has often changed for natural reasons. This is because the energy that we get from the sun changes regularly. The planet was warmer during the time of the dinosaurs, and during the ice age it was four degrees lower than today. However, nowadays the climate is changing faster than ever before. This rapid change, known as global warming, is caused by the current high levels of carbon dioxide (CO<sub>2</sub>) in the atmosphere.

There has been CO<sub>2</sub> in the atmosphere for millions of years. Animals produce CO<sub>2</sub> when they breathe, and plants use it to make energy and oxygen. The CO<sub>2</sub> that is not used by plants forms a blanket in

the atmosphere. In a positive way, this blanket traps the sun's energy and keeps the planet warm. However, CO<sub>2</sub> is also produced when we burn oil, coal and gas – the fossil fuels. Because of this, the amount of CO<sub>2</sub> in the atmosphere is now higher than at any time in the last 600,000 years. The CO<sub>2</sub> blanket is getting thicker and thicker, and this means the planet is getting hotter and hotter. This is causing the rapid climate change and it is a danger to life on this planet.

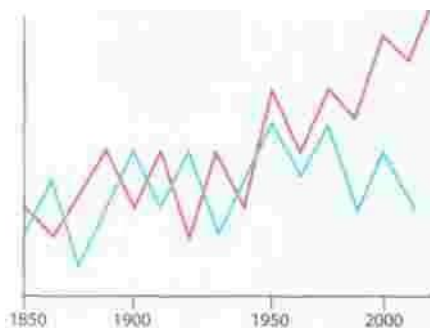
## LISTENING

3a **EMU** Listen to part of a documentary about global warming. Number these topics in order (1–6).

- |                                       |   |
|---------------------------------------|---|
| a) the presenter's opinion            | D |
| b) rainforests                        | D |
| c) computer models                    | D |
| d) the Arctic                         | D |
| e) coral reefs                        | D |
| f) sea levels and the Pacific islands | D |

3b Listen again and answer these questions.

- 1 How long has the presenter been a scientist?
- 2 How long has she been a documentary maker?
- 3 Which does she now believe?
- 4 Where does John Watts work?
- 5 What is life getting harder for the polar bears?
- 6 Why are the Pacific islands disappearing?
- 7 What is happening in the rainforests?
- 8 Why are coral reefs dying?
- 9 Look at the graph. What do the lines show?



3c The presenter says we have to produce less CO<sub>2</sub>. How can we do that? Discuss with a partner.

### GRAMMAR: present perfect continuous

4 Look at these sentences and answer the questions.

- a) I've been a scientist for over 10 years.
- b) I've been making nature documentaries for the last 10 years.
- c) I've been working here since 1980.
- d) I can't explain how the temperature of the planet has been rising for the last 100 years.

- 1 Do these sentences refer to finished or unfinished time periods?
- 2 Which sentences describe repeated or continuous actions?
- 3 Which sentences describe a situation?

We can use the present perfect continuous to describe repeated or continuous actions that continue up to now. We do not usually use it with state verbs.

— language reference and extra practice page 146–147

5 Complete these sentences with the present perfect simple or continuous of the verbs. Which verbs are state verbs?

- 1 She's been waiting for the last 10 years.
- 2 I've been working for ten years.
- 3 We've been using the internet since 1990.
- 4 I'm long been a teacher.
- 5 He's been a doctor since 1980.

6 Complete these questions with the present perfect simple or continuous of the verbs. Then ask and answer the questions with your partner.

- 1 How long have you been learning English?
- 2 How long have you been knowing your best friend?
- 3 How long have you been living in this city?
- 4 How long have you been working for this company?
- 5 Are you reading a novel at the moment? How long have you been reading it?
- 6 Do you have a job? How long have you been working for it?

## SPEAKING

7 How much do you agree with these statements? Give them a mark out of 5 (1 = completely disagree; 5 = completely agree). Compare your opinions with your partner and discuss the statements.

- 1 We should stop global warming.
- 2 The government is doing a lot to help the environment.
- 3 Nuclear power is the best way to replace fossil fuel power.
- 4 There should be an extra tax on high income.
- 5 The world is too big for the environment.
- 6 Wind farms are ugly and shouldn't be built in beautiful places.



### VOCABULARY: containers and materials

1 a Work with a partner. What do you think the photo on page 95 shows? Check your answer on page 110.

1 b Match these words for containers with pictures 1–8.

bottle box can/tin can  
jar pocket pot tub

Match these materials with the containers.

aluminium cardboard glass metal paper plastic

1 c What do you do with containers when they are empty?

### READING

2 a Read this email discussion that appeared in a national newspaper. Which of these best describes Kevin and Alicia?

- 1 Kevin is a consumer and Alicia works for a supermarket.
- 2 Kevin is a journalist and Alicia works in the packaging industry.
- 3 Kevin works for an organisation that protects the environment and Alicia works for the government.

Dear Alicia,

On my way home from work yesterday, I stopped off at my local supermarket. Among other things, I wanted to buy a couple of coconuts. When I picked them up, I was amazed that each coconut was wrapped in clear, thin plastic. Isn't this the most stupid example of packaging ever?

Regards, Kevin

Dear Kevin,

You've picked an unusual example of packaging, but there is a reason for this. Supermarkets want to make sure that coconuts reach the consumer in the very best condition. The packaging helps to keep the product fresh; it cuts down the damage if the product gets broken; it stops coconut hairs from getting into other food during transport and it allows supermarkets to put on an information label. Best wishes, Alicia

Hi Alicia,

However, the fact is that here in the UK, we throw away a huge amount of packaging annually – 4.6 million tonnes every year. All those cans, jars and boxes add about 100 a year to the average food bill. The main supermarkets generate 17 billion plastic bags a year. In addition, our streets are full of packaging rubbish such as metal tins, crisp packets, noodle pots and plastic yogurts. Isn't it your responsibility to do something about this?

Yours, Kevin

Dear Kevin,

As a matter of fact, we are doing something. A lot of thought has gone into the design of packaging, so that in many cases we use the minimum amount of material. We're also using more biodegradable material and these end up mainly as waste. People shouldn't just blame this

problem on the packaging industry, the consumer, and government. We need to make more use of packaging that is recycled and recycled in the UK has been going up for some time. In fact, in 2000, but the current record is, as poor compared with other European countries. However, even with biodegradable materials, it's not enough to put rubbish in a hole in the ground. Without fun, it's a real problem. A rubbish bag that should break up in fifteen days could still be in the ground for years. That's a problem for planners. Remember too, that changes in packaging are going on, which affect the amount of packaging that is produced. People are buying more all the time. Also, more and more people are eating more processed food. So even if we try to pull in other measures,

Yours, Alicia





# WASTE NOT, WANT NOT

2b According to the text, which two sentences are correct?

- There are no arguments to support wrapping cosmetics.
- Psychologists in the UK are paying nearly £500 a year for food packaging.
- Experts think that the packaging industry must reduce the amount of packaging waste.
- The packaging industry is not concerned about the amount of packaging waste that is produced in the UK.
- The UK recycles more packaging waste than any other European countries.
- Chemicals in soil have little effect on how much packaging is used.

2c What do these words in the text refer to?

- |                    |                       |
|--------------------|-----------------------|
| 1 this, the 81     | 4 it (line 5 H)       |
| 2 it (line 171)    | 5 This, it (line 621) |
| 3 those (line 161) | 6 that (line 181)     |

## GRAMMAR: phrasal verbs

A phrasal verb is formed by a verb and one or two other words (e.g. *up, down, out*). We call these other words particles. The meaning of a phrasal verb is often different from the meaning of the verb without a particle.

3 Underline the verbs in these sentences. Which two are phrasal verbs? What are the differences in meaning between the phrasal and non-phrasal verbs?

- The amount of waste is going up.
- She cut her birthday cake.
- Putting out the rubbish.

— Language reference and extra practice, pages Hb-147

4 Complete these sentences with the particles in the box. (The phrasal verbs are from the text and earlier in the coursebook.) Then ask and answer the questions with a partner.

away back down (x2)  
out (x2) up (x2)

- Did prices go \_\_\_\_\_ or down last year?
- What's the most interesting thing

you've found \_\_\_\_\_ recently?

- Have you ever carried \_\_\_\_\_ a message?

- Has anyone in your family ever set \_\_\_\_\_ a company or a club?

- Do you write \_\_\_\_\_ all the new words you learn?

- Do you throw \_\_\_\_\_ your old clothes when you buy new ones?

- I have you ever borrowed anything from you haven't given \_\_\_\_\_?

- Why must we put \_\_\_\_\_ the amount of packaging waste?

## SPEAKING

Sa Work in small groups. Discuss what you can do to cut down waste. Think about these things: birthday cards, toys, plastic bags, fruit and vegetables, print-outs from your computer, videos and DVDs, water.

Example:

*mobile:* p/ɒm'f - r'tCH /p l/wm

*birth/dn pr'tPnh* RiH' e m'm, l or  
*to me!* tɪd, c-t, llo! dɪ/ (J:, lɪlɪt R0od,

Sb Turn to page 124 to check your ideas.





## PREPARATION

1 Change these sentences so that they are true for the place where you live. Compare your ideas with a partner.

In my LIA

- there's a lot of ugly graffiti.
- most of the canals and ponds aren't very clean.
- there are many empty and derelict houses.
- there are some 'ruins' of walls, etc.
- my local park isn't well-kept.
- many streets are run-down.
- people often dump rubbish in woods and other areas.

## SITUATION

Local community groups often try to improve local environments. They apply to the government for funding for their projects.

2a Read the funding proposal below and answer these questions.

- What is the main purpose of the project?
- Which do you think are the three most important benefits of this project?
- How much does it cost each year?

## WILD CITY

**Project title** Wild City

**Project description** The regeneration of an area of wasteland by turning it into a small urban wildlife park.

### Benefits of the project

- It will turn a scruffy, ugly area of wasteland into an attractive nature park.
- It will increase the number of trees and animals in this urban area.
- It will be an educational resource for local children.
- It might attract some visitors to the area.
- It will bring the community together. Local people will build and look after the park.

### Budget

Total cost: £60,000

### Cost breakdown

Clearance of the wasteland: £10,000

Purchase of 100 trees: £40,000

Purchase of plants and seeds: £5,000

Annual running cost: £5,000

2b The government funding committee have some guidelines to help them assess a project proposal. Look at the guidelines below. Which ones does the Wild City project meet?

Good projects should ...

- improve the local environment.
- solve a problem.
- involve local people working together.
- need no, or little, annual financial support.
- offer ideas for future developments.
- make the local area 'greener'.

3a **EID** Listen to the funding committee discuss the project. Which of the guidelines do Rick and Poppy discuss and in what order? Do they generally agree or disagree with each other?





3b Listen again. Are these statements true or false?

- 1 Rick says the project is good for the environment.
- 2 It solves a problem because it brings local people together.
- 3 The project does not meet two of the guidelines.
- 4 The annual running costs are acceptable.
- 5 Projects with unpaid volunteers are often unsuccessful.

**KEY LANGUAGE:** question tags

4a **ELI** Complete those sentences from the conversation. Then listen and check.

- 1 You can't get much greener than a village park, you?
- 2 The project's only a problem. \_\_\_\_\_ it?
- 3 They must do it unpaid. \_\_\_\_\_ they?
- 4 We've seen that film before. \_\_\_\_\_ we?

We can use question tags when we think someone will agree with what we say. We use them to check that someone has the same idea or opinion. In the sentences in Exercise 4a, the speaker expects the listener to agree.

4b Look at Track 2.31 on page 163 and find more examples of question tags.

4c Complete these sentences with question tags.

- 1 It costs a lot of money. \_\_\_\_\_ !
- 2 We can't pay for everything. \_\_\_\_\_ !
- 3 They haven't answered all the questions. \_\_\_\_\_ !
- 4 It's a good idea. \_\_\_\_\_ !
- 5 They could make a big change. \_\_\_\_\_ !

**pronunciation**

**4a fID** Intonation in question tags Listen to the sentences in Exercise 4a again. Does the intonation

on the question tags go up or down?

We use this intonation when we think the listener will agree with us.

**5b** Work with a partner. Practise saying the sentences in Exercise 4c.

**TASK:** allocating funds

6a Work in groups. You are the funding committee considering three projects. Look at the information about the other two projects on page 122 and assess all the projects. What are the good/bad things about all three projects? Which of the guidelines' points do/don't they meet?

6b You have a total of £100,000 available. In your group, decide which projects you will fund. You can suggest possible changes to the projects if that means you might fund them.

6c Compare your decisions with other groups.

**OTHER USEFUL PHRASES**

What do you think of this one?

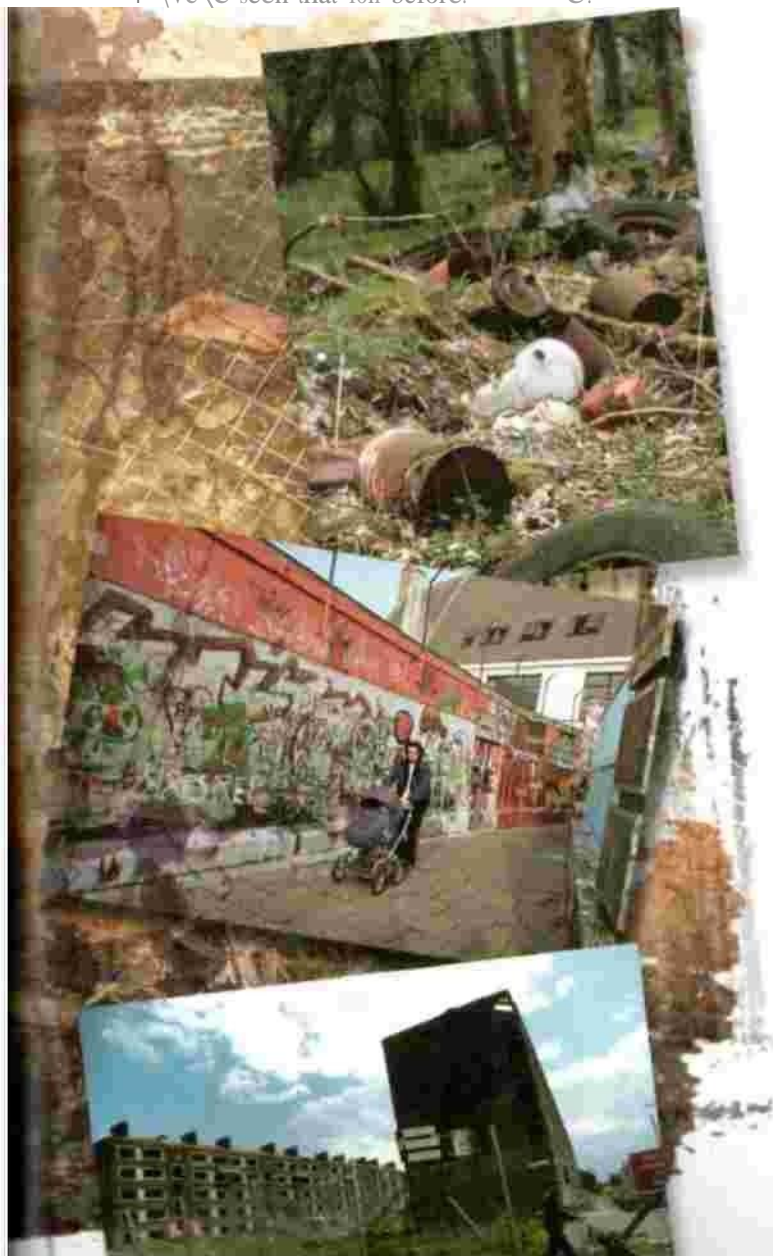
What about the other guidelines?

What changes could they make?

Exactly. / Indeed. / Of course.

I'm not sure. / Possibly, but ...

So, which shall we support?







## STUDY SKILLS, exploring reading texts

1 Here are some questions to ask yourself when you meet a new text. They will help you to understand it better.

- 1 Where did the text appear?  
(e.g. in a newspaper, on a poster)
- 2 Who wrote it and who will read it?
- 3 When was it written?
- 4 What is it about?
- 5 Why was it written?

2 Read the action group newsletter and answer the questions in Exercise 1. Then compare your ideas with a partner.

3a Below are some more questions you can ask yourself about the letter. Answer them.

Asking about the quality of information

- 1 In the first two paragraphs, find examples of information that is a) fact and b) opinion.
- 2 Is everything in the letter true?

Asking about the reasons for something

- 3 How many reasons does the writer give why the area is not a good location for an airport? What are they? Which do you think is the most important?

Asking about what is missing

- 4 Does the letter give arguments for and against the new airport?
- 5 Only 5,000 people live in the Finchfield area. Why doesn't the writer mention this fact in his letter?

Asking about language

- 6 What is the effect of the word 'attractive', which is used to describe the village?
- 7 What do you think the phrase 'a very long time' means in paragraph 2: five years, twenty years, 200 years, something else?
- 8 What does the phrase 'the majority of people' mean in paragraph 3: 51 %, 70 %, 75 %, more?

3b Do you think the letter will have the effect that the writer wants? Why / Why not? Imagine you live in the area. Will you go to the meeting?



Dear Resident

As you may know, the government wants to build four or five new airports in the country in the next twenty years. One possible location is, in our area, close to the attractive village of Finchfield.

As local residents, we do not believe that this is a good location for a new airport. It is a quiet and beautiful part of the countryside. Also, many families have been living and working in the area for a very long time. Their lives would be turned upside-down.

We don't know how the majority of local people are going to react to the plans. As a result, we are starting an action group, in order to fight against the government's plan for this airport. The first meeting of our group, will be held in Finchfield Village Hall on Thursday 5th at 7.00 p.m. We hope you can join us, and we will discuss how we can best organise our protest. Please help us to protect our environment and way of life for you and your family for future generations.

Best regards, 5me, friends

Action: Local Residents, Finchfield Action Group

## WRITING SKILLS: a report

4 Discuss these questions with a partner.

- 1 \\hendo p<()plr riten \\rite reports!
- 2 \\h, do lhc" wrltc lhC'm?
- 3 H.l, e , ou read or \\riton anv reporte renntl,?

5 Read the report below and choose the best title.

- 1 Plkin,; for a nL\\ airport in Finchfield
- 2 Reactlcenv lo plans tora oP\\ airport in Finchfield
- J Oppoeltton to pi.in,; foro new airport in Fimhfidd

## 11

The aen of this report rs to summarlse the findmgs of a recent survey among local rsrdents in the Finchfield area of north Essex on plans to buld a new anport m therr area. PSG Research was asked to carry out the survey by a local ecuon group. The data was collected by quesuonnswe and uevrews wih 500 local rsrdents between 9th and 17th September

## 11

The majonty of local rsldents (B2t) said that they were agamst the ptans far the new airpport. The mam reason mensioned by 74'l) was that the,r area was one of great natural beauty. Another important reason lment,oned by 63\\) was that many terrnles had long ccnneconns wnf the area, someumes going back hundreds ol years

D

A mmonry of res.dents (18\\), on the other hand, felt that a new arrport could bnng benefits to the area. It could créete new jobs anda better transport system.

E

However, 96\\ of all residents thought that one of the government's other possible locenons for the eipport was a better choice— this was the man made island off the coast of Clamton

F

To sum up, there was a great deal of opposmon to the plan for the new anpct. There was an almost universal feeing that the government should look for an alternallve sne. Because of the strong local feeing, we believe that the government should consider carefully thc othcr posstble locatons, before they make a decrsron

6 Put these headings and sub-headings in the corred place A–F in the report.

- 1 Conclusion
- 2 Argum<lll< ag.lin,;l building the atrport in Finchidd
- 3 Introduction
- J An alttrn,ltiH: locatlon tor the atrport
- 5 Argunwnh for building the .irport in rinchiPld
- 6 Finding,.

7a Look at the questions in Exercise 1 again. How many of them can you answer about the report?

7b Write two or three questions you can ask yourself about the report. Use the questions in Exercise 1a to help you.

t; ttw mform.llion /rm\*?

8 Look back at the essay on page 47. What is the main difference between a report and an essay?

9a Match these phrases 1–6 with a–f below.

- 1 The ,lim ol lhi,; rport il. to ...
- 2 The d,ill,l \\,k; Lolk'tlt'l cl h\\
- 3 The m,ljoril\\ ... s,lid th,il ...
- 4 Toe m,lin r<\\on ., \\,k lh,lt ...
- 5 A minonl\\ ... lch lhal ...
- 6 Tl ,um up, tht-re ,,,l,;

a the opinion nt mo,f IX'OpIP

b) thL opinton ol .l ,nl,ltl numIX'r oi peopk

c. l \\h, tlw rti>ort ,,,,l,, , rlttl,n

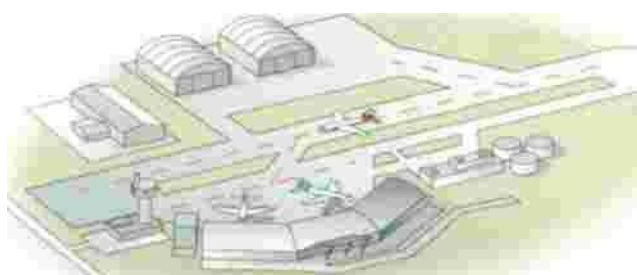
dil J <Unrlrl,il\\ Ol till' rtporl

(\* hm, th(' mformation \\,U, oht,lined

ll \\ll\\ IX'Opk h,ld p,ultlular \\iC\\,,

9b In paragraphs C, O and E of the report, which four verbs are used to report the opinions of the local residents?

10 You work for an independent market research company. The government wants to build a new terminal at a major airport. You have carried out a survey and found out what local people think about the idea. Write YOUR report. Use the information on page 12.J and your own ideas.



## In this unit

## Grammar

- second conditional
- too and enough

## Vocabulary

- sports

## Scenario

- Sports psychology

## Study skills

- doing exams

## Writing skills

- a formal email

## 12.1 MINORITY SPORTS



Running's like breathing. It's something /ha/ comes naturally. Cathy Freeman, 1973-, Australian 400 metre Olympic champion

## VOCABULARY AND

## SPEAKING: sports

- 1 a Discuss these questions in small groups.
  - 1 What's the most popular sport in your town?
  - 2 How popular are the sports in your country?
- 1 b Which verbs are used with these sports: *do*, *go* or *play*?
  - 1 How much do you know about some of these sports? Do the quiz on page 124 with a partner.

## READING

2a Read this letter that appeared in a national newspaper. What is the purpose of the letter?

Dear Prime Minister

For the last few weeks, I have been travelling around the country, talking to young people about minority sports. The youngsters that I met were doing a wide variety of minority sports (such as fencing, judo, archery) and they were all enthusiastic and dedicated. However, they were all disappointed and angry about the lack of financial support in their sport, and also about poor facilities and funding. All over the country, I heard the same comment: 'If we had more funding, we would do really well in international competitions.'

I believe it is time for the Olympic to show that it is truly committed to minority sports. We need proper government investment in facilities and training. We also need a system of grants to help tell young people about the well-known sports in order to develop their talents.

Let's give the young people of this country a fair chance to improve their fitness, health and achieve success.

Yours sincerely

Michaela Sarin

World Dragon Boat Champion



## 2b Find the following things in the text.

- 1 a list of minority sports
- 2 a reason why the media should report minority sports
- 3 problems faced by people, how do minority sports
- 4 young people's feelings about doing their sports
- 5 information about the writer's recent activities
- 6 a statement about what official action is required

## LISTENING

3a **fl1J** Listen to this excerpt from a current affairs TV programme. There are three guests: the Minister for Sport, a journalist and an actress. Answer these questions.

- 1 What time of day is this programme broadcast?
- 2 How many emails does the presenter read out?
- 3 Do the guests agree or disagree with the emails?

## 3b Listen again and tick (✓) the ideas mentioned in the programme.

- 1 The government has spent a lot of money on minority sports recently.
- 2 British sportsmen and women have been successful in some minority sports.
- 3 There are a lot of articles about judo in the newspapers.
- 4 The TV programme *Cricket* introduced people to minority sports.
- 5 There will be more minority sports on TV during the 2011 Olympics.
- 6 The Minister for Sport wants children to do five hours of sport a week at school.
- 7 The majority of children cannot do many different sports at school.

## 3c Are these statements true for your country? Compare with a partner.

- 1 Children play many different sports at school.
- 2 The government supports minority sports and sports players.
- 3 Most national sports teams are often successful.
- 4 We can see a wide range of sport on television.

## GRAMMAR: second conditional

### 4 Look at these sentences and answer the questions below.

- a If I had more funding, we would do really well in international competitions.
- b If the media showed more interest in other sports, kids would want to try them.
- c If they had more opportunities, they wouldn't be so unhealthy.

- 1 Do the sentences describe real or unreal situations?
- 2 In the if-clause, which tense do we use after *if*? Does this refer to past time?

- 3 In the main clause, which form of the verb *to be* would?

— Language reference book page 148–149

### 5 Correct the mistakes in these sentences.

- 1 I knew the answer, I would tell you.
- 2 She would increase taxes if she was the Prime Minister?
- 3 I would have the power to change one thing in the world, what would it be?
- 4 They would didn't go sailing if they didn't like it.
- 5 I wouldn't lend him my money if I don't trust him.

## GRAMMAR TIP

We can use *might* instead of *would*. *Might* is less certain than *would*.

## SPEAKING

### 6 Work in small groups. Ask each other these questions and discuss the unusual situations.

What would you do if ...

- 1 You had a million dollars?
- 2 You had your favourite film star?
- 3 A stranger stopped you in the street and asked you for money?
- 4 You urgently needed 550?
- 5 You heard someone moving about in your house at night?





## SPEAKING

1 What do you know about the FIFA Football World Cup? Discuss these questions with a partner.

- Which countries do the fans in the photos support?
- Can you name any winners and hosts of the World Cup?
- How popular is the World Cup in your country with both men and women?

## READING

2a Read this magazine article and choose the best title.

- 1 Men 1:\Vonwn 0  
2 Comp.mics spend hillions nn \World Cup .uk.  
3 Advertisers forg1! fcmolc f.m.,  
4 Record numher-, < if women watc h \World Cup

2b According to the text, are these sentences true or false?

- 1 M,III) women have been \\\,ll<hing footh,III for  
III,III) \(\,X\,.
- 2 N<n are the t,irge< ,llKlwm't' of ,ld\l.\\i<<r"  
during the World Cup.
- 3 More th.tn h,\\f the :ngli" h .iudience W,,,  
\\m,III) during the Swedeu g,IIIIt.
- 4 The .lch Nl \\ing {Xl\\(UÍ\\ t- hlnks there .\\Hluld  
be more .ld\\('rk, airncd .ll \\om'tn.
- 5 An clrtino ouéred qe<ja! trlps to 'hC' \\World Cup  
tor womou.
- 6 Comp,ini\\ did \\O\\ ppend ,l lw oí mcru'v on  
'rdverti..ing during this \\World Cup.
- 7 Adid,, bclfove, h,\\l it didn't \\l,\\l..c .l mi>,\\l..t  
w.th lts .lcher\\ing.
- 8 \\om,'n Olt't'n stop \\,\\f( hing during the  
ad, cnt-cnu-nt-;

2c Find words in the text that mean:

- 1 the pl,|u<, whcn-, | foetball match is lwdld  
 |p.ir,igr,|ph | |  
 2 more th.tn | }()",, ní, | group, | ,md ..|)  
 3 |, th,|ll(t' to do v.mcthing | / \  
 4 in t'\\l'r| p.lrt of the world | 4J  
 5 u|u.,| | } do or ht- .0|llC|thi|lq t|l |

This year, female football fans *me* everywhere. You can see them in the stadiums, you can see them at the big screen events and you can probably see them in front of your own television. However, despite the recent increase in the number of women watching the World Cup, the majority of the advertisements during the games are aimed at men.

This year, nearly 50 per cent of the tournament's audience has been female. In South Korea, a female majority of 51 per cent watched their match against Togo. In England, 47 per cent of the audience was female during the match against Sweden. 'We've certainly missed an opportunity: "aid in advertising ourselves. "There have been too many adverts for men and there haven't been enough adverts for female fans.'

There has been some adverts that have been aimed at women. However, the adverts have said women not us fans, but as people who dislike the game. For example, one airline has been offering women-only holiday trips to LSCape the World Cup.

3 Discuss these questions with a partner.

- 1 Do you think he/she/it missed this opportunity  
or do you agree with Adid?
- 2 Who do you think that woman is? Is it a witch or  
do you agree with Seán Gahb?
- 3 When do you think we have more sport, men or women?  
Why?

GRAMMAR: *too* and *enough*

4a look at these sentences. Which three describe a problem or mistake?

- 1 There h<sub>i</sub>/w bIt'll too many achIt'll for mtn.  
 2 Tht' {Vl' sptnt too much morlt') on tlw m<sub>i</sub>/lc l, llll.  
 3 Comp, llll' havp sWnt enough mon(') on /dPrlgInu.  
 4 Tiwre h<sub>i</sub>/t' not D('ll enough /d\ert, lor ftrm,lt l,ln.

4b Which of the phrases in bold above mean:

- 1 yrnl h,lvt 'lhc riAht .lrrnunt of nrlrlt'lhing!  
2 \ou neId mort' of som'thing?  
3 rnu llle'd fowtr' thing!-?  
4 ,iiu nC't:d les' of onw'lhing!

4c We can also use *tuo* and *cnoush* with adjectives. Find the two examples in the text.

4d Choose the correct word to complete these grammar notes.

Too umll's *h\*fon*, /*ifw* noun, incl /x,for\* ,lftir ,ldjtllf\ t\ t\ .  
 l mwth come /)l\*forP ,l(C'r noun, lnd ljl'frm, ,lilt>r  
 ,ldjct lMl''.

— LJn<sub>1</sub>u<sub>1</sub>lg('rcit'rt'n1(' and eolra prallm', p.111 1-18-1-11)



'The advertisers haven't been clever enough. They've been too interested in women who like football and they've forgotten about those who love the game,' said Sean Gabb, a business lecturer and author. 'Companies have spent enough money on advertising, nearly £1 billion worldwide, but they've spent too much money on the male fans and not enough on the female fans.'

However, some companies think they have been clever. Adidas have said that, as this is the male World Cup, it makes sense to focus on advertising to men. They plan to focus on female products during next year's women's World Cup in China. Other people have noted that women tend to be more casual watchers of TV sport than men, so it is difficult to keep their attention during the adverts. However, as Sean Gabb said, 'Perhaps this is because they don't want to waste their time watching adverts for things like products and car tyres.'



5 Put the words in italics in order. Are the sentences true for you and your country? Tell your partner.

- 1 *enough* *it's* *time* *hasn't* *during* *this* *week*.
- 2 *hasn't* *too* *honest* *much* *each* *of* *us*.
- 3 *I* *don't* *mind* *it's* *uncomfortable* *to* *lie* *on* *my* *back*.
- 4 The *price* *is* *too* *high* *and* *therefore* *it's* *not* *worth* *it*.
- 5 *It's* *not* *easy* *to* *find* *the* *best* *one* *in* *my* *area*.
- 6 There *is* *enough* *space* *for* *the* *new* *one* *in* *my* *local* *area*.
- 7 *My* *favorite* *is* *the* *best* *one* *in* *my* *area*.
- 8 There *is* *too* *much* *advertising* *on* *TV*.

## SPEAKING

6a Think about some of these issues. What is the current situation in your country? Is there too much or too little of something? Do people do too much or not enough of something?

Football: money, TV, competitions, players

Sport and health: adults/children

Social media and sport; families

Sport on TV

6b Compare your ideas with a partner and decide how things could be different.

*There's too much advertising on TV. It's not good for children. There's too much money in football. It's not good for the players. There's too much money in football. It's not good for the players. There's too much money in football. It's not good for the players.*

## WRITING

7 Write two paragraphs about one of the issues that you discussed. Describe the situation and the solutions you suggested.





2a Look at the advert for *Sport In Mind* below and answer these questions.

- 1 What service does this company offer?
- 2 Who are its different types of clients?
- 3 Do people think about this type of sport in your country? Can you study this at university?

1 a Make a list of the sports you have played in your life. Put them in order of enjoyment. Compare your list with a partner.

- 1 b Match the different personality types in the box with the descriptions below.

competitive    rtsk-socking    scsfable  
non-compet rtive    L,uticus/caroful  
self-suffic ion!    ti ndividual istic!

- 1 I like meeting people and being part of a team.  
2 I perform better when I challenge someone.  
3 I like to work on my own, or solve problems  
b) myself.  
4 I like a little danger and pressure.  
5 [no] ment. not winning, motivates me.  
6 I avoid risks - I always rely on...

- 1 e** Which of these personality types would or wouldn't suit the different sports in the photos? Which ones match the sport you have played? Explain your reasons.

*A conuxntiue per, Cnalitl 11oul In " Attil \o.ctJ bccou-e*



*As a professional sportsperson, you train your body to win, but do you train your mind to be a winner?*

As a sports coach, you train your athletes to win, but do you understand the psychology of a winner?

*As a sports /love,,you exercise and stay ht but do you play sports that sult your personality?*

ou, psychologists work closely with you and, through scientific research and psychological analysis, they take you to greater sports success

Dr Sophia Mannit is a sports psychologist with *Sport In Mind*. She uses a questionnaire to analyse someone's personality and suggest suitable sports.

**2b f1D** Listen to her interview with Alex. Which of these situations do they discuss and in what order?

- a) choosing a holiday ☐
- b) playing sport with a friend ☐
- c) buying a car ☐
- d) doing an examination ☐

**2c** Listen again and answer these questions.

- 1 Which answer A–C does Alex choose for each question?
- 2 Which sports does Dr Mannit recommend?

**3a** In the questionnaire, the three questions (1–3) are related to different personality types. Match the questions to the personality types.

- |                            |                             |
|----------------------------|-----------------------------|
| 1 Question 1 is related to | a) how risk-taking you are. |
| 2 Question 2 is related to | b) how sociable you are.    |
| 3 Question 3 is related to | c) how competitive you are. |

**3b** In each question, the answers are graded (i.e. *very, quite, not at all*). Look at Track 2.34 on page 164. What does each answer mean (e.g. *very sociable, quite sociable, or individualistic*)?

#### KEY LANGUAGE: conversation fillers

**4a E1D** Listen and complete Alex's answers to the questions.

- 1 Well, I think I have studied on my own for exams before.
- 2 Right ... erm. (et me ... I think I'd do R.
- 3 I think I'd like to be ... well, to be ... I'd buy a Ferrari.

We can use this language when we are thinking about an answer to a question.

**4b** Work with a partner. Ask and answer these questions. Use fillers when you answer. How long can you 'think' for?

- 1 Do you think that your country should host the Olympic Games?
- 2 Who is your favourite sports player?
- 3 What great sporting moments can you remember?
- 4 Which sports should every young person learn to play?
- 5 Do you think that some sports people are paid too much?

#### pronunciation

**Sa f1m** Intonation in lists Listen to this question. How are the letters at the beginning of each option (A–C) in the list pronounced? Choose the best intonation pattern.

If you could buy any car you wanted, would you buy ...

A) a fast sports car. Like a Ferrari?

B) a classic car, like a Rolls Royce?

C) a reliable car, like a Honda?

1 rtsc. f1ll. risc 2 f1ll, fati, nsc 3 r1so, rlse, f1ll

**Sb** Listen again and repeat.

TASK: doing a survey

**6a** Work with a partner. Prepare a short questionnaire about personality. The questionnaire should be in three sections:

Section 1: Sociable or Individualistic?

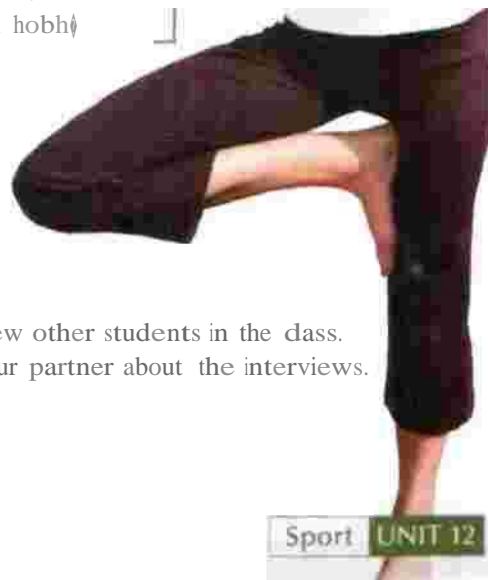
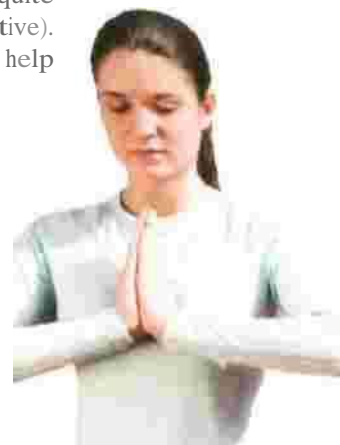
Section 2: Competitive or Non-competitive

Section 3: Risk-taking or Cautious?

Think of one or two questions for each section.

Make sure you grade the answers for each question (e.g. A = very competitive, B = quite competitive, C = non-competitive). Use the situations in the box to help you prepare your questions.

- choosing a holiday
- making a decision
- choosing a job
- finding some money
- spending money
- doing an examination
- having a party
- giving a gift
- playing a sport or game
- saving money
- choosing a hobby



**6b** Interview other students in the class. Then tell your partner about the interviews.



## STUDY SKILLS: doing exams



1 Talk about your experiences of exams in small groups. What was your best/worst experience? Why?

2a **FILED** You are going to listen to a lecturer giving students advice about an English exam. Which of these pieces of advice do you think she will give? Listen and check.

- 1 Do lots and lots of practice tests. The more, the better.
- 2 Refresh on the details.
- 3 Don't be late for the exam.
- 4 The most important thing to do in the exam is to use correct English.
- 5 If you don't know the answer to a multiple-choice question, don't write anything – leave it blank.
- 6 When you do a piece of writing, do a draft and then make a final copy.
- 7 Don't spend too long on one question.
- 8 If dictionaries are allowed, use them as much as you can.

2b Can you remember any of the reasons she gave for the advice above? Listen again and make notes.

2c Can you think of any more advice about doing exams? Think about food and drink, clothes, handwriting, checking your answers, relaxing.

3a In addition to revising, it is important to look after your health at exam time. How much do you know about health and exams? Do this quiz with your partner.

## Health and Exams

**a** Eating \_\_\_\_ before you go to bed can reduce stress and help you sleep.

- a) an egg    b) a banana    e) chocolate

**B** \_\_\_\_ increases the oxygen in your brain and encourages positive thinking.

- a) Shouting    b) Yawning    e) laughing

**E** Put \_\_\_\_ oil on your pillow to help you sleep.

- a) lavender    b) peppermint    e) rosemary

**a** \_\_\_\_ produces new brain cells and improves memory and learning.

- a) Drinking water    b) Doing exercise

- e) Watching TV

**B** Eat more \_\_\_\_ because stress destroys vitamin C.

- a) pasta and rice    b) meat

- e) fruit and vegetables

**I** Eat more \_\_\_\_ because they increase brain power and concentration.

- a) oily fish    b) blueberries    c) tomatoes

3b Check your answers on page 111. Can you think of any other similar advice?

4a **FILED** Listen to these interviews with four students after an exam. Match each student 1–4 with the problems that they had or mistakes that they made.

- a) didn't plan a piece of writing  
b) didn't have enough ideas for one question  
e) ran out of time and couldn't finish a question  
d) couldn't remember enough

4b Listen again and note the solutions you hear to the problems and mistakes above. Have you had problems like these when doing an exam?

5 Discuss these questions with your partner.

- 1 Are you going to do any exams in the near future?
- 2 Which four pieces of advice from this lesson might be useful for you?
- 3 Which of the things discussed in this lesson do you usually do anyway?



## WRITING SKILLS: a formal email

6 Work in small groups. Have you ever done an English course in an English-speaking country? Talk about your experiences and ideas. If you haven't done a course, would you like to? Why / Why not?

7 Imagine you are going to do a summer course called 'English with Sport' in Belfast, in Northern Ireland. Write about six questions you would like to ask about the course and school.

I'm interested in the course, but I have some questions. Could you please answer them for me?



8 Read Pepa's email about the course. Are any of her questions the same as yours in Exercise 7?

Dear Sir or Madam

I would like to do a course in 'English with Sport' this summer. I am interested in visiting Northern Ireland and your college seems ideal for me. I have found a lot of the information I need from your website, but I still have some questions. Would you mind answering them for me, please?

First of all, if I stayed for four weeks, how many teachers would I have? Are there any exams at the end of the course? Could you tell me if I will get a certificate from the college when I leave?

Concerning the sports, I am especially interested in horse riding. Can I do this every afternoon and does the cost include everything? Also, is tennis available in the evening?

As I mentioned, I'm very keen on coming to Belfast and I would like to live with a local family. However, what would happen if I was not happy with the family? Would I be able to change accommodation?

I hope you can answer my questions.

I look forward to hearing from you.

Best wishes

Pepa Martinez Unamuno (Miss)

9 Register Answer these questions about the text.

1. Find examples of language that show that this email is polite and/or formal. e.g. (I'm writing to you) / (I'm sorry).

2. How is the email well organised? What is the main topic of each paragraph?

3. Compare this email with the informal email in Unit 12. What differences can you find?

10 Punctuation Study the way commas are used in the email. Then put commas in suitable places in these sentences.

1. Would you mind if I could ask you some questions about the accommodation please?

2. If I could, I'd like to know if the summer course would be cheaper.

3. Concerning the evening activities, will our teachers come with us?

4. As I mentioned in my last email, my love for English is quite good.

5. However, I still have problems understanding the course.

11 a Work with a partner. Imagine you want to go to New York to do an English course. Look at this advert and write a formal email to the academy, asking some questions about the course, school, etc. Use the email in Exercise 8 to help you.



*Learn English in the heart of the Big Apple - the city that never sleeps.*

General English classes, all levels, all nationalities.

Small class sizes guaranteed.

Amazing modern facilities - all you need to study.

Special afternoon option include:

Business English, film-making, team sports.

American music.

Full programme of social activities.

Weekend trips available.

Accommodation service available.

11 b Swap emails with another pair and write an answer to their email.

Yours

Thank you for the information. I will contact you.

## GRAMMAR

1 Look at the photo and read the text quickly. What is dragon boat racing?

2 Complete the text with the present continuous (future meaning), present perfect continuous or past simple passive of the verbs.

3a **mm** Listen to two people talking about the Vancouver Dragon Boat Festival. Are they both going to the festival this year?

3b Match the parts of the sentences from the conversation. Then listen again and check.

- 1 It's too (ir)
- 2 We're leaving (uh) and stopping
- 3 We haven't got
- 4 Several boats are

- 5 If we went this year,
- 6 If we finished,
- 7 Why don't I find
- 8 Have you got enough

11 enough space money at the moment.  
12 time for that?

- a) we'd have to be very careful with money.
- b) for a weekend.
- c) out about some campsites in the area.
- d) off to see my parents on the 11th.
- e) then we could take our own food, too.
- f) coming from south-east Asia.

4 There are grammatical mistakes in seven of these sentences. Correct them.

- 1 The ambassador is arriving 11 ten tomorrow morning.
- 2 Google, the Internet search engine, was founded in 1995.
- 3 Elizabeth Kostova's first book published last year.
- 4 This supermarket has using paper bags for customers.
- 5 We need to cut the rubbish we produce.
- 6 How much do you throw away and how much do you recycle?
- 7 The kids watched less TV than they might be fitter.
- 8 The sports centre would be more popular if

## Annual Alean Dragon Boat Festival

Vancouver, Canada

This year's Dragon Boat Festival, \_\_\_\_\_ (take place) on 16 and 17 June and over 180 teams from around the world will \_\_\_\_\_ (compete).



People \_\_\_\_\_ trace dragon boats for over 2,000 years. They began in south central China and the boats were colourful and decorated with a dragon's head at the front. They \_\_\_\_\_ (made) of three wooden planks, which were tied together. The boats came in all sizes. They \_\_\_\_\_ (row) by up to 50 men and the ancient races

could be extremely competitive and aggressive.

Modern dragon boat racing began in 1976 with the first Hong Kong International Dragon Races and the International Dragon Boat Federation \_\_\_\_\_ (set up) in 1991. Since then, the number of

dragon boat festivals worldwide \_\_\_\_\_ (increase) and interest \_\_\_\_\_ (go up) steadily each year. The first races \_\_\_\_\_ (take place) in

east Asia \_\_\_\_\_ (hold) in Canada at the 1986 Vancouver World Fair and they \_\_\_\_\_ (take place) regularly since then. Racing

now tends to be in colourful boats made from wood with about twenty rowers and a drummer at the front who \_\_\_\_\_ (paddle) the oars for the rowing. Of course it's no longer aggressive, but it's great fun for all the family!

## VOCABULARY

5 Complete the newspaper advert about recycling facilities in a small town with the words in the box.

aluminium boxes cans cardboard  
cartons glass jars packets plastic pots

### RECYCLING FACILITIES IN KNARESFLEO

The following facilities are available for household recycling. Please recycle only between the hours of 9.00 a.m. and 8.00 p.m.

Poplar Lane car park: \_\_\_\_\_ and plastic

Facilities here for bottles and \_\_\_\_\_, and drinking glasses; also all

household \_\_\_\_\_, e.g. water bottles, yoghurt \_\_\_\_\_ and plastic bags.

Community centre: Paper and \_\_\_\_\_

it teaches gymnastics.

- 9 There are too much adverts for junk food on TV.
- 10 My son isn't enough good for the school football team.

Kitchen waste such as juice 6 \_\_\_\_\_, cereal 7 \_\_\_\_\_, 8 \_\_\_\_\_, 9 \_\_\_\_\_

' — — , also newspapers *and* magazines and unwanted books.

Cinema car park: Metal

All types of litter, including 9 \_\_\_\_\_, e.g. soft drink 10 \_\_\_\_\_.

# UNITS 10–12

**6** Find nine words for people and groups in organisations. Use the clues to help you.

9 letters 10 letters 11 letters 12 letters 13 letters

e O M M I T T E E X O S  
 F I N I I K N S Q U I T  
 I H V N L H I R D O L D  
 O M A  
 E H W I H H D M K I S E  
 S L V I E I A G P

R A Z T F S S T A F F A  
 I S D I e p E S Y H O R  
 P S F R E I R R T G H T  
 H A X R S P N V I M M  
 S D S Z H I V P I A D F  
 I O Q O e G U 7 I R N N  
 N R Y A S S I S T A N T

## KEY LANGUAGE

**7a** **III** Listen to a student talking to her tutor. What day and time do they agree to meet?

**7b** Complete the conversation between the student and tutor with phrases a–b. Then listen again and check your answers.

a I would like to see you on Tuesday at 2.00.

b I'd like to see you on Tuesday at 2.00.

c I'm sorry, but I can't meet you on Tuesday.

T: You wanted a meeting next week about your project, is that right?

S: That's right.

T: OK. Let's fix it to the first meeting one. 2.00 on Tuesday. Is that all right?

S: Er, I'm in a lecture, I'll be there on Tuesday. I'm afraid. What about Wednesday at 11.00?

T: I'm sorry, I'm planning to come in on Wednesday. You couldn't do that, right after lunch, is that right?

S: I'm sorry, I could, but I'm not free on Wednesday. I'm going to the dentist at 2.00.

T: I think we'll fix it for more than half an hour, about an hour. I'd say. I'm free all day, Friday.

S: Ah, I'm taking the 10.30 train home on Friday for the weekend. I'm not too early, is that right?

T: Well, I'm sorry, it takes me over an hour to get here. You aren't busy on Thursday afternoon, is that right?

S: Yes, well, no! until 4.00.

T: Well, it's all right. I'll see you on Thursday then?

S: Yes, that's fine. Thanks.

**8** Work with a partner. You are going to arrange a meeting.

Student A: You are the student from Exercise 7a. Look at your timetable on page 110.

Student B: You are A's friend. Look at your timetable on page 115.

Use the dialogue in Exercise 7b to help you.

## LANGUAGE CHECK

**9** Two words in each sentence are in the wrong order. Correct them. Then look at the pages and check your answers.

1 My uncle is a servant civil in the public transport department. (page 85)

2 Plans announced were to set up a new government department. (page 87)

3 The new stadium is only 10 minutes from the underground. (page 88)

4 He has written ten soap operas for the last ten years. (page 91)

5 You can return those books. Don't throw them away. (page 92)

6 They didn't listen very carefully to the radio. (page 97)

7 If he had the money, he would have given him a sports car. (page 101)

8 We've spent much too much money on our birthday. (page 102)

9 She isn't enough talented to be an actor. (page 102)

10 That's a very difficult one. I'm not sure, I'm not. (page 103)

## LOOK BACK

**10** Find the exercise in Units 10–12 where you:

- talk about the United Nations. (Unit 10)
- read about the development of Microsoft. (Unit 10)
- work on predicting the future. (Unit 11)

Unit 10

- learn about the environment and the future. (Unit 11)

- listen to a funding committee discussion. (Unit 11)

- write a report about a building proposal. (Unit 11)

- learn how to talk about uncertainty. (Unit 12)

- talk about high technology in sport. (Unit 12)

- carry out a survey about personality. (Unit 12)






# COMMUNICATION

## Lesson 1.2 Exercise 6 (page 9)

*How much do you know about winter?*



- Which parts of the world do not have winter?
- Why does really cold weather begin late in winter, not at the beginning?
- Where is most of the world's ice?
- Which is heavier, ice or water?
- What is the warmest part of a river or lake in winter – near the surface or at the bottom?
- When does snow lie on the ground, and not melt?
  - When the average temperature is below 0 °C.
  - When the average temperature is below 3 °C.
- What is the average temperature in London in January?
  - 14 °C
  - 4 °C
  - 4 °C
  - 14 °C
- How many days of snow do you think there are per year in ...
  - Moscow?
  - Paris?
  - New York?
  - Tokyo?
- Why do some animals in snowy places have white fur?
- What is the fastest winter sport?

Check your answers on page 112.

## Lesson 9.3 Exercise 7a (page 79)

### Student 8

1 You are a sales representative for Guangdong Digital. Read your company information below.

- You are selling a new digital camera, Model DCJ, that costs \$100.
- You want to get some big orders for this new product – up to 2,000.
- You can offer discounts – up to 20%.
- Longer delivery times are better for your company – up to eight weeks.

2 Before you begin the negotiation, look back at the lesson on pages 78 and 79 and choose more phrases for the box below.

### USEFUL PHRASES

what's the price per item?

That's a deal!

3 Now have the meeting with Route One and negotiate a deal.

## Lesson 11.2 Exercise 1a (page 94)

The photo shows the packaging waste for a British family in one month (20kg).

## Review Units 10–12 Exercise 8 (page 109)

### Student A

You want to arrange to meet Student B next week for coffee. Use the timetable to try to find a time that suits you both. Remember the tutorial you have just booked!

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00		Study group		Tutorial (Art 1)	
10.00	Lecture (Art 1)	Lecture (Art 2)	Library	Study group	Open home 10.30
11.00	Tutorial (English)	Lecture (Art 2)	Library	Study group	
12.00		Lecture (Art 2)	Library	Study group	
13.00			LUNCH		
14.00	Swimming	Lecture (English)	Dorms – 2.30		
15.00	Study group	Lecture (English)	Dorms		
16.00	Study group	Lecture (Art 1)		Football practice	

# ACTIVITIES

## Lesson 1.3 Exercise 7 (page 11)

Student B

Answer your partner's questions about Peru. Then ask your partner questions and complete the notes for Chile.

### USEFUL PHRASES

What activities are there? There's ...  
 What's the weather like? In the winter, it's ...  
 What's the average temperature in ...? It's ...

PERU

Activities and attractions. In the mountains while water rafting  
 sea fishing hot air ballooning

Weather

winter (May–October) dry and cool  
 Average temperature 15°C  
 Summer (November–April) sunny and hot  
 Average temperature 21–28°C

CHILE

Activities and attractions. In the mountains In the mountains  
 In the mountains

Weather

June–October Daytime temperature: 15–20°C June–August good for hiking  
 Winter Average temperature: 5–10°C  
 Night-time temperature: 5–10°C  
 Summer (November–March) Daytime temperature: 15–20°C  
 Night-time temperature: 10–15°C

## Lesson 1.4 Exercise 3 (page 12)

cloud /ˈkʌʊd/ noun

a white or grey shape in the sky that is made of small drops of water: *There were no clouds in the sky.*

fog /fɒɡ/ noun

dusty air near the ground, which is difficult to see through: *There was thick fog early in the morning.*

autumn /ˈɔːtəm/ noun

the season when leaves fall off the trees; *Fall in America*

hurricane /ˈhʌrɪkən/ noun

a violent storm with very strong fast winds

blizzard /ˈblɪzəd/ noun

a storm with a lot of wind and snow

sun /sʌn/ noun

the thing in the sky that gives us light and heat: *The sun's gone behind a cloud. She lay in the sun reading.*

From Longman Dictionary

## Review Units 1–3 Exercise 9 (page 31)

Student B

First, respond to Student A's suggestion. Then make a suggestion about one of the activities in the box, and agree or disagree with Student A's response.

B: Why don't we watch that new reality TV show on the TV?

A: Certainly! I love reality TV.

B: So do I!

fashion show reality TV show a marathon computer game skiing nature programme street market an gallery

## Lesson 12.4 Exercise 3b (page 106)

1b Bananas are high in potassium. They're good for lowering stress levels.

2c All of the possible answers increase the oxygen in your brain, but only laughing encourages positive thinking.

3a Lavender oil helps you relax. Peppermint and rosemary oil both wake you up and make your mind more alert.

4b Exercise can promote the growth of new brain cells, especially in the area of the brain that is linked to memory and learning.

5e Pasta, rice and meat don't contain vitamin C.

6a The omega-3 oils in oily fish are very good for the brain. Blueberries and tomatoes contain antioxidants, which are good for fighting illness and disease.



## Lesson 2.1 Exercise 8b (page 15)

### Student A

Read the article about Mother Teresa and answer these questions.

- 1 Was she European or Indian?
- 2 What were the problems in Kolkata?
- 3 How old was she when she died?

Your article is missing some information. Make questions to get this information from your partner. Use these prompts.

- |               |              |
|---------------|--------------|
| 1 what/taught | 4 Wh,ll/win? |
| 2 When/died?  | 5 Who/give?  |
| 3 What/rent?  |              |

Ask and answer questions with your partner.

Teresa was born in Macedonia in Eastern Europe in 1900. From 1930 to 1948 she taught at a church school in Kolkata (originally Calcutta), India. She became the principal of the school in 1944.

There were many poor people in Kolkata. In 1948, she decided to help these people. She left the school and in 1948 she started an open-air school for homeless children. There were also many very ill people on the streets, but there were no hospitals for these poor people. Teresa rented a house and looked after these people.

There are now over 4,000 of her centres in India. In 1965 she opened her first centre in another country, in Venezuela. There are now centres in Asia, Africa and Europe.

Teresa gave all her time and life to the poor people of the world. In 1979 she won the Nobel Peace Prize and she received 56,000 letters. However, she did not keep this money; instead she gave the money to the poor.

Teresa died in 1997. During her life, she inspired many people to help others. And this is still true 100 years after her death.

## Lesson 1.2 Exercise 6 (page 9)

### Answers

- 1 around the equator / in the tropics
- 2 because early in the winter, the air, ground and seas still have some summer heat
- 3 in the Arctic and Antarctic
- 4 water
- 5 at the bottom
- 6 b
- 7 e
- 8 a)164 b)4 c)5 d)5
- 9 so predators can't see them
- 10 speed skiing - up to 248 kph

## Lesson 2.4 Exercise 3 (page 20)



### High scores in section A

You are probably a visual learner. Visual learners like

to see information. A lot of learning in universities and colleges is visual learning because it involves reading.

Tips: Look again regularly at what you have learned.

1-12 PH3Mm\$llil@§I ACTIVITIES

Write things down several times (e.g. summaries of important information from textbooks and lectures) and using your own words. Copy information from your lectures and textbooks onto the computer, then read the print-outs. Use different colours to organise and highlight information.

#### High scores in section B

You are probably an **auditory** learner. Auditory learners like to hear information. They understand best when they are listening or discussing.

**Tips:** If possible, record your lectures and listen to them later. Record things (e.g. your notes and textbook information) and listen to them later. Get information from radio programmes or sound files on the Internet. Say things aloud. Sing things to music you know. Study with other students and talk about what you're learning.

#### High scores in section C

You are probably a **physical** learner. Physical learners remember best by moving around and touching things.

**Tips:** Put information on cards that you can move around or put on the walls of your home or room. When you study, walk around with your textbook or notes in your hand and read the information aloud. In lectures, sit near the front of the room and take notes. Choose subjects where you can do practical work or research, e.g. interviews. Spend time 'in the field' (e.g. visiting a museum or working in an office).

#### All students

Have a look at the tips in the other sections – perhaps there is something there that can also help you.



## Lesson 1.3 Exercise 7 (page 11)

Student A

Ask your partner questions and complete the notes for Peru.  
Then answer your partner's questions about Chile.

### USEFUL PHRASES

What activities are there? There's ...  
What's the weather like? In the winter, it's ...  
What's the average temperature in ...? It's ...

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In fue mounta|||s

Aditivitiu and  
attractions

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(Nov,:mber-/lprQ			
Averar,, temperature	e	'e	

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	N19ht-tune temperature 5 e,,	

## Lesson 2.3 Exercise 6a (page 19)

Student A

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## Review Units 1–3 Exercise 9 (page 31)

Student A

Make a suggestion about one of the activities in the box, then agree or disagree with Student B's response.

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cornputer gamev ,l,iing street il'Sli\al  
norurc programmc art g,1Ucf\

A: let's go to the tssbion ϕhou this weel..enc/!

JJ: I'm not sure. f don't rmfly li.e faϕh,on ϕhows.

A: Don't rout 110\ 't lhem!

Then swap roles and respond to Student B's suggestion.

## Lesson 3.2 Exercise 9 (page 25)

Student A

1 Look at the crossword and prepare definitions for the words you have. (Do not include the word in the definition!)

2 Ask your partner for definitions for the missing words and complete the crossword.

### USEFUL PHRASES

What's one down?

This is someone who

This is something that

This is an adjective which means ...

What's two across?

This is a machine that ...

It's ...

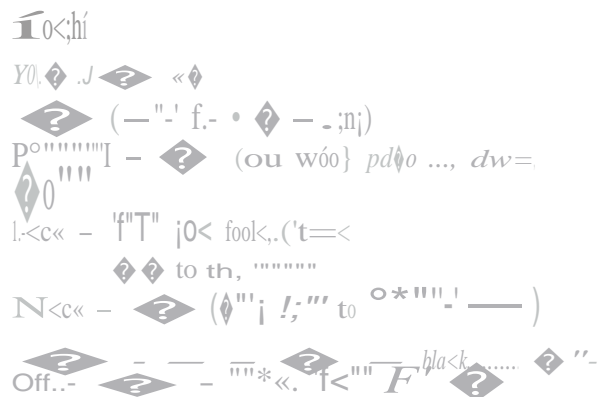


## Lesson 12.1 Exercise 1e (page 100)

- |   |           |
|---|-----------|
| 1 e   | 4 true    |
| 2 o   | 5 yellow  |
| 3 false (There are three higher grades: red and white striped, red, and white belts.) | 6 soiling |
|   | 7 yellow  |
|   | 8 b       |
|   | 9 drums   |
|   | 10 d      |

## Lesson 2.3 Exercise 6a (page 19)

Student B



## Lesson 2.1 Exercise 8b (page 15)

Student B

Read the article about Mother Teresa and answer these questions.

- 1 Was she European or Indian?
- 2 What were the problems in Kolkata?
- 3 How old was she when she died?

Your article is missing some information. Make questions to get this information from your partner. Use these prompts.

- a) What became?
- b) What started?
- c) How much received?
- d) When died?
- e) What open?

Ask and answer questions with your partner.

Mother Teresa was born in Malindi in East Africa in 1910. From 1940 to 1947 she lived in a church school in Kolkata (originally Calcutta), India. She became a nun in 1947.

There were many poor people in Kolkata. In 1947, she decided to help these people. She left the school and in 1948 she started a home for the poor. There were also many sick people on the streets, but there were no hospitals for these poor people. Teresa rented a room and looked after these people.

Now there are more than 5,000 of her centres in India. In 1979 she opened a centre in Venezuela. There are now centres in Asia, Africa and Europe. Teresa gave all her time and life to the poor people of the world. In 1979 she won the Nobel Peace Prize and she received \$1 million. However, she did not keep this money: instead she gave the money to the poor people of Kolkata.

Mother Teresa died in 1997. During her life, she inspired many people to help others. And this is still true now, many years after her death.

## Lesson 4.1 Exercise 6 (page 33)

1 Work with a partner. Think of more questions for this questionnaire.

- |    |   |    |
|----|---|----|
| 1  | How many countries have you visited?            |    |
| 2  | How   | ?  |
| 3  | Have you ever ridden a horse?                   |    |
| 4  | Have you ever                                   | ?  |
|    |   |    |
| 5  | How many exams have you done this year?         |    |
| 6  | How   | ?  |
| 7  | Have you had a holiday this year?               |    |
| 8  | Have  | ?  |
|    |   |    |
| 9  | How much television have you watched this week? |    |
| 10 | How   | ?  |
| 11 | Have you been to the cinema this week?          |    |
| 12 | Have  | ?  |
|    |   |    |
| 13 | How many phone calls have you made today?       |    |
| 14 | How   | ?  |
| 15 | Have you eaten any fruit today?                 |    |
| 16 | Have  | .. |

2 Interview different students in the class. If someone has done something, ask more questions and take notes.

*Which country did you visit first? Did you like it?*

3 After your interviews, tell your partner about the different students.

## Lesson 4.3 Exercise 7a (page 37)

Student C

**Job:** Accountant

**Health problems:**

Arms and wrists hurt. Frequently get headaches.  
Hearing problems – a ringing sound in your ears.

**Work routines/habits:**

Work ten hours every day. Eat lunch at your desk.  
Use the computer a lot and read accountancy books.  
Have good office chair and desk.

**General lifestyle:**

Eat well – lots of fruit and vegetables.  
Go to gym every day – use the running machine.  
Enjoy listening to loud music on MP3 player (on trains and buses, and in gym).

Student D

**Job:** Catering manager in staff café

**Health problems:**

Often have a bad back. Feel physically tired after a day's work. Often get stomach aches.

**Work routines/habits:**

Manage staff, help clear tables and clean in kitchen.  
Lift and carry food deliveries.  
Busy all day, never sit down, eat lunch standing up.

**General lifestyle:**

No time for sport or exercise.  
Watch TV, eat microwaved food.

## Lesson 10.3 Exercise 1b (page 88)

New York, Madrid and Osaka haven't yet hosted the Summer Olympic Games.

## Review Units 10–12 Exercise 8 (page 109)

Student B

You want to arrange to meet Student A next week for coffee. Use this timetable to try to find a time that suits you both. You don't want to meet at nine o'clock!

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00			Lecture (Maths)	Tutorial (Maths)	
10.00	Lecture (Maths)		lecture (Maths)	Study group	lecture (Physics)
11.00	Tutorial (Physics)	Library	Tutorial (Biology)	Study group	Lecture (Biology)
12.00	Lecture (Biology)	Library	Lunch with Anna	Study group	
13.00	Meeting with Dr. Smith		Workshop		
14.00		Lecture (Biology)	Home practice		
15.00	Study group	Lecture (Physics)	Home practice		
16.00	Study group			Lecture (Physics)	



#### Lesson 4.4 Exercise 2 (page 38)

This morning I felt awful. I had a bad carache and a stomach ache and a pain in my chest, so I went to the local GP. The waiting room was crowded. One man had a horrible red rash on his face. A woman was coughing all the time. A young man in a wheelchair had his leg in plaster. There were a lot of elderly people. They were probably waiting for their flu injections. I waited for ages. Finally, the doctor called my name. When I entered her room, she was sitting at the computer. She turned to face me. 'Good morning.'

'Good morning.'

'And what's the problem today?'

I explained the problem. She examined me. She looked in my ears.

She put her stethoscope around her neck and listened to my chest. She checked my pulse and my blood pressure.

'Have you lost any weight recently?' she asked.

'No,' I replied. 'I don't think so.' I said I didn't know exactly because the bathroom scales were broken.

'Well, your chest is clear,' she said, 'but you've got an ear infection. I'm putting you on a course of antibiotics. The stomach problem is probably just a bug. There's a lot going round at the moment.'

'Do I need a blood test?'

'No, not at the moment.'

She gave me a prescription for the

antibiotics and we said goodbye. I took the prescription to the chemist's and got the medicine. In the evening, I phoned Abigail and told her about my visit to the doctor.

'You've had that stomach problem for some time,' she said. 'Why don't they refer you to a specialist? You need a scan. Then they can see what's going on. Make another appointment with the doctor for later this week. Ask her to send you to the hospital.'

'OK,' I said.

In the end, Abigail became cross. She thinks the National Health Service has got a lot worse. 'You need private healthcare,' she said.

#### Lesson 5.3 Exercise 7a (page 45)

##### Student A

You have photos for two of the links on the website: Animal Hunting (C1 and C2) and Animal Captivity (E1 and E2). For each pair of photos, decide which one is best for each link, and why. Telephone the Communications Director. Describe all your photos and make your recommendations. Use the words in the box to help you.

animal, gun, hunter, leopard, police, officer, tiger, skin





## Lesson 5.4 Exercise 8a (page 47)

Volcanoes are one of the most impressive features of the natural world. The largest active volcano in the world is Mauna Loa (4,170m) on Hawaii, in the Pacific Ocean. Everybody can recognise a volcano, but are they all the same? Mount Fuji (3,776m) is perhaps the world's most famous volcano because of its almost perfect shape – a cone with quite steep sides. This essay looks at two famous volcanoes in different countries. Unlike Mauna Loa, Mount Fuji

in Japan is a dormant volcano which last erupted in 1707. To summarise, Mauna Loa is higher than Mount Fuji but the sides of Mount Fuji are steeper. Mauna Loa is an active volcano. The last eruption was in 1964. Its sides slope gently, and its shape of volcano is less dangerous than other kinds. In contrast, Mount Fuji is dormant. Mauna Loa last erupted in 1984 whereas the last eruption of Mount

Fuji was in 1707. In conclusion, we can see that these two volcanoes have more differences than similarities, but they both catch our imagination.

## Lesson 6.2 Exercise 9 (page 51)

Student A: You want to start your own business.  
With your partner, make two lists:

- 1 the problems you might face.
- 2 the solutions to those problems.

Problems	Solutions
the bank doesn't lend you any more,	borrow some from my family
the business failed	get a job with a company / try again

Try to think of some more problems and solutions.  
Then role-play the situation with your partner.

What if you do if the bank doesn't lend you money?

- /'I borrow som(' from my (unily.

*Yes, hui ...*

Now do the same with this situation.

Student 8: You want to live on your own.

Problems	Solutions
• feel lonely	phone my friends
* run out of money	go home

## Lesson 3.2 Exercise 9 (page 25)

### Student B

- 1 Look at the crossword and prepare definitions for the words you have. (Do not include the word in the definition!)
- 2 Ask your partner for definitions for the missing words and complete the crossword.

## USEFUL PHRASES

What's one down?

What's two across?

This is sorncone who

This is a machine that ...

This is something that

|t's ...

Thrs is an adjective

which means ...

## Lesson 6.4 Exercise 4b (page 54)

$$\begin{array}{c} \text{P} \\ \text{C}_{\text{liol}}\text{tllct } \diamond \text{ill } \text{illc} \cdot \text{u.st } \text{M } \text{j}_{\text{it}}\text{t} \diamond \text{fli} \diamond \text{k.ttlJ. to ltAvt } \text{cuv} \\ \\ \text{.x, } \text{P} \\ \text{kow.t.s. t,)\text{.l,t } \text{j}_{\text{it}}\text{t } \text{tAll } \text{Jo l } \text{btfüvt } \text{tMt } \text{"t}_{\text{t}}\text{. } \text{ptopl t} \\ \\ \text{.skoul). } \text{P}^{\text{v}} \setminus \text{l}^{\text{v}}\text{-O'l't } \text{tAl( } \text{AM } \text{tk t } \diamond \text{ovtlw.tll.t } \text{wust } \text{p,oviJ.t} \\ \\ \text{.J,JJ } \text{P} \\ \text{W.O'l't } \text{OCCA} \text{liO} \text{llI } \text{fov- } \text{poo, } \text{ptopl t} \end{array}$$



### Lesson 7.4 Exercise 3b (page 64)

Susan Greenfield is Professor of Pharmacology at the University of Oxford and Director of the Royal Institution. She is one of Britain's best-known scientists. Here she tells us about some problems facing women in science.

Schools in the UK are not doing enough to encourage girls to study science. There are no physical differences, I believe, between men's and women's brains, but there are differences in how men and women process knowledge. Most school science is about learning facts, and boys are happier about facts, and getting something right or wrong. I think that women have always had more complicated lives so they are more interested in evaluating things. Schools have to show what you can do with facts. Teen girls will be more interested.

Women who want a career in science can face a number of difficulties. One of them is male attitudes. Early in my career, I was often the only woman working in my lab in Oxford. A male colleague called me simply 'the girl'. Over the years, men – and it is always men – have made comments to me such as 'You don't look like a scientist'. I realised that there was a problem in the UK when I went to France. In the lab where I worked in Paris, the atmosphere was different. This was because about 50% of the people working there were female.

The issue of children is also very important for female scientists in their late 20s or early 30s. In the lab in Paris, having children did not have a negative effect on the careers of the French women (who were also super

elegant and brilliant cooks!). In Britain, if a woman takes time out to have a child at this very important stage in her career, things can be very hard for her later. If she wants to return to work after having children, it is difficult to compete with men who, meanwhile, have published a number of academic papers.

Then there is the question of confidence. I believe that, at some point in their careers, someone needs to give women scientists some confidence. They have to have more confidence in their abilities to be good scientists, to apply for jobs and to do good interviews. When women talk about their experience and skills, for example, they need to talk about the six out of ten things that they have, not to apologise for the four out of ten that they don't have. In the end, if you are not a woman, and if you are not a scientist, the issue of women in science might not seem very important. But if you are both those things, you might feel uncertain about where your career or life is going.



### Lesson 9.3 Exercise 7a (page 79)

Student A

1 You buy new products for Route One. You are interested in a new digital camera, Model DO, that is sold by Guangdong Digital. Read your company information below.

- Your ideal order is 500 cameras. You can increase this, but you are not sure how popular the camera will be.
- You would like to pay about 580 per item.
- Your company would like a fast delivery, so that you can soon sell the cameras to the shops.

2 Before you begin the negotiation, look back at the lesson on pages 78 and 79 and choose more phrases for the box below.

#### USEFUL PHRASES

What is the price per item? That's a deal!

3 Now have the meeting with Guangdong Digital and negotiate a deal.

### Lesson 8.1 Exercise 6 (page 67)

## QUIZ

How long should it take people to fall asleep at night?

How many hours sleep do parents lose a year when they have a new baby?

Why is it difficult to sleep on hot summer nights?

What is the record for the longest period of time without sleep?

How many hours a night did people sleep 150 years ago?

If you can't sleep, you should count sheep. True or false?

If you feel sleepy when you're driving, it is a

good idea to open the window, or play loud music. True or false?

Losing sleep can make you fat. True or false?

Elephants sleep standing up during non-REM sleep, but lie down for REM sleep. True or false?

Fish close their eyes when they sleep. True or false?

Check your answers on page 121.

Lesson 8.4 Exercise 6 (page 73)

- 5 Suddenly, Kupe had an idea. He threw some big water containers into the sea. The octopus thought that the containers were people. It released the canoe and attacked the containers. At that moment, Kupe jumped onto the back of the octopus. He raised his sharp knife high into the air. He struck the octopus hard on the head and killed it.
- 6 Finally, after a difficult journey of thousands of miles and the defeat of the giant octopus, Kupe's people could settle on this new and wonderful land of IWO islands, Aotearoa.

Lesson 9.1 Exercise H (page 75)

Student A

Find someone in your class who used to do these things. Try to find a different person for each question. Try to continue the conversation by asking other questions.

Example

- Student: Did you use to ride horses when you were young?  
Partner: Yes, I did.  
Student: How old were you then?  
Partner: About thirteen ...  
OR  
Student: Did you use to ride horses when you were young?  
Partner: Yes, I did. And I still ride horses!

Find someone who used to ...

	Name	Other information
1 ride horses		
2 have very long hair		
3 collect stamps		
4 cry a lot as a baby		
5 be shy		
6 have big birthday parties		
7 dream a lot		

Tell your partner one or two interesting things you have found out!

Lesson 8.3 Exercise 7a (page 71)

# What's on?

## Daily Festival Listings: Friday 24th August

### EVENING (6 P.M. – 8 P.M.)

**Open-air theatre:** A performance of Shakespeare's *Romeo and Juliet*, in the castle park.

**Cinema:** A remake of *Frankenstein*, including an interview with the director. Café open.

**Walking tour:** A tour of historic Edinburgh, with actors performing tales from Edinburgh's history.

**Museum:** Special evening opening, with talks by art experts. Free food and drink.

### NIGHT (8 P.M. – 11 P.M.)

**Fireworks concert:** Classical music (Beethoven, Handel, Prokofiev) with fireworks.

**Theatre fun:** Circus and mime performances. Stories without words, but stories with drama and laughs.

**Open-air cinema:** *The last dinosaur*, a documentary about Scotland's famous monster in Loch Ness. Free popcorn! (Drinks and other snacks available.)

**Dance and dine:** Take your partner by the hand. Learn and do traditional Scottish country dancing. A fun night out and a great way to meet new people. (Traditional Scottish food available between dances.)

### LATE NIGHT (11 P.M. – 2 A.M.)

**Comedy:** *The Best of British*. Ten top comedians make you laugh all night long.

**Dance:** *Bollywood Bonanza*. Incredible live performances of the dances from Indian films.

**Music:** *Up and Coming*. A showcase of five of Scotland's latest young rock and pop groups.

**Jazz/Poetry:** *Club Cool*. Jazz music, live poetry readings, an underground bar and restaurant – the recipe for a fun 1960s-style night out.



Luciano Pavarolli

Jane Goodall

Luciano Pavarotti

Jane Goodall

Luciano Pavarotti

Jane Goodall

Luciano Pavarotti

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Luciano Pavarotti

Jane Goodall

Luciano Pavarotti

Jane Goodall

Luciano Pavarotti



Sports venues	<p>All the venues are in the city.</p> <ul style="list-style-type: none"> <li>85% of venues will be 10 mins from the village.</li> <li>60% of venues will be 20 mins from the village.</li> <li>19% of venues will be 30 mins from the village.</li> <li>10% of venues will be 35 mins from the village.</li> </ul>
Athletics' Judo competition	<ul style="list-style-type: none"> <li>There will be 7,000 double rooms in 11 blocks.</li> <li>After the GJMS, the village will be a new residential area, a mix of public and private housing, schools and health centres.</li> </ul>
Transport	<ul style="list-style-type: none"> <li>We will use public transport only - there will be no extra car parking.</li> <li>90% of venues will be served by rail and metro lines.</li> <li>There will be special buses and bus lanes.</li> </ul>

## Lesson 1.4 Exercise 2 (page 12)

**mi** l.u:l,'objective

- 1 slightly cold, especially in a nice way ) opposie 𐄂AAM,  
*It was hot in the day, but plearonly roo/ at night!*  
 2 After his run, he hod o shower ando long, coo/ drink.  
 3 calm, rather than nervous or excited: *She tried to stay*  
*coof and nat ponic.*  
 3 spaik-an 𐄂𐄂form.𐄂𐄂 if you say that someone or something  
 is cool, you like or admire them: *ft was a real/y cool*  
*party last night.*

**aJ** 'hut *odf*('drve hotter, hottest

- 1 something that is hot has a high temperature: It was  
a very hot day. | *You'll feel better after a hot bath.* | *My*  
*coffee is still too hot to drink.*  
2 hot food has a burning taste because it has a lot of  
spices in it: o *dish of hot, spicy meat and vegetables*

**m,** ,t.d 'objectiv(>

- 1 It is dark when it is dark, it is night time: *It's only five o'clock and It's already dark*. I want to get home before it gets dark (– becomes dark). | Come in, de it's dark out (– it is dark outside).
- 2 a dark place is one where there is little or no light: *a dark, quiet room* | *It was very dark in the forest and we could hardly see,*
- 3 a dark colour is strong and closer to black than to white: *a dark blue dress* | *'d like a carpet that's a bit darker than this one.*
- 4 someone who is dark or who has dark hair or eyes has black or brown skin, hair or eyes: *a beautiful dark-haired woman* | *Tony's dad was dark, but his mother had blonde hair.*

— 1111i "111'O  $\diamond$  Ne'

- 1 quite hot: *It's lovely and warm in this room. | Cover the bowl to keep the soup warm. | It was a warm day so we set outside.*
- 2 warm clothes stop you from feeling cold: *I must buy a warm coat to wear this winter.*
- 3 friendly: *We gave the visiting students a warm welcome*

From *Longman Wordwise Dictionary*

**cm:**, r.l|n1 ad 

- 1 very good: We sell fine food from around the world. |  
*The team gave a fine performance.*  
2 very thin, or in very small pieces or amounts: a shampoo  
for fine hair | *a scarf made from very fine silk* | *The sand*  
*here is fine and soft.*  
3 '... good enough: 'I've only got water to drink.' *That's*  
*fine:*  
4 healthy and reasonably happy: *'How is your*  
*mother?'* *'She's fine, thanks.'*  
5 if the weather is fine, it is sunny and not raining: *I hope*  
*it stays fine for the picnic.*

**Nj j 11** /1.li'J/ *ad|eet*WL

- 1 easy to see, hear, or understand: *His writing isn't very*  
*clear.* | Some of the *exam questions weren't very clear.*  
2 if something is clear, it is certain and people can't doubt  
it: *It soon became clear that John was lying to us.* |  
*Sarah made it clear that she wanted to come with us.* |  
*It's not clear how many people were hurt.*  
3 if a substance or liquid is clear, you can see through it:  
*clear glass*  
4 a clear sky has no clouds

**CD** dn/1 *adJ(XttVe* drier. driest

- 1 something that is dry has no water in || or on it: *Gel a*  
*dry towel out of the cupboard.*  
2 if your mouth, throat, or skin is dry, it does not have  
enough of the natural liquid that is usually in it: *My skin*  
*gets so dry in the winter.*  
3 if the weather has been dry, there is no rain: *It's been a*  
*very dry summer.*

111Mü ■ t,r;w fld? ve

- 1 something that is bright shines a lot or has a lot of light:  
*the bright flames of the candles | a nice bright room*  
 2 bright colours are strong and not dark: *a bunch of*  
*bright yellow flowers*  
 3 intelligent: *Mana is one of the brightest students in the*  
*school.*  
 - brightness *noun* [no plural]

**i.ditl** iii,iii d<sup>1</sup> Qd<sub>i</sub>l'(IM

- 1 not too severe, strong or serious: *Dean had a mild case of flu* | *a mild punishment*  
2 not having a strong taste: *The sauce is very mild.*  
3 mild weather is not too cold: *It's very mild for January.*

## Lesson 8.1 Exercise 6 (page 67)

10-15 minutes - less than five minutes means you're sleep-deprived.

400–750 hours

We need to cool down before we can slccp, and this is more difficult in summer.

11 days

9–10 hours, but this changed with the seasons.

False, according to some experts. They think it may be more distracting than relaxing. Relaxing imagery or thoughts may be better.

False. The best and safest thing to do is to stop, and take a nap.

True. New research shows a connection between lack of sleep and obesity.

True

False. Fish don't have eyelids.

### Lesson 10.3 Exercise 7a (page 89)

#### Pair A

Your city is Osaka in Japan. Look at the information below and prepare a short presentation. Use adjectives and adverbs to emphasise the good things about your city. When your group is ready, give your presentation. Remember, emphasise that your city is the best!

City	Osaka
City facts	On the coast Population: three million Weather: hot and humid, 32 °C
Spectacular ambition / concept	<b>The Carnes on the Sea</b> <ul style="list-style-type: none"> <li>We will use very modern technology and build magnificent islands in the sea for the Carnes.</li> <li>We will build three artificial islands in Osaka Bay— two for the sports venues and one for the Olympic village.</li> </ul>
Sports venues	None of the venues currently exist, so we will build the most modern sports facilities in the world. The best in the world. <ul style="list-style-type: none"> <li>50% of the venues will be on two of the artificial islands.</li> <li>50% of the venues will be on the mainland.</li> <li>50%, of venues will be 15 mins from the village (island to island).</li> <li>50%, of venues will be 30–45 mins from the village (island to mainland).</li> </ul>
Athletes' accommodation	<ul style="list-style-type: none"> <li>The Olympic village will be on the central artificial island.</li> <li>There will be 14,000 single rooms.</li> <li>After the games, we will sell the apartments on the private housing market.</li> </ul>
Transport	<ul style="list-style-type: none"> <li>The mainland has an excellent rail service.</li> <li>There will be ferries and train tunnels between the islands.</li> </ul>

### Lesson 11.3 Exercise 6a (page 97)

#### Project title Slower Streets

**Project description** The aim of the project is to clean the streets of graffiti and litter and to reduce crime. Members of the local community will form 'street teams' which will be responsible for cleaning up graffiti and litter. The teams will also be in close contact with the police to help fight street crime. CCIV will mean the street teams can see anti-social/criminal behaviour easily.

#### Benefits of the project

- The local area is very run-down. There is a lot of graffiti and rubbish. The street teams will be able to clean things immediately and create a better local environment.
- The local community will take responsibility for the local area.
- The street teams will include children and adults, and this will bring the members of the community closer together.
- There has been a lot of street crime. This will help reduce the crime and make the streets safer.
- A safer and cleaner environment will attract new businesses to the area.

#### Budget

Total cost: £155,000

#### Costs breakdown

Equipment: £10,000  
 Purchase of ten CCIV cameras: £140,000  
 Management of the CCIV cameras: £15,000 per year

#### Project title Village of Wind

**Project description** The aim of the project is to create a community wind farm. It will provide electricity for local homes and we will sell extra electricity in order to raise money for other community projects.

#### Benefits of the Project

- It will provide green electricity for the village and fight global warming.
- It will replace an ugly windmill and turn an area of wasteland into a modern wind farm.
- It will make money for the community by selling electricity to the electricity. This money will fund a youth club and a social centre for the elderly.
- It will have an education/exhibition centre, so that children and adults can learn about global warming and ways to

#### Budget

Total cost: £70,000

#### Costs breakdown

Clean-up of wasteland: £10,000  
 Installation of ten wind turbines: £60,000  
 Note: There will be no annual costs because the wind farm will make money that will pay for maintenance and management.

## Lesson 10.1 Exercise 6 (page 85)

### Student 8

Luciano Pavarotti and Jane Goodall are on UN duty next week. Pavarotti has a special interest in children's rights and international peace. Goodall has a special interest in animal conservation and economic development.

Ask and answer questions with your partner to complete their appointment diaries.



### Jane Goodall

	Mond.,	Tuesday	Wednesday	Thursday	Friday
a.m.	10.00 a.m.	11.00 a.m.	10.30 a.m.	11.10 a.m.	10.00 a.m.
	I will be present at the meeting about the trip to Kenya.	Visit an animal shelter.	Give a radio interview.	See a doctor.	Meet with the committee.
p.m.	Train to London.		2.00 p.m. CE to the staff, 4.00 p.m.	1.30 p.m. Interview some officials.	
			6.00 p.m. Meeting with the US Ambassador.		

### Luciano Pavarotti

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m.	10.00 a.m.	10.00 a.m.	10.30 a.m.	10.10 a.m.	10.00 a.m.
		Visit a school for street children.	See a doctor.		
p.m.	Travel to India.	1.30 p.m. Meeting with the head of the local UN committee.	4.00 p.m. Meeting at the hospital.	1.10 p.m. Give a presentation to the UN Peace Corps Africa Committee.	Fly back to New York (leave at 3.00 p.m.)

## Lesson 4.3 Exercise 8 (page 37)

### Student A

**Job:** Senior manager

**Health problems:**

Can't concentrate. Frequent headaches. Make simple mistakes. Sometimes get stomach aches.

**Work routines/habits:**

Often work late. A lot of responsibilities. Personal assistant not very good, so often also do his/her work. Often have big and long business lunches.

**General lifestyle:**

Eat a lot of heavy food and meat. You smoke.

Play squash once a week.

Take a lot of headache medicine.

### Student B

**Job:** Personal assistant to senior manager

**Health problems:**

Sore throat, often lose voice. Cough and sneeze a lot. Eyes are often red and sore. Feel a little better when senior manager isn't in the office.

**Work routines/habits:**

Comfortable chair, but no window in office.

Office is in an old building which is difficult to clean.

Many indoor plants in office – senior manager likes them.

Don't have any of these problems at home.

**General lifestyle:**

Live in a large modern house.

Vegetarian. Never smoke.

Enjoy gardening, but no plants in house.

Go swimming once a week – but often have sore eyes after swimming. Do yoga.

## Lesson 11.2 Exercise 5b (page 95)

Look at these ideas about cutting down waste. Then discuss these questions in your groups.

- 1 Send e-cards (for birthdays, etc) and not paper or cards. The thought is what's important, not the material.
- 2 Give old toys to other families.
- 3 Reuse plastic bags. To help you remember to do this, keep some in your pocket or bag – they don't take up much space.
- 4 Buy your fruit and vegetables from a local market.
- 5 Think before you print. How many times have you printed something and not looked at it again? If you do print, use both sides of a piece of paper.
- 6 Hire videos and DVDs rather than buying them.
- 7 Save about 40 litres of water a time by having showers instead of baths.

- 1 Which do you already know about? Which are new to you?
- 2 Which do you do? Which could you do?
- 3 Which are good ideas? Are there any you don't like? Why?

## Lesson 11.4 Exercise 10 (page 99)

### Plans for a new airport terminal

- 1,000 local residents interviewed (February) 4–11
- 40% gains in noise, terminal – aircraft noise, more traffic on local roads
  - 25% in favour – good for local businesses
  - 11% undecided – need more information about the plan;
  - 91% think government should pay more attention to wishes of local residents;

## Lesson 12.1 Exercise 1c (page 100)

Do this sports quiz. Then check your answers on page 114.

- 1 The first table tennis match was between two university students at which university?  
a) Beijing, China  
b) Bologna, Italy  
c) Cambridge, UK
- 2 Which sport took the name of someone's house?  
a) badminton  
b) hockey  
c) polo
- 3 The highest grade of judo is the black belt. True or false?

- 4 In fencing, clothes must be white. True or false?
- 5 In archery, what colour is the centre of the target?
- 6 Which sport is connected with the America's Cup?
- 7 In cycling, what colour shirt does the leader of the "Tour de France" wear?

- 8 In which culture did gymnastics begin?  
a) Roman  
b) Ancient Greek  
c) Indian
- 9 What musical instrument is connected with dragon boat racing?
- 10 Where were the first football World Cup finals in 1930?  
a) Chile  
b) Switzerland  
c) Uruguay



## Lesson 9.1 Exercise 8 (page 75)

### Student 8

Find someone in your class who used to do these things. Try to find a different person for each question. Try to continue the conversation by asking other questions.

Example

Q: Did you use to play the piano when you were young?

A: Yes, I did.

Q: How old were you then?

A: Well, I started when I was about five...

OR

Q: Did you use to play the piano when you were young?

A: Yes, I did. And I still play the piano!

Find someone who used to ...

- |                                   | Name | Other information |
|-----------------------------------|------|-------------------|
| 1 play the piano                  |      |                   |
| 2 be afraid of the dark           |      |                   |
| 3 argue with his/her parents      |      |                   |
| 4 drive a car                     |      |                   |
| 5 wear black clothes all the time |      |                   |
| 6 draw pictures of his/her school |      |                   |
| 7 wake up very early              |      |                   |

Tell your partner one or two interesting things you have found out!



## Lesson 10.3 Exercise 7a (page 89)

### Pair B

Your city is New York in the USA. Look at the information below and prepare a short presentation. Use adjectives and adverbs to emphasise the good things about your city. When your group is ready, give your presentation. Remember, emphasise that your city is the best!

City	"New York City"
City facts	On the coast Population: 8.5 million weather: hot and humid, 18 °C
Special ambition /	The Inner-City Games
concept	The Games will improve poor inner-city parts of the city – there will be new housing, new sports facilities and new parks.
Sports venues	We will have the largest sports venues ever for the Olympics. All the venues will be in the city centre. <ul style="list-style-type: none"> <li>65%, already exist.</li> <li>40% of venues will be 20 mins from the village.</li> <li>30% of venues will be 30 mins from the village.</li> <li>30% of venues will be 50 mins from the village.</li> </ul>
Athletes' accommodation	<ul style="list-style-type: none"> <li>The Olympic village will be in a poor area of the city, next to the river.</li> <li>There will be 7,000 double rooms in skyscrapers (20 floors).</li> <li>The apartments will go on sale, as private housing, to the public, after the Games.</li> </ul>
Transport	<ul style="list-style-type: none"> <li>The city will build extra car parks and roads for the venues.</li> <li>There will be special buses for the Games.</li> </ul>

## Lesson 5.3 Exercise 7b (page 45)

### Student 8

You have photos for two of the links on the website: Animal Hospitals (B1 and B2) and Animal Sanctuaries (D1 and D2). For each pair of photos, decide which one is best for each link, and why. Telephone the Communications Director. Describe all your photos and make your recommendations. Use the words in the box to help you.

listen, keep, hold, lie down, listen  
make, find







# Language reference

## GRAMMAR

### [G1] Present simple

Use the present simple to talk about facts and things that are generally true.

It rains a lot in Britain.

Use the present simple also to talk about regular actions and habits.

We have a skiing holiday every winter.

#### Formation

With the present simple of the verb *be*, use *am*, *is* or *are* in affirmative statements, questions and negatives.

He is always very friendly.

Are you interested in travelling?

I'm not often here at the weekends.

With the present simple of other verbs, use the verb on its own in affirmative statements.

They work in the same office as me.

Remember to add *-s* to the main verb after *he/she/it*.  
Peter lives in a really big house.

Note these spelling changes after *he/she/it*:

- Verbs ending in *-s*, *-sh*, *-ch*, *-t*, *-x* or *-o*, add *-es*:  
washes.
- Verbs ending in consonant + *-y*, change *-y* to *-ies*:  
carries.
- The verb *be* becomes *is* after *he/she/it*.  
Africa has a lot of problems.

Use *do*/*does* to form the negative and questions.

We don't live near here.

Does your country have a lot of storms?

Present simple short answers use *do/does*.

Yes, it does. / No, it doesn't.

Use *do/does* or *am/is/are* to form questions with *who*, *what*, *when*, *where*, *how*, *why*, *which*.

When does winter start here?

What is your name?

#### Adverbs and time expressions

We often use adverbs of frequency with the present simple, e.g. *always*, *often*, *sometimes*, *never*, *the* adverb comes after the verb *be*, but before other verbs.

It's never really hot in Scotland.

It doesn't often snow in London.

We can also use time expressions with the present simple, e.g. *Every day*, *once a week*, *every year*. We usually put these at the end of the sentence.

The news is on BBC at 6.00 every evening.

### [G2] Present continuous

Use the present continuous to describe an action happening now or around now.

We're having an English lesson at the moment.

Use the present continuous also to describe a changing situation.

The weather in the UK is definitely getting hotter.

Form the present continuous with the auxiliary *be* + the *-ing* form of the main verb.

I'm trying to finish this exercise.

He isn't staying with us right now.

Is it raining? Yes, it is. / No, it isn't.

We usually just add *-ing* to the end of the main verb, but note these spelling changes:

- Verbs ending *-e*, remove *-e* and add *-ing*: live – living.
- Verbs ending in vowel + most consonants, double the consonant and add *-ing*: get – getting, travel – travelling (but not with vowel + *-y*: play – playing).

#### Time expressions

We often use time expressions with the present continuous, e.g. *now*, *today*, *currently*, *these days*.

We're staying at a friend's house at the moment.

### [G3] Present simple and present continuous

Use the present simple for regular actions and the present continuous for actions in progress.

Present simple: It rains every day in winter.

Present continuous: It isn't raining at the moment.

We use the present simple and the present continuous with verbs that describe actions (action verbs), e.g. *rain*, *work*, *play*.

The children play with their friends on Saturdays.

The children are playing football now.

Some verbs describe states (stative verbs) such as feelings and situations, e.g. *want*, *believe*, *know*, *understand*, *like*. These verbs don't usually have a continuous form.

I want a drink. / I'm making a drink. (X)

Some verbs can be state or action verbs, e.g. *think*.

I think this city is beautiful. (= this is my opinion)

I'm thinking about what to wear. (= deciding)

## KEY LANGUAGE

### [K1] Agreeing and disagreeing

So do I. Neither do I. Do you? (I don't).

Don't you? I do.

## VOCABULARY

### [V1] Types of weather

blizzard, drought, fog, hurricane, ice, rain, snow, storm, sun, wind

### [V2] Weather adjectives

bright, clear, cloudy, cold, cool, dark, dry, fine, foggy, hot, humid, mild, rainy, snowy, stormy, sunny, warm, wet, windy

### [V3] Activities

horse riding, mountain biking, scuba diving, sea kayaking, skiing, snorkelling, snowboarding, trekking, white-water rafting, wildlife watching

### [V4] Modifiers

extremely, quite, really, very

# Extra practice



**19]** 1 Put the words in order to make sentences (affirmative or negative) or questions.

- 1 snowboarding often go I in winter
- 2 no\ cold in wrv it is; the UK
- 3 people do when in skiing your go country /
- 4 ,I/OI of dre in droughts Africa there
- 5 biking like you mountain do
- 6 countr, changeable the is your weather in ?
- 7 you ,wimming do where go
- 8 neccr the snows it jungle in

**r-c2,3]** 2 Choose the correct form.

- 1 The weather in the UK *chang,\*, /is dI.lngin;*  
lht!,t dI) s.
- 2 Summers *!{t' /,fP g('tling* hotter all the time.
- 3 \\'t sometimes h,l'C' / ,irc *h,n in;* 'mim-droughts'  
in summer.
- 4 Thi, *couses i{ L,w,ing* problems e\el) vc,ir.
- 5 \\'C' can't water our g,rifn; so a lot of the pl.mts  
die ,m, d)ing.

3 Look at the answers. Then write the questions from these prompts in the present simple or present continuous.

- 1 live / city or countryside!

I live in the <il>.

- 2 interested in <port>?

Ye,, I'm vcrv interested in tennis.

- 3 ,ori.. hard / at the moment?

Yl<, I am. but I always work hard!

- 4 when / usually relax?

I usu,illy relax ,! the weekend.

- 5 the weather good / summer / )Our country?

'res. il is, but it rains ,I lot in winter.

- 6 rain / ,t the moment?

No, it's <um,> at the moment!

4 Write answers for you to the questions in Exercise 3.

**IKL f 5** Complete the conversation with phrases a-e.

- a) Do ,ou? ch OK. fino.  
h) Don't you? e) So do I.  
e) No, neither do I.

.,: Lons look at these brochures and find something for our summer holiday.

R: I \_\_\_ hu! I don't want ,I beach holiday, this year.

T: I \_\_\_ I think an ,lctively holiday, would be good, for a change.

H: I \_\_\_ but I don't like water sports.

.,: I \_\_\_ I do. But there ,in, other sports o o can look at. I like the idea of a horse-riding holiday.

u: yes. thars ,I good idea. \-lhcre can we go horse riding?

\: \\'tll, there JrL' holidays here in South America. but I think that's a long \-I' for I\O \\'C'ki.

ll: I \_\_\_ I don't agree - the flight,; are onh about nine hours to Brazil.

.,: Oh, OK then. Let's look ,ll South America.

**IViJJ 6** Find adjectives and nouns in V1 and V2 to describe these types of weather or weather conditions.

Adjectives

- 1 It isn't cold but it isn't \C'f\ hot. I,,mn
- 2 It's hot ,md \C'f\hing feels quite ,.,et.
- 3 You tan't see \I:~\ Jr.
- ., It isn't r,ining. but ,ou c,III-I Set' the sun.

Nouns

- 5 It's vcv hot ami dr.; therC's aln,o{I no r,lin.
- 6 It's ,er., \CI\ \inch.
- 7 ll' sm, ing and \C'f\ wind,.

**im 7** Complete these lists with the activities in V3. (You can use the activities more than once.)

- 1 \Ve do these on or in ,.,llcr: {cuHJ dil in&, \_\_\_\_,  
\_\_\_\_, \_\_\_\_
- 2 We n(>(! animals for thl"-t' ,KIÍ\ itil>: \_\_\_\_, \_\_\_\_
- 3 \Ve do these ,Kti, ilies on ,ncJ\>: \_\_\_\_, \_\_\_\_
- ., \Ve do lh('S(' acti, ilies tm l.md: \_\_\_\_, \_\_\_\_, \_\_\_\_  
\_\_\_\_, \_\_\_\_

**IY!] 8** Complete each statement with a modifier in V4 and an adjective so that they are true for you.

- 1 I think hnr,c riding i{ f>J/I) rC'i,nin>.
- 2 I think mountain biking is .
- 3 I think <cuba di\ ing is .
- ., I think skiing is .
- 5 I thinl.. "ildlife ,.,llhing is .



# Language reference

## GRAMMAR

### G1 Past simple

Use the past simple to talk about actions and situations that are finished.

David and I **trained** for the marathon last year.

We often say when the action happened.

e.g. in (+ )Car/month), on (+ day) or ,It (+ time).

The first modern Olympics were in 1896.

I watched a great documentary on Sunday.

We arrived at two o'clock.

The past form of the verb *be* is *was* or *were*.

We were here last night.

I wasn't at the school this morning.

With other verbs, we use just the main verb in affirmative past simple statements. Regular past simple verbs add *-ed* to the infinitive.

train – trained, watch – watched

The past simple verb does not change, i.e. it is the same after *I, you, he, she, it, we* and *they*.

! Note these spelling changes:

- Verbs ending in *-e*, add *-d*: die – died, live – lived.
- Verbs ending in consonant + *-y*, change *y* to *-ied*: study – studied, marry – married.
- Verbs ending in vowel + consonant, double the consonant and add *-ed*: stop – stopped.

Many common verbs in the past simple are irregular.  
– irregular verb list, p.11; C 166

Use *did* to form past simple negatives and questions.

The race **didn't** start on time.

Did she win the London Marathon?

Past simple short answers use *do*.

Yes, she **did**. / No, she **didn't**.

### Time expressions

We often use time expressions with the past simple, e.g. ,ago, *last night* (*Yesterday*), *last year*.

We moved to this house two years ago.

### G2 Past continuous

Use the past continuous to talk about actions in progress at a time in the past.

She was living in Berlin in the 1990s.

Form the past continuous with the past form of *be* + the *-ing* form of the main verb.

Subject	be(+ not)	Verb + -ing
I	was	was/were
you	were	were/were
he	was	was/were
she	was	was/were
it	was	was/were
we	were	were/were
they	were	were/were

We were travelling to Mexico.

We weren't travelling to the United States.

Were you travelling by car?

Yes, we were. / No, we weren't.

### Time expressions

We often use time expressions with the past continuous, e.g. ,then, ,in + year (*in 1001*), ,at + time (*at 9.00*), ,at that time.

We were living in New York in 2005.

### G3 Past simple and past continuous

Use the past simple for a finished action or series of actions in the past.

The doorbell rang so I put down my book and answered the door.

To talk about an action in progress when another shorter action happened, use the past continuous for the action in progress. Use the past simple for the short action. This action can interrupt or stop the longer action.

I was reading my book when the doorbell rang.

Notice the difference between the two sentences:

He was speaking when the phone rang. (= He was speaking. Then the phone rang.)

He spoke when the phone rang. (= The phone rang. Then he spoke.)

## KEY LANGUAGE

### RuJ Asking about people

What's he/she like?

What does he/she look like?

What does he/she like?

### K12 Describing people

He seems (honest and shy).

She certainly isn't (happy).

He's (hard-working).

She's got (short brown hair).

He looks like (that actor).

She wears (nice clothes).

He likes (watching sport on TV).

## VOCABULARY

### Y! Personality adjectives

cheerful, clever, confident, creative, dedicated, determined, friendly, hard-working, helpful, honest, horrible, in-patience, kind, lazy, lively, miserable, nice, polite, proud, quiet, rude, shy, sociable, stupid, talented, unfriendly

### v2! Time expressions

at first, at the moment, then, until



# Extra practice



## El] 1 Correct the mistakes in these sentences.

- 1 M} morher leaved school when she was fourteen.
- 2 Dici she started a new job last vean
- 3 \When did you horn?
- 4 Last weekend mv brother marrved his girlfriend.
- 5 \VO did nol hada lo! of money last vear.
- 6 'Did thoy have a good holiday?' 'YC5, they had.'
- 7 \Ve cated a lot of pasta las! night.
- 8 Shc \ cnt to univcrsity ,l1 2006.

## IG2] 2 Complete the questions in the past continuous. Then write true answers for you. Use full sentences if you can.

- 1 you /fə'vɪlɪŋ/ ūravclj lo the class ,m hour ago?  
(i's, / \t, 15. / ll, ls l, a/ l, mg a/ ong / w high slrff'l.  
f'lo, / ll, l, ŋ n' t. / ll a\$ domg ll ll homPl1-ol..
- 2 ynu \_\_\_\_ (sleep) at 11.00 las! night?
- 3 \What — rrou \_\_\_\_ (dnl) at 8.00 ycsterday cvening!
- 4 \_\_\_\_ vou \_\_\_\_ (studr) English this lime last vear?
- 5 Wh;it clsc \_\_\_\_ YOU \_\_\_\_ (studv: thcn!
- 6 Where \_\_\_\_ vou \_\_\_\_ (live) ten years ago?

## IG3] 3 Complete these sentences with the past simple or past continuous of the verbs.

- 1 I \_\_\_\_ (havct dinner las! nigh! when the phone \_\_\_\_ (ring).
- 2 We \_\_\_\_ (do) some shepping when we \_\_\_\_ (come) home from work.
- 3 S,lr,lh \_\_\_\_ (run) in the marathon when she \_\_\_\_ (fall) ond \_\_\_\_ (threak) her arm.
- 4 I \_\_\_\_ (mccct) m) hushand whilc t \_\_\_\_ (ski) in the Pvrncs.
- 5 He \_\_\_\_ (twrltet) ,l book while he \_\_\_\_ (recover) from an accident.

## 4 Write sentences from these prompts.

- 1 tqbal srudv / al umver'i'ih / his slster / RCI married  
lqh, / ll, a.; stud' ing ,l1 unil'f'r, it\ \h'f'n his ,;ister got  
lll, lffif'd
- 2 Maria/ , ,ork / the supermarket / she / rcccfve her exam results
- 3 Sam / cal / some nuts / his tooth / break
- 4 Angel, / w, i! / al the statlon / she / find / S lOO

## [KO 5 Match three answers from a-i for each question.

- 1 \What's )Ollr frieml like?
- 2 Wh, ll docs your lricnd look lil.e?
- 3 \What docs your fricnd like?
- a) Shc's short and she's got black hatr.
- h) He lOve\$ mountajn biking.
- (.) Sho scems roallv shy but she isn't.
- d) lu\$! sitting around and watching TV.
- e) He looks like mv brother.
- f) HC's vcrv kind ,md patienl.
- g) He's quite good-looking.
- h) \Vcll, <hr- ccrtainlv isn't stupid!
- il Shc likes cooking ,md catng good food.

## IYI] 6 Match the parts of the words in A and B to make adjectives. (You can use the parts in box B more than once.)

- A
- eneet creat fricnd hard help  
inspiration love miscr soci lalcnl

- B
- able ,ll <l ful AC ll workng
- 1 cheerful 6
  - 2 — — — 7
  - 3 8
  - 4 9
  - 5 10

## 7 Use some of the adjectives from Exercise 6 to describe these people.

- 1 She's ,lh,,lvs al worl. ver\ c.irh and leave,s lalc.
- 2 He's ne,cr Vtr) h,lpp).
- 3 She plays th< gurlar and she\ \l'r\ good at it.
- 4 He lo\CS going to parics and hcing "ith pcopkl.
- 5 She's ,llw,l,s prepar'cd lo do things for othr p\ople.
- 6 He makes other >e0ple want to lx'ilil..t' him.

## im 8 Choose the corred word or phrase.

I'm at univerqil\, in m, SC'Cond ve.ir ,lml ll ll, n  
,l1 the mnmcn/ I'm doing film studies. I <l,irk'cd ir  
l,ist ve.u and. 2, ll fir. / ll ll / il, t ll lrd it! I lhou\$ht  
about changing my course. hui nw tutor asl..Clf me  
to , ,ait t, ,ltenh'ids until the end of the first \$car. I  
decided to follo,, his .id\ice, so t \,aitcd, and 4then  
al thf' momml in MJ), I look lhc exams. >\_j\_v fir. l  
Afic m, lfd,, I looked b,lck al the \CM ,md decided it  
w,lsn't realh b.ld, so I decided to continue \ ith the  
roure. Now, f'r'n reall\$ enjm ing iL





# Language reference

## GRAMMAR

### Articles

#### Singular nouns and jobs

Use *a/in* with a singular noun to mention something for the first time.

He works for a TV company.

Use *a/an* also to talk about a person's job.

He's a newsreader.

Use *an*, not *a*, when the noun begins with a vowel sound (a, e, i, o, u): *an* artist.

But note that some words that begin with the letter *h* take *an* and we do not say the *-h*: *an* hour.

We usually say *atan* with the schwa sound /ə/: *an* artist.

#### People or things in general

Use no article with plural nouns, when they refer to people or things in general.

Soap operas are boring.

#### Particular or known people and things

Use *the* with a singular noun to talk about a specific person or thing, or one we already know about.

The local newspaper doesn't have much news.

(= There's only one local newspaper.)

Put the flowers on the table. (= We know which table.)

Use *the* with plural nouns to refer to particular or known people or things.

I really like the photos in this magazine.

(= specific photos)

The people at the party were all very friendly.

(= We know which people.)

! Note the difference between general and specific use:

General = Soap operas are boring.

Specific = But the soap operas on Channel 4 are quite interesting.

We usually say *the* with the schwa /ə/: the journalist, but before a vowel, it is the strong form /i:/: the article.

#### First and second mention

Use *a/an* (with singular nouns) and no article (with plural nouns) to talk about something for the first time.

He works for a TV company.

He produces documentaries.

Use *the* when you mention the noun again. The

TV company is in the centre of London. The documentaries he produces are historical.

#### Articles with the media

We usually use *the* when we talk about the media.

I heard it on the radio.

I use the Internet every day.

But note:

Did you see that programme on TV last night?

! *News* is a singular noun, not a plural noun.

The news about Beckham was interesting. ./

The news about Beckham were interesting. X

### Relative pronouns

Use *which* and *that* to refer to things or ideas.

It's the programme which/that stars Katie Holmes.

Use *who* and *that* to refer to people.

She's the actress who/that married Tom Cruise.

Use relative pronouns to link pieces of information about a person or thing.

Marie Curie was a scientist. She discovered radium.

= Marie Curie was the scientist who discovered radium.

The information after the relative pronoun often defines the subject.

A search engine is a programme that finds information.

A newsreader is a person who presents the news on the TV or radio.

! Do not repeat the subject after a relative pronoun.

The pronoun is the subject

Bill Gates is the man who started Microsoft. ./

Bill Gates is the man who he started Microsoft. X

## KEY LANGUAGE

### IR[! Making suggestions

Let's / Let's not! (talk about politics).

We should (have some music on the show).

Why don't we (invite some politicians)?

What about (interviewing rich people / something on animals)?

What else shall we (do)?

Any ideas?

Anything else?

## VOCABULARY

### TV and radio

chat show, comedy, current affairs programme, documentary, drama, game show, nature programme, news, presenter, producer, programme, reality TV show, series, sitcom, soap opera, station, variety show

### (V1) Newspapers and magazines

advert, article, business, celebrity, design, fashion, journalist, pop music

### IBJ Computers and the Internet

computer game, email, media, search engine, webcast

### (Y1) Names for people and fields

art, artist, journalism, journalist, photographer, photograph, politician, politics, psychologist, psychology, science, scientist

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9 ,dwn \ou don't \,lll to do am!hing

Extra practice **lfMfii**  
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# Extra practice

9

**19]** 1 Complete these sentences with the comparative or superlative form of the adjectives.

- 1 Sam is            girl in the class. (clever)
- 2 Paris is            Sydney. (romantic)
- 3 The Canary Islands are            other places in Spain. (popular)
- 4 The            way to see the countryside is to go (hiking). (good)
- 5 The pollution in Bangkok is            in London. (bad)
- 6 Moscow is            city in the world at the moment. (expensive)

**2** Write a) a comparative and b) a superlative sentence about each set of figures.

- 1 Lewis 175cm / Kevin 185cm / Jason 166cm (tall)  
a) Lewis is            Kevin. (taller)  
b) Jason is            Lewis. (shorter)
- 2 Lake Erie 19m / Lake Ontario 86m / Lake Superior 47m (deep)  
a) Lake Erie is            Lake Ontario. (deeper)  
b) Lake Ontario is            Lake Erie. (shallower)
- 3 a Porsche £15,000 / a Hyundai £18,000 / a Smart car £7,000 (expensive)  
a) The Smart car is            the Hyundai. (cheaper)  
b) The Porsche is            the Smart car. (more expensive)

**IG2** 3 Rewrite these sentences so that they mean the same. Use *fewer* or *fewer*.

- 1 Nottingham is more dangerous than Oxford.  
Oxford is            Nottingham. (less dangerous)
- 2 London is more expensive than New York.  
New York is            London. (cheaper)
- 3 All the other lakes are more impressive than this one.  
This lake is            the other lakes. (less impressive)
- 4 Carole is more mysterious than Stenchoy.  
Stenchoy is            Carole. (less mysterious)
- 5 The north of France is flatter than the south.  
The south is            the north of France. (hilly)
- 6 All the other Greek islands are more popular than this one.  
This island is            the other Greek islands. (less popular)
- 7 The Mediterranean is calmer than the Atlantic.  
The Atlantic is            the Mediterranean. (rougher)
- 8 All other sports are more exciting than cricket.  
Cricket is            all other sports. (less exciting)

**IG3]** 4 Cross out the incorrect words.

- 1 Many / Much / A lot of animals are in danger of extinction.
- 2 'We don't have much / a lot of / a few / a little hope for these animals.
- 3 There is few / little / much snow in this part of the country.
- 4 'We haven't got much / many / a few / a little time to save the planet!
- 5 There's not much / little / a few / a little on this island.
- 6 There are no / many / a few / a little tigers in the world.

**IRU]** 5 Correct the mistakes in these sentences.

- 1 I can see mountains in the background.
- 2 In this photo, a man waits at a bus stop.
- 3 On right of the picture there's a river.
- 4 The people all talk about something.
- 5 In second photograph, a woman is going into a shop.
- 6 On the left on the photo there's a sport, car.
- 7 It looks like very fast.

**IV11]** 6 Circle the odd one out in each group.

- 1 squirrel / hedgehog / rabbit / rabbit
- 2 sea / forest / river / lake
- 3 beach / coast / hill / sand
- 4 lagoon / lake / river / rock
- 5 mountain / hill / water / coast
- 6 rabbit / giraffe / gorilla / monkey

**IV3]** 7 Use the words in VJ to complete these questions. Change the form if necessary.

- 1 What problems does the world face? What are the most serious problems?
- 2 What do you think will happen in the future?
- 3 Do you have any house problems? Do you have any problems?
- 4 In what way does junk food affect your health?
- 5 Do you have a favourite food or drink?
- 6 How do you spend your time on a holiday?
- 7 What do you think for most of your food?
- 8 How do you ever feel big things to do, another country?

**8** Work with a partner. Ask and answer the questions in Exercise 7.

**IV4]** 9 Add commas if necessary to these sentences.

- 1 I like the sea, but I don't like mountains.
- 2 My sister, who has brown eyes, is taller than my brother, who is blue.
- 3 Richard's from the UK who likes to go to the

squirrll' comt' frnm Norlh Amn'Gt.

4 Madrid is Vel)' hol in 'umrncr hui V.'T)' cok! in winter.

Extra practice **11\$111**  
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# Language reference

## GRAMMAR

❖ *will, might* and *may* for predictions

Use *will* (/ˈwɪl/), *won't* (/ˈwɒn t/), *might* (not) and *may* (not) to make predictions. i.e. to say what we think about the future.

People **will** retire later in the future.  
They **won't** have big families.  
We **might** use the Internet for a lot more things.  
It **may not** be good for business.

Use contractions *'ll*, *won't* and *mightn't* for speaking in informal English.

We'll live longer in the future because there'll be better medicine.  
There **won't** be many serious illnesses.  
But we **mightn't** find a cure for cancer.

! We do not use the contraction *mayn't*; we use *may not* instead.

I **mayn't** be at work tomorrow. X  
I **may not** be at work tomorrow. ✓

We often use *I think / I don't think* to introduce a prediction:

I **think** there'll be problems with pensions in the future.

We often say *I don't think + will* instead of *I think + will not*.

I **don't think** the government **will** have the money for pensions.

We use *will* when we are more certain about the future. We use *might* or *may* when we are less certain.

Older people **will** work for longer in the future. and young adults **might** start working later.

! *Might* is more common than *may* to make predictions, especially in informal English.

We usually use *will* when we ask for predictions about the future. not *might* or *may*, and we often start with *Do you think...?*

Do you think we **will** live longer in the future?

**Will** people have cars in the future?

What do you think the future **will** be like?

Adverbs of certainty

We often use adverbs with *will/won't* for predictions, to say how certain we are. In affirmative sentences we usually put the adverb after *will*; in negative sentences we put it before *won't*.

We **definitely** won't use petrol in the future.

We'll **probably** use a biological fuel.

The adverbs *definitely* and *certainly* mean we are very certain; the adverbs *probably* and *possibly* mean we are less certain.

People **will** **certainly** have smaller families in the future, so they **probably** **won't** live in big houses.

! We don't use these adverbs with *might* or *may*.

## IC2 First conditional

Use the first conditional to talk about the result of a possible future action.

Possible future action	Result
If I get a better job,	we'll have more money.
If I don't get a better job,	we won't have a holiday.

Note the formation of the first conditional:

If-clause (condition),	Main clause (result)
<i>If + present simple,</i>	<i>will / won't + infinitive</i>
If you go to university,	you'll find a good job.
If you don't go to university,	you won't get a qualification.

! We usually put a comma after the if-clause. We can put the main clause first. If we do this, we don't use a comma.

You'll find a good job if you go to university.

We can also use *might* and *may* in the main clause. Then the action in the main clause is less certain than when we use *will*.

If I get a good degree, I **might** apply to work for Microsoft. (= I'm not sure about this.)

## KEY LANGUAGE

### IRfil Expressing opinions

Personally, I think (that) ...

What I think is that ...

I think it's (better if) ...

Why not just (turn the TV off)?

### KL2 Expressing agreement/disagreement

I agree with (him/her).

I understand his/her opinion, but ...

Personally, I completely disagree.

That's a good/interesting idea/point, but ...

## VOCABULARY

### IV1 Ages

adolescent, adult, child, elderly, middle-aged, retired, teenager, thirty-something

### IV2 Negative adjectives

careless, hopeless, uncomfortable, unhappy, unkind, unlucky, unusual, useless

### IV3 Population

birth rate, childcare, employer, graduate, old-fashioned, responsible, suitable

### IV4 Linkers

as, because, however, so

# Extra practice



## 1 Correct the mistakes in these sentences.

- I think people might live longer in the future.
- Doctors won't definitely find cures for a lot of diseases.
- Maybe people retire later in twenty years' time?
- People may not take holidays as long away from home.
- We won't fly as much as now.
- Families might probably get smaller.
- Definitely I will retire when I'm 60.
- The number of students in university will increase.

## 2 Rewrite these sentences without changing the meaning. Use the phrases in the box.

probably won't    might    it definitely  
definitely won't    it probably

- I'm 100% certain that we will find a better fuel than petrol.  
V1/e
- I'm 100% sure that we'll get our news only from the Internet.
- I'm 100% sure if couples will divorce more.
- I don't think humans will go back to the Moon.
- I'm 100% certain we won't have more leisure time!

## IG2] 3 Match the two halves of these first conditional sentences.

- If people live longer,
- We might see the late film tonight

- If more students go to university,
- If parents don't earn much money,
- We'll need a bigger house

- if they won't be able to afford childcare.
- they might get more diseases when they're older.
- if we have more children.
- if the children go to school early.

they might not all find good jobs, when they leave.

## 4 Complete these first conditional sentences so that they are true for you. Then compare your sentences with a partner.

- If the class finishes, I'll be early (0-1.1).
- If the weather's good, I'll go to the weekend.
- If I have some spare money at the end of the month, ...
- If I get a good better job, ...
- If I earn a lot of money in the future, ...
- If I retire early, ...

## IKL1,2] 5 Complete the conversation with a-f.

A: I agree, with                      di Persoonally. I think  
B: I think it's better                      C) That's a good point.  
E: I understand her idea.                      f) what I think is that

A: I saw Jo and Steve earlier. They're looking for some childcare for Amy so that Jo can go back to work.  
B: Childcare?                      if the mother stays at home.  
A: Really, Mmm! Jo's got a good job. I think that women need to be able to work.  
B: I see - you - if they need the money, but Jo and Steve don't need the money.  
A: Well, it's better when young children can play with other children in childcare.  
B: Yes, but maybe for a couple of hours, I think not all the time.

A: Mmm. Jo feels that if she finds childcare, she'll have the choice of working or not, I think.  
B: Yes, but I think she'll go back to work.  
A: Yes, so do I.

## IW 6 Find words in V1 for these people.

- someone who is over about 60 and doesn't work anymore
- a young person between 11 and 19
- someone between 15 and 60
- a person over the age of about 20
- a young person
- an old person (a little adjective)
- a young person who is no longer in definition 5 but not in definition 4

## V2 7 Complete these sentences with a negative adjective from V2.

- My brother is                      so he makes a lot of mistakes.
- His father was                      and treated him badly.
- Maria's                      her best friend has gone.
- I never, in my competitions - I'm                      .
- It's a                      film - really not, it's not a thing like it!

I can't do this                      at Maths!

## IV3,4] 8 Choose the correct words.

- Keep, I can't go out this evening, I'm                      of the night to finish her little story.
- I don't think Chris is                      I think (pon, in) to be a teacher - he isn't a                      .
- The                      is                      , I'll be                      , I'll be                      , I'll be                      , I'll be                      .
- I hate housework, I don't often do it.
- It's difficult to find                      in this city.
- Alan is                      , I don't                      her                      .



## GRAMMAR

## Obligation

*must* and *mustn't*

Use *must to* say that it is necessary to do something.

You **must switch** your phone off during the lesson.

The negative *mustn't* means that it is necessary NOT to do something.

We **mustn't bring** food or drink into the classroom.

You **mustn't take** anything from the crime scene.

*Must* is a modal verb. We use modal verbs with other verbs to talk about obligation, ability, possibility etc. *Must* expresses obligation.

A modal verb always comes before an infinitive without *to*.

I **must phone** my mother this evening.

The form *must* does not change after *he/she/it*.

James **must visit** his family this weekend.

Form questions with modal verbs by putting the verb before the subject of the question.

What time **must we get** the bus?

*(don't) have to*

We can also use *have to* to say that it is necessary to do something.

Forensic scientists **have to be** very careful in their work.

The negative *don't have to/doesn't have to* means that it is NOT necessary to do something.

You **don't have to study** law to be a scientist.

It is possible to use *must* to ask a question, but we often prefer *do/does ... have to ...?*

**Must I sign** the form too?

Do you **have to leave** now?

Does he **have to analyse** the evidence?

*must* and *have to*

*Must* and *have to* have very similar meanings. They both mean something is necessary.

We usually use *must* when we believe that something is important (it is our opinion).

I **must get up** early tomorrow.

We usually use *have to* to talk about rules and laws (i.e. someone else thinks it is important!).

We **have to get** a visa to visit the United States.

! Remember that the negative of *must* (*mustn't*) and *have to* (*don't/doesn't have to*) are very different.

You **mustn't use** your mobile phone in the cinema. (= it is not allowed)

You **don't have to use** your mobile phone – use my office phone. (= it is not necessary)

G2j *had to* and *could*

*Must* does not have a past form. To talk about something that was necessary in the past, use *had to*.

The doctors **had to operate** to save his life.

In negative statements, to say that something was not necessary, use *didn't have to*.

We **didn't have to pay** for the tickets – they were free.

Use *did ... have to ...?* to ask if something was necessary.

**Did you have to wear** a uniform to school?

Use the modal verb *could* to talk about ability in the past.

I **could run** fast when I was younger.

We use *couldn't* to say that we were not able to do something or that it was not possible.

I **couldn't finish** the book – it was really difficult.

We **couldn't study** astronomy at our university.

Use *could ...?* to ask about ability in the past.

**Could you understand** that lecture on physics yesterday?

## KEY LANGUAGE

## IRIJ Developing an argument

This caused a revolution in knowledge.

It **meant that** ideas could spread.

It led to education for everyone.

It's **connected to** the production of books.

... so people had to learn to read.

This **means that** society is more literate.

## VOCABULARY

## IYIJ Subjects

Astronomy, Biology, Chemistry, Economics, History, Mathematics, Medicine, Physics

## I.mCrime

analyse, analysis, analyst, burglar, commit, crime, discover, DNA, evidence, fingerprints, investigator, reveal, scene, solve (a crime)

## IVJ Nouns, adjectives and verbs with prepositions

afraid of, belong to, connected to, happen to, history of, interested in, lead to, proud of, receive from, relationship with, separate from, spend (money) on, successful in, thanks to

# Extra practice



**1] 1** Complete these sentences about what police officers *have to do*, *don't have to do* and *mustn't do*.

- 1 They *have to* be on time to work every day.
- 2 They *mustn't* be rude to the public.
- 3 They *have to* wear a uniform.
- 4 They *mustn't* be very careful when they're at a crime scene.
- 5 They *mustn't* damage the evidence.
- 6 They *mustn't* steal.

**2** Choose the correct verbs.

- 1 You *mustn't* / *don't have to* touch the evidence.
- 2 I *mustn't* / *mustn't* spend some time with my parents. I haven't seen them for ages.
- 3 We *mustn't* / *don't have to* commit crimes – it's against the law.
- 4 You *mustn't* / *don't have to* turn off your mobile phone in class so that it doesn't interrupt the lesson.
- 5 We *mustn't* / *don't have to* have a passport to travel outside the UK.
- 6 I *mustn't* / *don't have to* join the gym again – my membership has run out.
- 7 You *mustn't* / *don't have to* check your car every day.
- 8 We *mustn't* / *don't have to* get up early today as it's a public holiday.

**1.g] 3** Rewrite these sentences without changing the meaning. Use *had to* or *couldn't*.

- 1 Was it necessary to tell the police everything?  
He *had to* tell the police everything.
- 2 He wasn't able to walk over the accident.
- 3 We *couldn't* understand the lecture.
- 4 They *couldn't* collect all the evidence at the scene.
- 5 He *had to* study Economics at school.
- 6 I *couldn't* speak Russian when I was a child.
- 7 It *wasn't* necessary to check all our work.
- 8 We *had to* spend all that money on the car.

**1EIJ 4** Complete the text with the phrases in the box.

1 causes 2 This has led to 3 means 4

We've had a lot of trouble in our town recently. A few months ago, one of the biggest supermarket companies in the country opened a huge shop in the centre of the town. This led to all kinds of problems:

smaller shops have closed 2 there isn't a choice

of shops anymore, and a lot of people come from villages around the town to shop at the supermarket. This means that there are a lot more cars on the road, which causes a lot more noise in the town.

**1YI] 5** Find words in V1 for these definitions.

- 1 the study of living things
- 2 the study of the past
- 3 the study of illnesses and injuries
- 4 the study of the earth and planets
- 5 the study of natural forces, like light and movement
- 6 the world of chemicals and how they change and combine
- 7 the science of numbers and measurement
- 8 the study of the production and use of money

**IV2, 6** Complete these sentences with words from V2.

- 1 Some of the most common causes of crime are...
- 2 ... go to the crime scene.
- 3 They take evidence from the scene.
- 4 They collect fingerprints and take it all to the crime lab.
- 5 The scientists at the lab find the evidence...
- 6 ... and inform the police about the criminals.
- 7 They investigate the crime.

**1YJ] 7** Match the two parts of these sentences.

- 1 The police are afraid of the criminals.
- 2 He's talking to the police.
- 3 The police are interested in the case.
- 4 They're looking for the criminal.
- 5 The chemist's lab is separate from the rest of the school.
- 6 She's always been a good student.
- 7 He's talking to a man from the crime scene.
- 8 He's off to the United States.
- 9 He's in a difficult situation.
- 10 He's from the forensic lab.





## GRAMMAR

### Verb patterns

We sometimes put two verbs together. When we do this the second verb is often in the infinitive with *to*.

I **seemed to sleep** well last night.

Older people tend to need less sleep.

The second verb can also be in the *-ing* form.

Do you like **having** a doze after lunch?

These days, we keep **hearing** about light pollution.

When the first verb is a verb + preposition, the second verb is in the *-ing* form (because a verb after a preposition is always in the *-ing* form).

Have you **thought about changing** your job?

Here are some common verbs that follow these patterns:

Verb + infinitive with <i>to</i>	Verb + <i>-ing</i> form	Verb + preposition + <i>-ing</i> form
hope m, IO, Ith<	keep COIO)	think about succeed in look for, ... about
tend	suggest	
want	try	
detick- need		
S<Cm		

Some verbs can have either an infinitive with *to* or an *-ing* form after them, e.g. *like*, *hate*, *love*. When we use the *-ing* form with these verbs, we mean '(not) enjoy'.

I **love skiing**.

I **hate lying** awake all night.

When we use the infinitive with *to*, we say what we (don't) prefer.

I **like to go** to bed early.

I **hate to fall asleep** in the living room.

### Future intentions

There are different ways of talking about our plans for the future. We use the form *be going to* when we have a definite intention to do something, i.e. we are sure that we will do it, but it is not fixed.

I'm **going to study** astronomy at university.

When Liam finishes the night shift, he's **going to meet** some friends for breakfast.

I'm **not going to do** a distance-learning course.

Subject + <i>be</i> (+ <i>to</i> )	Verb
I'm	
+ I'll	She's
You're	We're
I'm not	going to
- He	She
You	WO
<i>be</i> + subject	
I	Am I
Is he	Is he
Are you	we

We can also talk about plans with *hope to* and *would like to*. These are less certain than *going to* or *will* use them for ambitions and desires.

Sandra **would like to leave** the post office and find another job.

We **hope to buy** a new house next year.

Note how we form the questions and negatives of these verbs.

**Would you like to travel** round the world?

**Do you hope to have children** one day?

I **wouldn't like to work** at night.

I **hope not to be late** tomorrow.

I **don't hope to be late** tomorrow.

## KEY LANGUAGE

### Asking about preferences

What would you prefer to do?

What would you rather do?

### Expressing preferences

I'd rather (go to the concert).

I'd prefer to (see a film).

I'm more interested in (the cinema) than (the theatre).

I'd love to (see the drummers).

I don't fancy (that film).

I don't mind.

I'm not keen (on concerts).

## VOCABULARY

### Sleep

doze, dream, fall asleep, feel sleepy, sleep in, sleep through, sleepless

### *-ed/-ing* adjectives

amused/amusing, bored/boring, depressed/depressing, embarrassed/embarrassing, excited/exciting, fascinated/fascinating, frightened/frightening, interested/interesting, tired/tiring

### Social activities

hobby, cinema, concert, dancing, dinner, first, sports event, theatre

### Time expressions

after some time, at last, at that moment, before long, finally, in the end, suddenly

the floor. \sPkJ>. I \,poke to him and \,hools him, \,nd,  
 \,\_\_\_\_\_, he \,ok up. Then he \,olr me that he o(\tr  
 \tlls<<l in hi; \sk'p \,nd f,lf O\Cr dl.\ir.. or \ahlc,  
 \ithoul CH'll nolic!

E  
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1



# Language reference

## GRAMMAR

### used to

Use *used to* + infinitive to talk about habits and states that happened in the past, and which usually do not happen now.

We *used to* have long lunch breaks but now we have short breaks.

I *used to* enjoy working here, but I don't now.

! There is no present form of *used to*.

I *used to* work late every day in this job. )(

I *used to* work late every day in this job. ,/

We can always use the past simple instead of *used to* but we do not use *used to* for single past actions (i.e. that happened only once).

I *travelled* to China for work once. ./

I *used to* travel to China for work once. v

I *used to* travel to China for work. (= a lot of times)

Form the negative and questions with *did*.

	Subject	(not) used to	Main verb
+	I, you, he, she, it, we, they	used to	work, etc.
!	Did	use to	work?

! Note the spelling of *used to* in negatives and questions.

We *didn't use to* have many employees then.

Did you *use to* have a big office?

Form short answers with *did*.

Yes, we *did*. / No, we *didn't*.

! Do not confuse the past simple and past participle of the verb *use* with *used to*.

We *used to* spend our summer holidays by the sea. (= *used to*)

I *used* the phone while you were out. (= past simple of *use*)

### G2} Present simple passive

We often use the passive when we want to focus on the object of an active sentence. We do this by putting the object at the beginning of the sentence.

A lot of jewellery is made from gold.

The subject of an active sentence becomes the agent of the passive sentence, and we use *by* to introduce it.

Children

Children

Children

Children in India make these clothes.

passive

These clothes are made by children in India.

We often use the passive when the agent is unknown or when it is unnecessary (because it is obvious).

The gold is brought to Europe. (= We don't know the agent.)

Silver is used in jewellery a lot too. (= The agent is obvious.)

Form the passive with the auxiliary verb *be* + past participle.

	(be)	Subject	be + not	Past participle
+	am	I	am not	is
	is	He, She, It	is not	are
	are	You, We, They	are not	been
!	Am	I	Am not	been
	Is	He, She, It	Is not	been
	Are	You, We, They	Are not	been

## KEY LANGUAGE

### IELT Negotiating

That seems a bit rather high (low).

I'm not sure we can (pay that much).

How about (\$100 each)?

If you order (1,000), we can (offer 15% off).

What about if we (order 750)?

That sounds fine.

Shall we call it (\$87)?

## VOCABULARY

work

colleague, department, employer, industry, long service, lunch break, market leader, promotion, report, staff, training course, work as a team

### Import-export

supplier, delivery, discount, export, import, manufacturer, price, quantity, retailer, supply

### Compound nouns

airline, chat room, newspaper, orange juice, suitcase, video shop



**IV4** Sequencing phrases  
after (five) to (six) days, following that, lastly,  
next, to begin with

# Extra practice



(GJ] 1 Read this short text about a company. Then complete the sentences 1–5 with the correct form of *used to*.

When I was younger, I worked for a really good company for a few weeks a year. I wanted to work for it after I left university, but it closed a few years ago. The business was importing books from the USA – only educational books. I worked there in the holidays when

I was at college, so the books were very useful for me. We could take copies of any book we wanted, but I only took about three or four while I was there. The only problem was that the money wasn't very good, but it helped to get me through my studies!

1 The company used to work for, to import company.

2 It used to import books from Europe.

3 It used to import educational books.

4 The writer used to take lots of books.

5 The money used to be very good.

2 There are mistakes in six of these sentences. Find the mistakes and correct them.

1 We used to work very late but we don't now.

2 The company use to sell very good money.

3 I didn't used to work very hard.

4 I used to go on a long business trip to Korea last year.

5 I also went to Hong Kong several times.

6 Did you used to travel a lot on business?

7 We used to have longer holidays than we do now.

8 'Did you use to work harder?' 'Yes, we used.'

IG2] 3 Choose the correct form.

1 This company *imports* / *is imported* diamonds. Must of the diamonds *import* / *are imported* from the Netherlands.

2 One of the shops in the village *sells* / *is sold* lovely chocolate. The chocolates *made* / *are made* by hand.

3 We can *book* / *be booked* hotels and flights for you. At the booking *done* / *is done* online.

4 The offices *close* / *are closed* every evening. The cleaners *come* / *are come* at eight o'clock.

4 Look at these pairs of sentences. Which is better, the active or passive version?

1 a) Mum makes dinner for the family every evening.  
b) Dinner is made for the family every evening.

2 a) Oil is very important. Dead plants and animals make it.  
b) Oil is *very* important. It is made from dead plants and animals.

3 a) The cleaners don't clean the office on Sundays.  
b) The office *isn't* cleaned on Sundays.

(KD 5 Complete these mini-dialogues with phrases from K1.

1 A: 'I'd like \$50.00 for each camera.'

B: 'I can only get 50.00 in the shops.'

2 A: 'I want 200, we can offer 20%.'

B: 'That isn't possible. We can only offer 10% discount.'

3 A: 'Can you offer a 25% discount?'

B: 'No, I'm afraid not. ———'

4 A: 'If you order 500, we can sell them at \$5.00 each. B: 'No. We can't afford more than 51.00 each.'

5 A: '\$250 each?'

B: 'We accept that offer.'

LYL1J 6 Find words in V1 and V2 for these

definitions.

1 the person or people who make the products

2 the people that you work with

3 one person who works for a company

4 the person who sells the products

5 the person who finds the products for a shop to sell

IV1,2,3 | 7 Complete the puzzle with the first part of the compound nouns below.

1



Across

3 mom

4 service

5 course

Down

1 shop

2 elder

4 brick

IV4 | 8 Choose the correct phrase 1–5.

1 It's easy to make your own paper. 'To begin with, first, take some ordinary paper and tear it into small pieces. Put it in water until it is soft. 2 Following this, to begin with, change the water and mix the paper and water in a food processor until the mixture is thick (the pulp). 3 Next, put the pulp in a bowl with more clean water and mix it well. Put the mixture on a square mould, like a shallow box, and add any 'personality' decorations to your paper, e.g. leaves. Put heavy books on top of the mould. 4 After / Next about 30 minutes, take the books off. 5 Finally, Next, put the paper in a warm place until it is completely dry.'

Extra practice **III§III**  
1-B

## GRAMMAR

## ◆ Present continuous for future arrangements

We can use the present continuous to talk about the future.

What are you doing on Friday evening?

We're having dinner with *my* husband's boss.

We aren't meeting him until 9.00.

— irregular verb list, page 166

When we use the present continuous for the future, we are certain that the action will happen.

The taxi's coming at six o'clock. (= We've booked the taxi.)

The minister is giving a speech tomorrow morning. (= It's organised.)

We often use the present continuous when we have made arrangements, so we usually give a time or mention other people.

I'm meeting Melanie at the theatre this evening.

There is very little difference between the present continuous and *going to*.

I'm having a tennis lesson tomorrow afternoon.

We're going to spend the weekend by the sea.

## EJ} Past simple passive

We use the passive when we want to focus on the object of an active sentence.

— present simple passive, page 142

We often use the past simple passive to talk about the history of something.

The first car was designed in Germany, but the first car for the general public was made in the USA.

The important information is what happened, not who did the action. If we want to mention the agent, we use *by*.

The Sony Walkman was produced in Japan. It was invented by Akio Morita.

We often use the passive when the agent is not known, not important or obvious.

The book wasn't published on time.

The new James Bond film was released last month.

The new Microsoft software was launched in May.

Form the past simple passive with *was/were* + past participle.

When was the first Harry Potter book published?

It was published in 1997.

Was the new car a success?

No, it wasn't liked by the public at all.

## KEY LANGUAGE

## IEIJ Adding emphasis

Adverbs

It's just a few minutes from the centre.

We're only a few days from the start.

Adjectives

It will be a magical experience.

The village will have magnificent facilities and world-class hotels.

There will be a spectacular opening ceremony.

## VOCABULARY

## (yI) People and organisations

ambassador, assistant, civil servant, committee, department, head of department, minister, president!, spokesperson, *señor*

## IYI Adjectives

comfortable, comprehensive, easy, electrifying, fantastic, high-speed, magical, magnificent, memorable, modern, quick, spacious, spectacular, world-class

## IVJ Linkers

although, on the other hand, therefore

# Extra practice

10

**1** Write present continuous sentences from these prompts.

1 mintsrer / fly / Comeva tomorrow

2 you sl,t\ / .u / l itton Hotel this ,,cck?

3 t givc talk / on education this .rncmoon

4 vitu.nion gct \Oisc

5 she- not build ne,, stadium next )I'M's  
O!p rpics

**6** the president / come / to / conference?

**2** Now decide whether the sentences in Exercise 1 refer to the future or the present. Write *For P*.

**IG2j 3** Complete these sentences with the past simple active or passive of the verbs.

1 The InlCnICl company lastminute.com \_\_\_\_\_ in  
jq7\_ isot upl

2 Il \_\_\_\_\_ D\ two business partners: \l,lrlha Lanc-Iov  
and Bn-nt l loherm,m. (ct.uU

3 The comp.mv \_\_\_\_\_ Il\ tinclinH last-minute holiday, "  
for people. tbcgint

4 Hui it soon \_\_\_\_\_ into findmH hotels, theatre tid,et.,  
and even restaurants for people. (mmel

5 \Artha f.anc-Fcx \_\_\_\_\_ the Inmp,lm at the end of  
!(C(H. dI'.I'I

6 'fbc' \_\_\_\_\_ in a l,lrcr,l..h in f.ltlrtKfO in 200-L  
talrm)'l kiltl

7 S/w \_\_\_\_\_ from her injuries O\Cr the ncvt \C'.lr.  
trccovon

8 lostminute.com \_\_\_\_\_ to Trovciocity. another

Int'l'rm'l trovcl um'p.lm, in 200=i. k;(lh

**4** Is the agent necessary in these sentences? If not, cross it out.

1 Ilu-e ompane \ "a" qartod in l u'lJ h, if found.rh.

2 f.htro<olt \i,f,l ,,,l; laum hed m 2007 h\ xtleroson.

3 'Gurrnic,l' \h" p,lintNI h Picav-o.

4 The name of the new Secretar, Gl'ntr,Il ,,,l;,  
..nnounced yesterday h the prcscru Secretary  
General.

5 The stoo \h', published Il\ .i popular new-paper

6 The nt,, huilrling \,,J; nnisbod in time for the  
e onfN'illlt' h\ builderv,

**IKL 5** Put these words in the correct order,

1 \ill tld,Ck, !H1.00 co« onh

3 the minutes hotel o(\ \ ' jU'-l station i,  
f(\ \ lht' from

4 was expctencc ,j i, memorable

5 onlc \JIl,, the ,j <tation <hort <tadium i,  
from the

6 ll(\ \ \it,\ gi\C' ,j \ill <tadium rrugnlnccm  
uf (\C.T\h tln- tln-

**IV1j 6** Which job has each of the new members of the government got? Match these descriptions with the jobs below.

1 vtarcus Antrim will work for Ilw government in  
,C, York.

2 Geraldine Smith has the top job in ccuornk s.

3 Aftct,lir rr.mk helps Geraldine Smith.

4 John \lil,un hev rhe most important job in  
the department th,Il \ork; , , ith school-, and  
universities.

5 Jane! l ourncc h.lc; ,l cl(\k joh, \orl,ing ior John  
\lilson.

6 Ali'-On M.it Don.ilcl gi\C." the gO\crnml,nl\ opinion  
to tht' O<\ \ <p,lJX'f-.

al \lini<IPr ni l:du,t,IlIlOll

Il Ci\il Str•ml in Edu.tilion Ocp,irlnl'l'n'l

t l He,,d of rinunc l' Dq>irtmCnl

ch Ac<i<l,IlIl to Ht,ld oi hn,Int.t'

el Pres\ <pol,t<pcr, on

n Amh.lscldor

**m] 7** The underlined adjectives are all in the wrong sentences. Correct them.

1 Yjur n'xlrl ,,,l, t\c.dllnl. It < m c.r<Cl t\ tr. thing

,inri \,l" rl',Il\ "U,U'lnl..

2 Tht' FnntH \world-d,l;,,, trijn j., muth faqt.f lh,m lhC  
Hrili..h onc.

3 I'm <ur(\ l'll slrep lwth'r in nur ne,, hed - Il\ mm h  
more l,mt,kIK lh.ln the old om.

4 A.c,ipit,Il ti!, nCC'dc; OI OI hlghepc(\d hotl;l; thexc  
<l,i, (

5 K.ucn'< nc'" ,lp,lrlmcnl j,, el\ <timpr('hc'n<i)'l.

( Th,ml,,. fir im ilmp lh to ,our p-irl) - ,,c h,lrl ,l  
e omfort,lhl' linw.

**(y3 8** Complete these sentences with *ifthough*,  
on the other hand or *therefore*.

1 It \,r- \cr, cold \t<\<rda,. \_\_\_\_\_ Il "'",rr. ,unn,.

2 M\ joh i> nul \(') challengin. \_\_\_\_\_ , t h,l't'

2 hotrlc; buill world-cl.rss thev cix  
h,l\C'



at the end to find something more useful.

3 In `onw` \, \,; luli.lll1.. \c.T\ ple...nl.  
>(>lll'illfit..., l).l.gf(',<i\t'.

he, ..

4 m, llC\ fl.ll h..l. onh \,o room<, it' \t.T\  
,,paciou<.

## GRAMMAR

## EIJ Present perfect continuous

Use the continuous form of the present perfect to talk about actions that began in the past and are still continuing.

I've been working in this company since 2002.

The action can be continuous or repeated. The climate has been changing recently. We've been taking measurements of sea ice.

We often use *for* and *since* with the present perfect continuous with action verbs.

He's been making TV programmes for ten years.

I've been watching his documentary series since January.

— present IX'f{('I whh kX and 5inn\*, page 132

Do NOT use the present perfect continuous with stative verbs, i.e. verbs that describe feelings and situations.

Use the present perfect simple with these verbs.

I've known my friend in New York for ages. /

I've been knowing my friend in New York for ages. X

Other verbs like this are *be*, *know*, *love*, *understand*.

There has been a drought in east Africa all year.

I've had this job for a long time now.

! The verb *have* can be a stative verb (meaning *own* or *an action verb* (meaning *to participate in* or *take*).

We've been having problems with floods recently.

Form the present perfect continuous with the verb *have* + *been* + *-ing* form of the main verb.

(II,ne) Subject	I,m! (+ not)	been -ing form
+	I,uu \{ ' Th<S VE h,I\I'	
	He She It	t h,I
		\ Ori..lnj..
-	I \OU we hI", h.II(.n't h.II t NOA ht't'n	
	He, ' >lt.' It	h,I<n I h,i- not.
	I I.IH' I \OU \I' hIt\	\ Ori..m?
	I.I? he hI- II	

## Phrasal verbs

Phrasal verbs are combinations of a verb and one or two other words, often prepositions. These other words are called *particles*. Here are some common phrasal verbs:

verb	particle
cut	down
find	out
give	back
throw	away

I really must cut down my smoking!

We don't throw any paper away.

Phrasal verbs often have a different meaning from the verb on its own.

cut down = reduce

find out = discover

Phrasal verbs can be intransitive or transitive.

Intransitive verbs do not need an object. e.g. go up.

Prices have been going up.

Transitive verbs, e.g. give out, throw away, need an object

The man was giving out leaflets in the high street.

Don't throw that book away!

When a phrasal verb has a noun as the object, we can put the noun after the verb or after the particle.

Supermarkets give out a lot of plastic bags.

Supermarkets give a lot of plastic bags out.

When the object is a pronoun, it goes after the verb.

Can you give that out?

## KEY LANGUAGE

## KL Asking for confirmation: question tags

That's quite normal, isn't it?

There are a couple of other problems, aren't there?

The project solves a problem, doesn't it?

We haven't seen that before, have we?

You can't get grater than that, can you?

They could do it properly, couldn't they?

## VOCABULARY

## ly Global and local environment

Arctic, coral reef, conflict, drought, dump, extreme weather, glacier, global warming, graffiti, rainforest, rubbish, run-down, scruffy, sea ice, sea levels, temperature, wasteland, well-kept

## (m Containers

bottle, box, can, carton, jar, package, pot, tin, tube

## IY Materials

aluminium, cardboard, glass, metal, paper, plastic

1 Soft drink, u, u.lh wme in l\N l\l\l UU s, AC  
2 ,\RJ); ue u.lh m, ide ol SI, \); C.  
3 R[PP\ ha, t lot of U\l' C'.  
4 \Ve c.m hu\ ml! in TOTLER or CRANOTS.  
5 l\ lot of B\l\l, ir' mMk' from DI-M(DRABO.  
6 l'd lil, t, t BUTI oi l\K)thp.lstl'.



 Second conditional

If we practised more, we would be better at hockey.  
(= We don't practice, so we aren't good at hockey.)  
If we had more time, we would practise.  
(= We don't have the time, so we don't practice.)  
If I was rich, I'd buy a sailing boat. (= I'm not rich,  
so I can't buy a sailing boat.)

What would you do if you won a million dollars?  
If I won a million dollars, I wouldn't go to work any more!

/f- <b>cl</b> ause (condition),	main <b>r</b> tausc (result)
/i- r,i,t vimpk-,	WQll/d wookln t ɬ
	inñmuvɛ ɪ lithuut ɪ,
li lhL\ showed more interl.,L	thov 'd ɪ ɪ Utdɛ/ gɛr mon-
	hɛlp.
ɪ f 'didn't gr-t tho joh,	'd nɪmi/dɪ be r<.ɪɪɪ
	unh.rppv.

If they spend more money on sports, we might win more medals.  
If you stayed with me in the summer, we could visit Athens together.

They'll spend more money if people showed more interest.

! Be careful of the word order with *too* and *enough*.  
*too much* / *too many* / *enough* + noun: We haven't got enough people for the team.  
*too* + adjective: I'm too tired.  
 adjective + *enough*: You aren't quick enough.

## Eh] Conversation fillers

To be honest, I'd ...

## VOCABULARY

1511 Sports

archery, badminton, cycling, dragon boat racing,  
fencing, football, gymnastics, hockey, judo, sailing,  
table tennis

## IV2] Personality types

careful, cautious, competitive, individualistic,  
non-competitive, risk-seeking, self-sufficient, sociable



# Extra practice

12

**gT' 1** Match the two halves of the second conditional sentences.

- 1 If I needed more money for my sport.
- 2 I would get a lot fitter.
- 3 Our players might win more matches.
- 4 If more people were interested in this sport
- 5 We would host a dragon boat festival

6 When would you do

- 1 I'd try to get funding from a company,
- 2 it would receive more funding.
- 3 I'd have practised more seriously.
- 4 if, you, on, of of money?
- 5 I'd like to play more sports.
- 6 if we thought enough boats, would enter.

**2** Complete the text with the correct form of

the verbs.

What 1 \_\_\_\_ you \_\_\_\_ (do) if you 2 \_\_\_\_ (not have) enough money to continue your sports club?

I'm in that position now. I run a badminton club and we're in danger of closing because we don't

have enough members. If we 3 \_\_\_\_ (have) more

members, we 4 \_\_\_\_ (get) enough money to pay the sports centre that we play in. They've put their prices up - if their prices 5 \_\_\_\_ (not be) so high, we 6 \_\_\_\_ (be) in a better position. If we 7 \_\_\_\_ (not have to) spend all our money on paying for the club, we 8 \_\_\_\_ (have) enough money to advertise for more members. The other problem is insurance - we have to have insurance and that costs money too. If we 9 \_\_\_\_ (not have) insurance,

we 10 \_\_\_\_ (have to) pay a lot of money if someone had an accident.

One way of getting more members would be to accept any players into the club, but if we 11 \_\_\_\_ (do) that, we 12 \_\_\_\_ (get) people who can't play well enough. Can you give me any advice?

**[G2 3** There are mistakes in four of these sentences. Find the mistakes and correct them.

- 1 We can't get funding enough for our club.
- 2 There are too much people in our problem.
- 3 They aren't playing enough interest in our idea.
- 4 We can't or our players aren't enough competitive to win.
- 5 I can't play another game. I'm too tired.
- 6 They are too many adverts for expensive trainers on TV.
- 7 It costs too much money to do this sport.
- 8 We reported people told me I shouldn't risk-seeing enough.

**(K1 4** Complete the conversation with the phrases in the box.

I think I'd like to be honest.

That's a difficult one. Well,

11: My doctor thinks I should do more sport to get fitter. What do you think I should do?

12: I'm not sure about that! Well, for

13: If I had more money, I would like to go to the gym.

14: I'm not sure. I'm thinking about cycling.

15: Don't you think it's a bit easy?

16: Well, I don't think so! I wouldn't get enough exercise from that.

17: I know! What about cycling? It's really good exercise and you can do it anywhere.

18: Yes, but I haven't got a bike!

19: Oh, I don't think so! I wouldn't get enough exercise from that.

20: I know! What about cycling? It's really good exercise and you can do it anywhere.

21: Yes, but I haven't got a bike!

**12 5** Find the sports in V1 for these descriptions.

1 It's played by two teams of eleven people.

2 This is a team sport for people under 18.

3 This is a team sport for people over 18. It's played by two teams of eleven people.

4 This is a sport where you fight with your hands and feet.

5 This is a sport where you use a racket to hit a ball.

6 You can do this alone or with friends. You have to hit a ball.

**12 6** Choose the correct adjectives 1-4 in this job advert for a tennis instructor.

We are looking for the right person to teach the tennis stars of the future.

You will work on your own and be responsible for all the tennis instruction at the club so you must be *1* **competent / self-sufficient**. We need a *2* **sociable / outgoing** person who will spend a lot of time with our young people, both playing tennis and socially. You will need all your skills to teach the children to be *3* **competent / non-competitive** in their matches. You will need to try new ways of teaching and take risks in this job, so we can't accept candidates who are too *4* **shy / cautious**.





# AUDIOSCRIPTS

## Track 1.10

I'd ill, o tp im ilC l oujC Armphi rning h<< ,IIN'  
! thmk he wite thc gn,lt'e"l mucki.m evcr,  
I know that hic carl, lilt' w;ie t'r) hard  
he t.tric from i \I'r\ poor i,lmil\ in Nt'\  
Ode.rn-. nut he bod am,lzing t.ncrg\ .md  
,hlltit". I lt t ould ing, pl,\ incntrnents  
,md dam e. HP rrudo m,III\ <<x.ord-, .md  
ht' t h,lngl'd [azz - he m,l[lt' il intoan  
.m. So. ho had .I hig influtnu' nn tho  
hivtrv ot j,III, blu<:, .md pop. EmI ... ht  
,, , also .I gencrou, ruan. Fnr cvapole.  
lin-r id ht', life, llttn ht,II,, , rth, ht'  
g,lt' .I lol >l mrvw1 IO xK,r chldren  
,o tht-l ould lvarn nursic, lr ... ""' I'd  
like th im to Louj's Armphi rning bocau-c  
hl' brnught h,ppint"\ ,llld plc.rsure to  
milhon' nf peoplc. \h,t II)lild ( llh- to  
.I, l. him? \\'di, crm, x'r,h,p, thlv lml  
did \ou rcd ll hen vou ll<R' eighl II',lr,  
old, .md vou \I'r',mging in the ,tr(,k,nl  
,Cll ( )rkwl, lor nxmt\?

## Lesson 2.3 Track 1.14

ph,mf' lu iMinj;  
: I k-lln.  
: Hi "tqJh,III<. \ \ \u \ling.  
: Oh. hi. H(\l ,m' you? l ml did the  
inn'v il'II, ,OI  
: Oh, l m fnt'. The mniv ltlk lu'n- flne  
OO. H,IH- lou )OI ton minutes or an-  
vou hu\ /  
" I'm ltrw tur IIIlt-. TelI nu- abOut rhe  
plopli-. \ hu dirl IO, l t'c fir,II  
: \t'II. lht' lrt, t pcrson ll, l' l guv  
l,III'I M,lrtn. H' \ \ l l'bung rhx tor  
ond III\ C,m,idi,m.  
: Oh, th.n-, ,nund, good. \h,lt\ lw  
lih<  
: \I,l, l'rn not cun-, AlItr, l hl' II,l,n't  
I'r, rn-nllv .md lw urt,IIIII "o'n't  
dl,III. H<O l'ork< long hour<, III\  
h,lr-d-I'rling. l gm,,s. l lt' "I'<III  
hulw,t .md tidv.  
: I "II' <d ertn ... II,,ll d<ll, lw lil.t?  
h,II,m- h-, incn',I,  
: \di, be lih,, II,,ldnlg ,porl on  
T\, hut ht' rtoc-n t pl,II anv. h. IIh,II  
l'lc'I I t t- dK<n l ymko. m ilc t he'  
h,III,, ,moling. Oh, lw <ald he lil.t"  
t oaktng, lhc'II hc-, gol urne.  
< OK, ,o [Krh,p, ht' \ l hit t'Ultl. \h,,t  
chrK,, hl' look lil..I-? Do(,, lw lnol, tid,  
,Ind \nolrt!  
: \j,l, lw' \l dloIor, ,o ht' lool,,  
prnl',l,inn,II. III \I'r, nit I' t lootuu.  
HI's gl)I ,h(II' lmMII h,lir. in l,l(I, ht'  
lool,, lih- th,lt HolIII\ (KJd ,Klor, you  
LIIOII, Tom ( rul,I'.  
: R<lll? l m not ,ur' th,II, .I IO(lfi  
lhng! i,i. \h,II dn>-(IU lhlIk? \ould  
ou lilI' to lilI' II ith him?  
: \lmm, II''- l thlll. i,i. I'm h,pp\ to  
II I' \ ith ,I quic-I IX'NII).  
: \,II,il, likP rne'?

x: )(lh. I'\j k i, ! Ami I'd III.I' to III' lith  
,I C.ln,Idi,m, ,ml lnl\ \, dl \,l'lt'r liH,,  
in Toron!o. Al'<), doctor-, art u,u,II\  
hont""t ,md r<-p,l,m,ibl<. \lh,lt .lboul  
I'OU?  
: \ldl ... I'm ... lw <ound\ quitt' quil't  
... tell m< .lboul lht' other, fir' ...

## Lesson 2.4 Track 1.16

I \arteld k,l,rning lo drrl.I', ,lhln + , ,a,  
eighl'I'II. l h,d m\ fir'f It'<Jn\ l,IIh m,  
l,lher. hut ht' II,l' II't) imp,li<nt IIIh  
mt'. l lt',II,II,, ,hml'Cd .I nw ,I lwn l  
m,ldt ,, mi\l.k<. I,j I I'<nl to ,I driling  
sthKII in,t,l'id. + , , ,li't < umiitlent  
dri<N ,md l I,II ,ill heir the I lord, of  
the in<rutlor: 'Morl'g,l, ! \ore g,l, ' l I'  
.il,l,II \ \,IIII'<I mt' to go l,k<er. Lk,mng  
lo drilI' II,kn't I'<KLI,II' I',"" or  
dillieuI. hut l didn't I'njm l It't) mulh.  
+ II,k, k, ing in ,I hig t'ily ind thre l, ,l' ,I  
lot of trilik - ewr. OIII' , , , , dri, ing l,I'  
ltM). II I,l,n l much lun. l i,lilt<I nl\ lt,,t  
tht' fir,II mc, hut l II,l'<I' d lw <t< ond  
mw. l didn't fN,I proud or \itt<I -I  
II,l' j,l' h,ppl II IJ\ fini,hcd.  
2

I C,lrnt'fI Ru\,i,m ,II << hnnl. Tlt'f' \,t<  
.I d',KhLr \ho t'ught Litin. hu! lw ,II'II  
ln(\ Ru,,\i,m. II \,l' iullnl IK'II,IU'e- I  
,I- ltw aml, ,iud'nt in th< t'J, \ il \,I"  
fl,III) .I prl,lt' I'WIII. l h,ul III t'II'II'mt  
(oursclx,ok. l (,ld' r'nl'II' mlt-r mu(h  
,lboul it ... trm ... lw ront ( mtr' ""  
rt'<I ,md il II,h H't) mod'Crn. l c,uning  
Ku,,\i,II \,I', <IIII' I' ' I, ,I' \urpri,l'fI  
llle C,lI her ,I , , geMHI ,e, th lwpt<I  
.I lul. I\,o, I'm quill' wxxl ,I le,l,rning  
lmgul, , , . It \,I, rt,II\ l'nOI, lhl'I loo. l  
IO'<I' d lw <und of the IHird, .I itlt mII)  
proud II lwn l uiufl rt,l d ,I Slurt ,lor. in  
Ru,,i,III ,lt<I II lwn l p,l'<<I m) t'\,ml.

## Lesson 3.1 Track 1.17

( ,IIIm I li h-n  
t: I ti, C,IIlum Rnlwrt,on.  
H: I klln ( ,IIIm. l'lt'lt-n fr,mt i, from  
Tlt'f' \,t'<I).  
e: I li. HolI ,irt', oul Tl,lin, \ im lw  
l,m,II.  
II: I'm InII'. III,uil,, for ,Ij,rt'<ing tn do  
tht' III't" it'II. \< l mtnlion't(I in tht'  
t'm,il. II, rn'II, ,mpk rt,III. lthi .I  
I'p, l quI,,IIOI, ,lboul lht' nwdi, ,ou  
t,III ,II ,I' mul h or ,I, littl' ,I' l'dJ  
liIe.  
(: finl' )>O dhI,Ul.  
II: O) ... fir,t qlt,ltion: lIhich  
nt'II"fl,pt'r, do lou fl,d!  
< I don't bu, .I It'V,p,pl'r (\I' d,I  
ht',llk<I' don t r<e,III, h,l't' linw  
IO rt,lcl ont'. I I i I'< tn I'orl. t'\t'm  
d,II ,md It'< ,I hit rlllt ull to fl'd a

u<\ "fl,liH'r n hike you'n, t, t ling. If l  
tr,iHI hl tr,lin l g,,i om' dl tht' rrl'.  
d(\,p,l;X'r\, liII' lhc' V<f/m lhal llt'  
h,IIe hl'r'l' in London. Bue lhl'n r gct  
hl \orl,, II' h,lw tht' rblh p,lFX'T",  
lwrt'. '( ) .II lundltmw, l rtwl Th,  
( ,ulrdi,m or l h,II' , look ,I otl' ni  
tht' t,lbolrk  
II: \h,II ,liout m,g,IIim\?  
e I <ub,< nlx' lo ,I < mnpultr III,lg,IIinl'.  
,, ,II I \ortil, fio'(\,IIi<(' f h,Wt',I \,lt  
,lt home ,ml l lih- lo kt'p up \h  
h,II's going on \ith ,I,<,. Ami  
.I II,lrk l (iol. al <lmI, l,i d w r,ldt-  
m,lg,IIinl"> .md "OIII' nth(I' computN  
.md lnt'rrwl m,lg,uint\, bul ,I>irl  
from h,II don l ,jwn<I ,I lol Of tinw  
II th m,lg,IIint'\  
II: I h-huh. Wh,II do \ou II,II< h nn TV?  
t: II,,tI h,, grt,it llt,II nt t't'h \IOtl. l  
IIfl)b,IIi W,ltih (KI am( h llt' \I'II(HI.  
l jik' doI unl'tnt,lrk, .md l,mIIII'II'. l  
lih, Amerk,III dr,lml, \nit'- lile lh<  
Snrr,mol ,md IR, m<I thing, III, t' h,lt.  
But ldo h,II' ,quirt' I't'"' f thml..  
II: Do vou r\Pr li 't'n IO tht' r,l,dio, aparl  
ium thl' progr,imml,, ,ou m,IIap?  
< I li\lt'n to lhc r,<IO ,I lol. I thml. II' \,I  
)II'II III'<Ium. \h m I'm ux,IIIIg in  
tht' llt h'II, l ,II,II, \,s h,lw lht' r,l,din  
un. \htn I'm in lhl' h,lth, l h,II' th<-  
r,l,dio un ,md l d w l go lo ,lc'l'II ,I  
rghl l h,IIe d w r,l,dil' OII. \nd il'..  
.ltu,III on througoul f w nighl,  
,md \III'n II,II,lt up II d w mornng  
l h,l, j' flw r,l,dio on. It\ m,linl l,III,  
r,l,rhl: nl-, \,IIIO! HBC ( I'<I' I'II' ,  
III' <t,ltion l t'nd ln li,lt'n to, th,II or  
R,l,dio t ,molht-r HBC <d,ltion. l d(n'!  
li-d'II IO I'r\ mudl m,II on lhc  
r,l,dio, hut l ml' d w r,l,dio il', gr'l,II.  
II: ( ,III , , , lnu hrn, \OU U'l' lw  
lnt'l'mt!  
e: I ll<(' tht' lnt'l'met , gmlt d,lil. t't  
IIorl. \p,l,rI oIm) job, .md ,\ homt'  
I u,t' il ,I lot. oh, Iou,II' lor t'm,III.  
,ml lht'"( d,II, l IN' l'or ,II OI m,  
h,ml,III, ,IIld ,I lot ni III\ ,huping  
,md ,o It\ ,m indi'f)(n\,blt' lool lor  
m' lml, lw lnl'rtwt, lor liu,im"" u,I'  
.Ind for jKr-III,II u,I'.  
II: O>,, lin,III\, do lou thnl. thl'  
lnt'l'rl)(I l, th,lngllg lw ,I,l llt' U'-t'  
ml'<li,? Fm t',,implt, do ,ou thin\?  
III' P,l'f's'r, h,i, e ,I futurt?  
I: I lhrnl. thl' lntNlwt ,IIml, ,woplt' to  
g'l' thir t'k\ " lrm dffr,rtnl pl,II t-  
,md do re"Y,mh. Fr, but l don't lhin,,  
lh' lnl'Crnt' lll dt,,trnl lltl,p,ljwr".  
ln< ,I, ,I' h,IIing ,imwhing phi \lt ,I  
in ,mir h,ml, lllr r'l',rlulj, Hlrl wllitlj,;  
i, importan!, ,nu t,m \rlll' lln II, ,du  
I,III dl lhc ui,, ,Iord on II. <I, tht'  
lnlcrcnl L,n j'I' u\ ,I IO, hut l don't  
thinl. it t,III IILr rtpl,III' It'\,p,l,x-r.,  
H: Gre,lt! lh,lt', II. III,ml,, ltr. nlu(h.

## AUDIOSCRIPTS

r- \\ pk;f;ure. f m lool.mH lrm,,lrd to  
the Jricll'!  
ll: \\di, \\l r t,m -cod vou ,I con\\ \\ hen  
il f rmch.  
e Th.mll. l klrn. Goodhw.  
ti: (x xlll'l'.

## Lesson 3.3 Track 1.18

I dlu ,md „l'k'lm: n Fonw and  
 f011lm:, tht, pri)8r,mmt. \h...l' hring  
 ,ou the n-chst nws ,mr/, l' from  
 the „urlct. oi phntns, bu..ness, and  
 t'1111Jmmt.fl. In tod,l, 's programm.  
 „C' m'm l'l'\\ tho dqml) prime' miri..ter  
 ,hout ht'f "IX-ting past ,md her current  
 t,imh hre \H' ncor the hoUt'il \C(Jn).:  
 iflm dir'(\.lor. o lrt'l,md ,md tht.-rt'  
 mu, it from llw ch.lrt-topping band Ibo  
 Houca.φ. Our hu'mt'5'- 'JX'<l, li..li, Ton  
 Cntton , k,ti. the Golφ( ' oilt1'> in the  
 φ, ll<., ,md l, nne \lilttr hring." ,ou tht.  
 l,l,t,; cC11lr,l, φ<')l). flr<l or ,lll, 0't'f in  
 the nw .. tudlo for tht ht,ldln<φ of the  
 VCC"

## Track 1.20

/t/ll. j..l/w H1/f

r: Oh.lhPn, Bill, h.dil', you'vc read  
tlw hri'l' for the nl'\\ programme.  
Tn ,umm,ri'>'. it'v ,l,m, J.Jl'ri'l'-l' l' l'  
judg,lmnl't l, llh ,l ,nung ,lcuh  
,judt'fll'C',md it'b' for lht.:C,uh Frid,l,  
t'wring llot. The llnrlmp.: tith- is  
*Fm'N' ,md ,onuno.* ♦011 's thc- time  
to sort out -ome dct,lil<., ,m ,<le-a?>  
h., li'c?  
L.: \ldi k'n. l lhlml., ll't ..hould melude  
some pohtn-, ll fbc pr♦r,lmnl(\*,  
l: Pulitlc <? Rc.lllll' ♦  
L.: K.lh l llllO1, lxl lifo, l' - u<uJlh ,l  
turn-Oll' for thi.. Judll'OLL', hui l lhinl

I: I k' < ,lll do u m ,i rll'V l\J\.  
 J: Oh H.™. ,mrl hm, do ll't do th.u!  
 L: \ldi, l,h\ don't ll' r gft some  
 kllilik,i,rl'- on the pnigr,lmme?  
 I hMI'H'r ll'\ nol mtfllll'V\ thcm  
 .llMIU lMllit( φ. hl,t,ul lR, J, l,  
 them .llx lul lht'r hH™ - ,nu l.nml,  
 inll'rl,,k, l,llllllh, pl.rh, llx- ther luc  
 bctore kllilik e,  
 I: C)h. co l'f polllll,i,mφ ll ithout polluc".  
 t.: \,ltll,.  
 B: f ld,< ll.  
 \ocli,I.Amthlnj:,dlw?Hill?  
 u: \lwl ,ilx,ut mu-« ? \ \ i' dIould h,llT J  
 livc h,m d on lhp pml,r,lmml'.  
 J: l.j:,t'f\ hui, then ,gl,ln. <) nl.lm  
 progr,lmmt., do lh, ll.  
 H: lh.lt\ lmr hut ll/i\ don't ll't gtt thl'  
 b.md IO portorm three 0, four <,ng-  
 r.uhor than jucl orw?  
 J: ,ltl' lck,l, th,lt ll, ll »cgct .l mul.h  
 M, llR r ch,l ,llx lut lhl' h,m,d.  
 t.: llll(' hut ldi, ll ,llx lul ll't lortunt  
 pl,rt of th< pmgr,lmml' ? \ h, ll ,lhout  
 llll('ll'k< ll mg m h X't'fllt?

1: ' | ... | ,km | !hlnl. th.,r., |  
 good idcJ, \\'t' don't n('Cl mOfI'  
 hllt'f) iCIS, ,md fil h f't'p'lt' ,lft'  
 ort'l'f realh l>oring. I think \\'t'  
 ʃould do <[,nll'thlm: .ʃoul lu;h  
 profit' hu,m; ,c;p-, \OU km\\ t'f.  
 likP Google'. Som, Applt'. \ou kn011  
 th< hit: hu-ill(',>,t., thJI h,\\e ,lll thP  
 c<llling nt'l' idc.iʃ and produc'.,  
 2: GrCJ ide.l. So. l\\(''I' got <omt'  
 polltil.; mu;je ,md hu,inL'". JII \\ith  
 i trl."h ,mPlC'. t' thml. lht'''t' thmgʃ ,lft'  
 ,Xxl for the t'rgel' .iudttnu, hui thP  
 pn< ,mmw k. in hour long. \\ h,l  
 dS< ʃhall ,E pul in the prop,r,munc!  
 3: \\ h,l t JIXJut ,onw'hlng n ith ,mimJIʃ?  
 4: Anim, ll<!?  
 5: Ami. jU\\ hcl\\ , lft' ,m,m, ll< <onnt'tlt'tl  
 to l,mx' ,md r,lrtunt' t',Jt th?  
 6: \\dl. t' thought lh,l\\ xrhJEl' lll. tould  
 iind pe\\ th,l h,lle unu,t,l,l t'ltnts,  
 \ou l,l,l\\ c,l, thJI <.in l\\n;. And  
 th'n l,l, <ould h,lle ,l <om,l'lllmin.  
 ,mcl lou l,l,lO., ,m,l.t' thrn l'mmuʃ.  
 7: And lou mili, thmk th,l l'oung  
 ,dlull., ,ll<r i h,m,i ll<C'<, l,l1,ork ,l(''  
 mtt'f'l't'<i in lh, ll!  
 8: \\t-ll l' ckm't knll\\, crm, l,ell.  
 ,xrh,l,p' nol l'rm. ,xrh,l,p., lh,l\\ nol ,l  
 glMx! idl'J. \\h, don' ll<('' ...

## Lesson 3.4 Track 1.22

Onc 011\w ll,\ \ \ 'H' ll..r to llorl. > h,  
 ,sl.mg ,ou to do thing< m p.llr\ or frn.ll  
 group<. ,ome' <tudnt, thnk thk r' .i  
 \,k< ot tinw. Thl>d on ll,ml to li,lt n  
 ,md l,lll. tu othr "Udlni.. tht\ ll,lll tu  
 tommuni<,ll< ll th tht\ tht, ll htr.

H<,elcr. htn', lt llw<orl., l,ngu.lgt  
 ( l,lllt'. \P Q<lit' ll' thrt' lrl, ll, ll  
 ,ch,ml,lglln< to llorkm<, ll p.lrr., or ,ll, ll

[illegible][illegible]

## Track 1.23

RnH.:rt,1 111100

ll: Oh. bO tht qut'-'lion j,: Do Hu  
Jl/l JI ' f>:/ciA'I /h( ' HCAI ' / Highf , . do  
,ou ll,mll n,t,irr/  
l: \\\\_llright. Er,l,cII .. ll dtH.'mk  
ll.H.lie\I' mo:l Oo tht nC'l., on  
T\, t'dX'(i,lll, the BBC Of'e,,  
lk.'ll". The're big. incrnJtiln,,ll  
nrg,m\phi.tion\ ,ncd J llll O [X'tip<ru"  
dw m, including nw! | x.lit,l. thlr'  
ldmh,, loo.  
ll: \\h,!! do vou thmk ,thout  
vO' i'fMjx.r-? Do {ou he'li'\l' dlt'm/  
l: ' |ckm' bClit't' it\|p.,j.M.Tc.o  
mmh.I thmk 'llml.Oillwill IHIt'  
,m) thing jucl ro 't'll. ou llloll,  
'lorics ,llMut dddJritic...  
ll: ,t\phi. hut lh,t t,m lx' mtt'r'-ling  
.onwtin,c\ ll hC'n vnu ck m' ll,m  
rl,||l ,lrimis ll'|\.,  
l: Vmm. lelu'r'l right,Kl,l,\l/\.. h i\>  
<mktiml... intN(c,ling to ff,ld tho:t-t'  
Lind, of m\k'- 'Juril.s. ,m \\\.\.  
.modwr lhmg i\ ... tht' lw,l,p,llx.r.  
.lrt ottln r en. politil.,ll. ♦Jm'l ,lr'  
Uir ihl')ll\ll'!!!!!!!lll ,im f b>fllD ,fl:  
,g.jin,l dw gmtrnml'f.  
tl: Ah<Ofut,|l. t\nd lh'c' }rv to mtlutellll'  
Jnu.  
" | thml. T\ nIT\phi j, ,lr,l'r. It\ mor'  
h.ll,ult ,l. Am ll,|| , "fir.it h' t' ou  
thml.! Du luu M.dil.H' thl: ll'tl.,/

11: \Vt\l, ( think l, \Wt'U' lIith \OU.  
 h. \ic. iIh. l tru, \T\ nl... , nmn. Hut  
 tht'rt\ , ' \H< l, lI proht'm lwrt' III  
 Bnt, iIn, t'lt'n on tWTV' III- lI, ... \O- l  
 l.II) lI if' , t/W lI, lI hI' \ t, lI, , lI) lIUt  
 Luru|x' : tht' l' >'lt'n lo d' lI Briti, h  
 |x: opl' lIh, lI th' lI lI, m lo lw, r, ...  
 12: Som, r don' r l', lI und< r, t, md. \ \ h, lI  
 do \ot' ffr, m t, , lI tI ?  
 13: \ \ lI ... \ h' n hI, \ l. lI, , lIhou' turoIw  
 in hI' nwdi, l ... lI' < ... lI. t lI, , lI b, rI  
 lIilg, lOu kmI\< , lI. l' t', u, , lInd th' l'm  
 ... Briti, lIn, gIMd, md \ur>rx\ lI. d.  
 l rn lI, lI, m , o h, lI m, lI, ... nw mgr, .  
 14: \, lft' \OU , , lIing th, lI h< ltrili, h l' t' l  
 th. lI th' l' , m'n' t' m lI lI p. lrt of hIropl: ?  
 15: , l, ... , l' \, lI th.  
 16: \mm th. lI \, m int'rt, tm \ point. l' m  
 not, urc l' \on. t' lIith \OU, lIough.  
 t\ n' lI lI lI lI c. l, t tW Bnti, h ml' lI, l , \, \  
 'l' / l' fhin' \, lI. lI hIrnpl' l' r lI' t' f' >' t'  
 , lI \ nt' \ , lIhou' \outli h. orc, l it, lI, .  
 \ l loutf' dnl, n' l' r lI, lI lI ' \, lI fr  
 hI'm.



# AUDIOSCRIPTS

## Review Units 1–3 Track 1.24

5./11. G'off

- ♫: Hi. G'off. C.m t talk to you for a minute!
- L: Sure. what is it?
- ♫: Well, I'es'crd,ly I mcl *that* gu) Steve Giles you know. the onc I thought it is a possible prcsonter for our new realil) TV show.
- e: Oh. ves. \Vhal's he like?
- s: r'ficc. Hl's 'CD' pohte. lmi chceriul ..
- e: I told on, 5.111), can be present a realilv TV show? I don't think we'll,mt a nice. pohn- pcson for that!
- ♫: Don't you? Wdl, I'm nol surc. I thmk the prescot- has to IX' fricndlv so that pcopto want to watch him. I lo's rcllh comiden! 100.
- e: OK. \Vh,li dO<S he fnok like?
- s: He's good-looking. I t'c's got shorl d,irl. h.ur, lmeH cvcs. Hes not VN'y sm.n't. though. his rtorhos. I moan.
- e: \vb.u. is lu- scruff, ♫
- s: No. no. not scrutil, casual. You koov. he is w'ring jeans .md a "t-shrrt. But we dcn't need a reilly snurt pcson IOr this show. I think \c need someone young and rclaxcd.
- e: Y'!,. <0 do l. A lot of young people \vji watch it.
- ♫: Exartlv. \V'h don't vH' im iw him IO m'it' the <dd>fili<s in the show? You know. scc ho,, they all ge! on. I thnk \c should .ur,lngc a meeting.
- e: I don't agrce. S.111), It's too soon. We don't know cnough aboot Steve yet. \V'h.it about gcuing him IO the studio ter a camcr, I test scc how he looks on scrcnt
- s: Oh, good idea. I ct's do that. /'ll ...

## Lesson 4.1 Track 1.25

Extrae! I

S.ld new< imm head officc cooccmug our ncw m AfriC,l. Umortun.ately, we've doscd our mohile clinlce in [thiopi, I bCcausc oi severe firuncial pr<blems. I,isl y'ear. \VC ran ll'fl health centros in Afrk,l, IUU, this year, we'w rocoivcd \cr\ Hute mon<." ,md \VC can't cntnuce to otter rucdrcal scv\ ic<x> across the conuocu. \ve'vc decided to close the two Fthiopi,m centros and \VC hope to raise more money ...

Extract 2

\Vorling hore is the m<I thing rvc ever done. when I worked in the UK I got bored with the <ilil, routine. hut out twn I find even <li, mt'lesling and rk'fl.l.nding. I'm ,orking in a small dinic in the middle of the jungl<, ,md \VC nC\cr don< soch import.ml work before. The \ill,ger,, in this regioo c,ln't get to government hospit,lk <0 this climL is the

only hope lht\ h,lvc. I u'ua'lly do Jbout two op<rtions. I d,l\ ,lnd, so I,ir. in m, llme lwre, I've proh,blv s.wcd .labout // hundred liv'c<. \Vhen your ,ork is vel) im;X>rt.int. \OU ...

Extract 3

The l,ck oi food and fXlor dil'I in this region cau< manv of the heahh problems for the< loc,li pt'<ple. We w,mted to reduce their need for doctor< like u< so. on I si l,mual\ 2004. It' deoded to educ,te the< loc,li pcoplc ,l bout the< f'fic'is of malnutrition. Finally, ,lter manv v'cars of planning and raising mont'\ in l'ual\ oi this ye.ir. w' started a tralOing progr,lmm. o far. ltc\< tr,ling;l jOO fX.OplC. B, the end oi the year. th,lt number ,l di lw 1,000. \er,i is domg the< course al hl' mom<nt. This course has given me m,my new skills. Hefore, I didn't know how to hdp people in my vUagc. Now. I'm surc I can make a difference. V'<f,l finishes the< course next week and then she'll r'ctum IO her vill,lge ...

Extract 4

I often work for [MA ,md I've worked in Kcnv,l, Nepal and Peru. I towcvcr. m)' current position. hcr in Sri l,mk,l, is perh,lp the most difficul job I've had so far. Last j'<lr, ,m carthquake hit lhi< .ire,i ,md this C,lU'<d a m,lssive amount of d,lm,tgl'. I'< never 'I't'll ,,,. much destruction b'f'ore. I hdp the doctors m a couple oi dinics – onc here and .mother in a m,llcr vill,lge about ten kilometres ,lwav. I scc ,x,oplc ,ilh disc,ses and scrious injuri<s. Today I've s<rm fony patients, ,md I don't finish work for anoth<f four hours. These ,irc busr d,lvs indecd. I sr,ined work ,ll seven

## Lesson 4.3 Track 1.26

\V,ji, Luq

- M: Right, llo\l Iucv, I OC'ld to ask ,uu a f'c\ qu'tShons. tl,wc you seen ,l doLlor recentl)?
- L: No, I h,nen'l.
- ♫: OK. llave ,ou hid ,m\ <l,lvs off sick in the l,lt two \e.ir,?
- e: Erm. \e-s, I h,lw ... about f'VC, I thmk.
- M: Right. could \OU ldl me whv?
- L: Oh, just for minor thing< – colds and flu. you knm, the< kmd oi thmg.
- e: Sure, that's fine ior now. but I ,,,lnl lo gt,e ,uu sonw .id-ice l, \C'f. OK? Do \OU h,\C ,l h,lck problem?
- L: tr , es, I do. lctualy. It's nol wry scrious though.
- M: OK. ,ell. that's your opinion. How long h,\C you hid this probl<m?
- L: \<ell, for ,l bout l'hl'e years I had a minor e.u ,icdck,fl't ,md since then. wdl. I've hid this problem with my lower back.
- ♫: I < c. \Vdl, lct me l-nU, ii it gels

l, O<C' .ll work here. Do you qu'il'r from neck p,lin?

- L: No. I don't. The pruh'cm is ju't with ll, lower back.
- ♫: Rlghl. Do you h,iv'l' good (<'<Sight?
- L: No. I don't acul,lli), but I wear contact ll'nses so lherP aren't .iny problems.
- M: Fine. \Vhcn did \OU l,lt go to the optician's?
- L: Oh. six monlhs ,lgo. more or less.
- ♫: OK, the l,li f'cw qu'l'f'itull< nuw. Du you often gt<l hc,lidachc<?
- L: No, I don't.
- ♫: Do you often gel coki' or 'tlu?
- L: No. not very often. Perh,lps a couple of times ,l f'<ir.
- M: Bul th,li means \uu <Qmclimes like time ott work, do<Sn't lt?
- L: Erm, ye-, lml nol r'c'y' often.
- M: I know, but lw< ,in flill improve things, <an't we? I c,m giv< you <Olllc ,clviu! about preventing these minor dln<SSI-S.
- L: OK, well, anv more ques'lions?
- M: Yes, the l,lt one. Do ,ou somctmws ge! StrCSR'f br IH)rk?
- L: Yes, I do! I w,ls strCS'<Cl ,lll the linw ill my l,lt job. th,lt's why I'VP l'hanged jobs. in order in rt,lucc m)' 'lrcss. I hope things ,uc bctter here.

## Track 1.29

M,lry, Divid

- e: So then, Davitl. wh,\s the maucr!
- n: \Vell. er. the thmg is th,li. al the end of ,l d,li' .ll work, my n<lk re,,lly huns.
- M: I SL'c. Do you do a lot oi computer work?
- e: \Vc/l, f'l,l, I do. I spl,nd ,lll d,l< .ll the< computer, hut I t,ike regular bre,lks.
- M: OK. th,lt's good, bul do you str'l'ch your arm<?
- u: Sorry!
- ♫: \Vell, e'el' h,lhf hour. vml should >retch your ,lrms to reduce the tension in \OU ned<.
- u: I s<c. \Vell. I can do thal, I gut.S'. [\l'rV JO mlnutt-s?
- ♫: Y'<i, ,md m,l,l,e sure lou do th,li No,,. I s<c from your records that ymi're oilen off sick.
- e: \Vell, not verl oilen, btl. j'c'i, I <('m IO g'<t ,l IO! oi colds and l'hills.
- ♫: I s'l'c. C,m I i'k about \OU'r gener,l) l'iesl'le? Do ,ou P,lt wcl'? Do you smokI?
- e: \Vdl, e't, I don't <moke ,nd I e,lt quill' well.
- M: That's g'KXI lhat \OU don't smoke. Do you e,ita IO! of frult ,md vegetables!
- u: Not really, (<p>e,i,lly nol fnul.
- M: Right. well, bec,,use you don't e,i! a lot of fruir. I thmk you should t,like \Olll' vil,mim<. You knnw vil,mim< help f'gh! colr,s. don't yuu?

# AUDIOSCRIPTS

1: 'UrL, Ok.  
 2: \N'll, il vnu knnw, \h\ doo't vou  
 l.l.l., them llnwl) f  
 3: \t'tl, ou lnow, l'm H.T\ buw iml ...  
 4: \o r\(\u\o, pl't'l'l, o.Nid. t.m., \u  
 -ould \t',l'l g.rln \x't,ln' u help  
 fight cufet, loo. And l .ould le r.l.,  
 when vou h,\t' ll. don't wol lt.  
 5: RL,lil,? l-nu, l don't rt.,lh like g,rilit  
 but ,, l'll, or, perh,ip\ ...  
 6: \hert', no rwh,lp\,ihoul lt. lhc  
 lomp,n, doc...n't \H'nlnit d,\n on  
 tor ulkk Nm., fin,,ll\, in order lo  
 improvl' your iwnl'r, ll ht, llh. vou  
 \hould dn 'ome l'\trt'l>'.  
 7: Oh, l do, llm\kh. l r, l H° \, nnnmg  
 Ol(C' \ \CC\_k.  
 8: \t'll, th.n'c good, hut you <ould go  
 swimming thn.<' nme, \ \H't'l Ql th.n  
 it mlll\ h(\p\ vouf lw,ilth.  
 9: l knrM hui, \H'll l don', \, \l) hllH'  
 \ lot or rcc timt, \>u l.nrm, wr llorl.  
 long houry hen-  
 10: l lnnll, bul the hcalhricr \Ul arr, thc  
 mnn-time \Oll \ll\ havc.  
 11: l r, l guv,, \'- fr, \H, \H, \H, tinw lo  
 \t'! ha(J. to the comput'f er, don't  
 llom, l'll ... l'll do some \rllth(\)!  
 12: Anrl e.u <omt lnnl, and don'torglt  
 the gadu ...

## Lesson 5.1 Track 1.31

1: lmd\ h,\t' thtir m, n lntll nf m,lglt,  
 \nd (\r'l:llJnd \ Olll' of the mo\l  
 m,lgil, ll ot them, ll. Durin: the <ummer  
 mlllllh., \ \d d,\ liq,hl:, lo! of tbo tinw  
 - ,md n', h,lrd to, l't<'r! Hul lh, ll hile,  
 lnu mnr'l' tmw to <(\ l)j\ \lr,ngc, ll .ld  
 \nri cnormou-, pl,l t v. Grnrl, lnd is  
 ili.cilJAA!...l.hlncl i.a.,lll:..ilPckf. ll lit,  
 htl\l CCn the /'nrth \ll, Ullt, \nd Art lit  
 e k t,m, \U tho tcl,l,t ot /'mth Anwric, l.  
 ll-, Jmo,t \llHhtr(b lht \i/T' of  
 Au,lr,li,l; \,h'i' l.dorm-t-r\ from nrth  
 lo south, \md l.l'!O lilonwlr, from  
 P,l\l to llt<t. So there'c \ lot ot l,md, hul  
 it \ Oll H-r'l grt'f.n. in tlc l, Crl:Cnl.mcl  
 i, the ll.,l, l greon ot all the \l.md, in  
 lod, ll \ progr.unmc. i\nd th, ll' \cc.iuw  
 \n itN,,ll a lhitl, laver or cc covcre  
 N'; pt'T cent Ol Oreenand. Sno1l fa\l on  
 Grt'tnl,md in t'l'tl' month of the ,e,lr.  
 llw \llm, \it< d(\l>Cr Jld dlt'fWf,md  
 lurn\ to kP. \, \ rt,ull, Grt'l.nl, lld h,l\  
 \w \< nnd l,r,l' \t k'l< l) m th'l' ll lirl.  
 \firl' Ant,irl tk,l. On \N'r,l\l', lh< itt l,  
 one \nd \ h, ll llnmt-t-n\ thik, hul m  
 (\lllt' pl,l'tt' it \ h\ \lr th, ll h, ll - mon-  
 th, ll thn<' lilmot'tn,, hltl,, ll tlc t. And  
 \ \h,\l) nll\ing. in l.rg(\ r,lrl' nf h'l'  
 i,l, llll. lht'fe uc nn \>opl'l, ll al!, Ahoul  
 'i,000 \wopl'l: lill' \rolmd the l o,lq,  
 \htr'n fww <lln, ll t k, l't., told lh, ll in  
 tlw H'lk(\ Jlwir m,m, ,orl, j, iihing.  
 r\ld,l,j,l\l't,ir l, \ \md \p,lr. lllfil'  
 umir \> \l\ lnd ll lht' \ orld, \md

lll,, in lh< lnd,l,m (Kt,m, oft the ui,l,t  
 ni i\trlt,l. lt \plit \,.,, fr'm tlw r<lt oi  
 Atr<,\,lhoul lOO mdlion ,e,m, lgo.  
 ll\ \ l,md Ol umtr,\l\ \, lld \urpri,t\<  
 llwre\ r,lillort"l am thP l',lq co,lq oi  
 M,l,d,t,l\c,lr. \> m,lh i\l' hol,md  
 di).. hui tht' e lim,Jlc \, woll'r m tlw  
 mnmJm\ tb,l rull dm-\l lh< mld,d,lc  
 qf thtJ&i,n,d, \o \ume p,lrb, kC k\<  
 lropit, ll h,ln olttr\, f,\O,l of the \X\pil-  
 ir(\ l,unwr,, \nd ritt' ' ' tlw m,lin tood.  
 Tht popul,lion , ,lhout ltl million. llul  
 wh, ll m,l,t\ M,l,d,l\l\,r \> \, ll i, th, ll  
 thtrt, lrt' unu-u, ll hfW' ul ,mnn, ll, \md  
 pl, lll, th, lt lll u l, \n- lnd .m\ ll hert' cl\<  
 m tlw l,ord. ThP \l, mclJ. mo\l Jmou\<  
 illllil, ll\ Jcl' ilU: it' lDUt\ the \ lool. \l  
 lillle lll, l' nmnk<\, \md the l \e HOl lonj\<  
 t, lll\, Bul thl\ rt' m d,mg,lr nrm, ht< \u\<  
 fl'Opk h,\t' clt\tr(\cd lht' torc,t: \ hert'  
 lht' \ lH' in, ll, \, lllll 'O l,ind\ nl  
 \-ilrlill, lrt' \t n, \m f,\ld,ig, l, l,lr.  
 \>, il proh, lll nok\ Jmili, H .. \nd of  
 LouN' it l, l'm in Tr,l, llg,lr Squ,m, in  
 llw hl'Ml nf l oncl,m, <omclml(\ \< c,lS)  
 to forget thJl Gr(\l Bril,lin is, m, \l,md.  
 loo. ll t,ltt, Gre,lt Brit, lll \ the tighlh  
 l,rl,k<'t \l,md m lht' \orrl, \md tlw  
 l,rlg'l'm' m Eunrx, \ \ int'f'f', ling. ton,  
 ht'JUS' it\ \tlu, llh lht'l' countitS:  
 Fn,l,md, \lod, lll\ and \, ll-l\, it\ rith  
 in lmtor,, \md \wnple cunw from  
 \ll OlPr lhl' llorl, J O l \l' l,lmou\<  
 thurtht,, mu< \Um\, mrl L,\lll, ... \>  
 BclJlin \ mltre tro\ldtCl th, 10 OJrl\<  
 ci(\b \ump'l'm \wi\bl>ours, \,rl h,l\,,  
 populallon of i,O million. flul in p,lrt\<  
 il\, ll, o llt' lw,lulitl. Mount, lrb toler  
 \lO ol \tod,md, l,htre tlwre \rt' m, lll  
 long, clCCp lall, \< \llld lnc,h, \V \>  
 \nd lbl' north of l mllJrd Jre hfl), ll! \>  
 lW!,,outh Jod lJ' l ot topl, lnd Jrt' tJtcr.  
 llw \rt, l irrnmcl Lndon \ proh, lbh the  
 lc, l, imprl\si, t' parl Ol Grt, ll Bril,lin. in  
 \9Cl, tlw ChJnnt' lunnCl o\med. Thi\<  
 r, il tunnl' l \, lmo\l 'O kilomett' long.  
 \md llnl, \ ngl, lntl \lth l r,mc<, it\ the  
 \<umd longt\l tunnl' in the llorrl, lrtcr  
 the Sdk, m tunnl' l m l,p,ln. BP<, lue of  
 tht' ( h, lnncl Tunn< l, \onl' peopl' thnl.  
 lh, ll GrC, ll Brit, lll \ no longer, \n islJnd!

## Lesson 5.3 Track 1.32

1: lll(\ \trd  
 2: Hl /'pif. fl, u,l,) tort, lllllR, Cm \OU  
 ht,lr mt<  
 3: Yt', l t,m. loud \md lil',lr t-tmv\ il  
 going nwr there? H, ll mg lun, ll the  
 ,mim, ll , lncw,lr?<  
 4: \urc, lm, but it\ h,lrd l, orl,, lJut  
 (\Cf\Olt' \ lool,mg Jtcr me, \md  
 ir, \rtar to', \< thl' \ork in lttion.  
 \lll, ,,, lou l,, mt to l, ll, \llout the  
 photo? l'm, orr. lhtre< no lnttnct  
 tnnnt'l, lion hl'rl'.

1: Th, ll\ Oo., \(\h, h,\j(\,l)h, lnt'l\<  
 ln thoost, tht' p< lurt\ llll, \md l  
 l,, lnt'l\ O d-l' u,, m, idt\, lllth \nu  
 2: \lll, lrt' ll, \, \hkh \> llOll m'  
 \ou t, ll, llg, lboul?  
 3: \PII, l'r, the homC' Mgt' linl, lO lfw  
 Jllmal rt' tllt' p,lgP. fl, ic, illl, N' gol  
 ll\l phohj, ol l, h, ll, \n' t, u, \, \md ll, O  
 ot lhrd rt< \U< <..  
 4: Oo..  
 5: \l, fir, t of, ll lhl' \h, lrt' r< "tlll'  
 phnlo<.. ln lll' tlr, l nnc. lht'n, lrt' lout  
 l, h, llt, \h, lrt' lre t hN' to the, bl, ll h.  
 Tl-o nwn, m' pulling: cm\ ot the  
 l, h, tk' Oll lht' hc, lth, mrl there, lrt'  
 lo, l\ oi \X\pl' in thC h, ltl, \round  
 \ho lrt' l, ll, lhm, g tlw rt' \U<.  
 6: finc, \md lhl' \(\nnd onC?<  
 7: \di, illl, lrt' om' on tlw lC'lt or tlw  
 pitturC, l, t, t, ln SCC lht' l, rAe hr,, d  
 Of \ \h, lrt'. On the nght, tlwre \rt'  
 t, o \, lpl' l, hn, lrt' thrlill ing ll, lltt'  
 on the \h, lrt' \ AU' ' ' lht' \rt' tr, illl  
 lo J, \p it, lllt, \U< \ \t' ' ' tmu, u, ll  
 rictur' lht' lll, ll, h, l, d, m, ' ' ill.  
 Hut, \Cll, l think th< fiN p< turt' i,  
 llw lC' 't one tor thl' lH-b\l' l' l' t, ll, P  
 it \ho, l) J t, llll oi l' \lpl' \ th, lrt'  
 \orling \O: tlher. Tht' \ lool. \< r.  
 \mHL\ \Oll, ll, md it' \llo lllUf'  
 dr, lm, ltl, l.  
 8: \u, r, llnl\ \clunl, l, OOrl. \h, ll, \houl  
 tl' \ bird r< \lC' pilturt' "?

## Track 1.33

1: \h, it, \bout llw bird r< "t u' \pitture<?<  
 2: Surt' Toe lrl, l om' \, m lht' h, ll h.  
 \nd thert' \, m m tht' hll' r, lrt',  
 p, \llg, l bird lo \lC'ime \h\ \<  
 bt,mding am tht' h, lrt' h. lht' \< nnd  
 \w \hcll, \omt' \> \pl' \ho, lrc  
 Cl'l, minf, \ l,md. On the rj,ht, the n',  
 \ l, Oll, lll \ l, hlul' \llrt ltho\<  
 holding tht' lmd. \ \tlw brl, \ in tlw  
 midllil' Ol the pletur'. lh< \, thN< " "  
 \llthl' r l, Oll, lll on lll' \lll, hcl',  
 < l, minf, tht' hrd. \h\ \HJrm\ \l  
 wlloll < O, ll.  
 3: Oo., \o m the fir, t lrl'l', lrt' the rll'n  
 rt'Sl, uinf\ the hire! from oih \, \< r?  
 4: Lh- llih. And l ll, O lht' pirturi' l  
 lhm k il\ morl' pol< nul lh, ll tht' ont'  
 \hout the tk, mng. l thnl, il re, llh  
 m, ll, \ you lrt' l tht' l'mhlt \ltu, llion.  
 5: \e\, l, \nw,, \l, \hhuq: h i\l' h, lrd lm  
 mt lo,, \, without \t' l'ing: it. \h, ll\<  
 good \hout the <C \ond onl'?<  
 6: \e\l il \hml\ the llorl. th, ll our  
 e, p,rt, do, hul it\ nol \, tr.  
 inter\linj\ p< turt. Chcrill, l  
 rt< OllllWld th, ll lrt' ll(\ \th' l, h, lle  
 r< c, Ut' pleture  
 7: ll, c l, nc or lht' t, llll, c, r, l, n, j, h, j, l' tlw< t  
 i, l, l, h-huh.

# AUDIOSCRIPTS

" : \d\ th.n counde OK. Go .lhc.ld with th.it for the momen. \L' u,uld ( hange it qutrc ('N\i) in the JULUL. couldn't we?  
 .: \ell. we' could, but I u'ct'f to gt\ something up on the <tc tod,l\.  
 u: Sure. I urdcraand. use tho \hale one ,md when I gct b,ltk to the oficc. I'll let \ou kno,, if th'rl\ ,I problem.  
 .: OK. \u)rc tbe boss. I think \nu'll likC' lhi, une ,mv,,.ly.  
 " : I'm cure I will. Your dmicr'" are uually \yoi on. t\ny\N, goit,I go no,, ,lwrc', ,I munks} that's ,aiting to rncct me.  
 .: t utky monkey. S\N hcllo from nw! 8H' for nm,,.  
 " : \N\<.

## Lesson 5.4 Track 1.37

TIUUI 'itod(n/.

1: \i'-. th.lf' ,I H'l) good polnt. Nic.niI. OK. now, l'f\ h,,\N' ,. look it the nt.,I problem. OK, if \N\ here: 'I'm ofen ,lil' for appointments, or someumo, I mi,, ,lppoinnl'fih e omph-tclv' \ould ,llvonl' lile IO ,,,y something ,hout thi,?  
 q: \L,, keep ,I di,l\ \hiLh < l(Jrl) sho\< ,ll your ,lppoinlwnl, ... ,md t l,,L,,.  
 .: \l,\ right, but it\ not enough just to h,\I' ,I di,l,. \Vt' lll't'd to m,l,e -ure l't' look ,l' it. Cht<L your di,l\ last hing ,u night ,md fircl hing in the morning.  
 r: \h,olutl'y. Ynll should ,l50 ll me ,ll tlw homework \OU h,\I' to du in the di,lry nnt Oll pi'l't's ot papor thn \OU c,m ll.N' l',l,l,l. Lood. No\l, m-,I problem: t \pond a lot Ol limt- ltlilking ter m\ notes. I t,m never find ,lllthing.'  
 .: \tJh ,ll,h like th,l l,l,l vcar. Fhc fx...t thilg ,. lC l)h,l,l,l,l- \lUf files, u,ing t olow i O(lI'" ,md l,l,b,, <0 \Oll L,l,l und \hin\, l'il\l't. I don't h,w ,m\ trouble ,mvmore.  
 l: Th,m,l,. RiL. 'it' .. th''I' hing\ ,hm, howunport,m\ il i, to le IH'I' n\mi>t'd OK, l'f\ take ,motl('r probk-n. lhl\ one ,,,y<: 'I-onwttrce-, ,ludl for ,I lnnq tinw, but I don't t't'l' I'm ltwning ,m)lhillg. I road lll' m,l'ttri,l but nolhing', h,lpx'ning ll,, not going in.' Right. l,l,h ,mvonc got ,lm \Up,l'l\liun, l\N\ Tim.  
 .: l,l,i,l ,ll,l, il \n't ,I g\lxl id(C) to \tud) m lnnq ,x,riod, ,lf ,I tin,(' \ thout d br,,l,l,, l\ \lx'cl(r to do ,I lilll\ ,I ,I tinw.  
 l: Ol,l\ right. Ht- niu' IO \OUN:l'vf<:! Whtn \OU lllil'h \onwlhing, ,ll <'""' } lor t,,mlpt, give your,plv'l, ,I hrt',ll. lki ,onwlhing lor fun: go ior ,I \,l,l,, ,lr \l,lth ,I lilm. nli\ tan m,l,l' lou llor\ lll.ttr before

,md ,lll'f lht' brt,l,l,. Ami ,mother hlllg it', import,nl,lh,it \OU e,in tr\Kentr,l(' on lour \tudl'". \hu L,m't worl,w\ll lhen the phnnC'" ringing e\N\ f\e minutt'". Don't forget too, it\ import,m\ lo L,nml \lhl'n you SIU(I) IX",t. Do \ou ,ludy lll,\ in th'I' morning, in the ,ll<rnnoon, in th' tlening or ,lte ,I mght F\TJ) boc\ \rlifit'rn\ \t' n\('d lo que\ at ,. timt' th,l\ ,uit\ u,,.  
 >J. Oh, th,l\ inll'N\ling. \t' lll\T'f I thought (l that.  
 .: Je,i,h, m,l,hc c,omt' peopl't ,tU(I) ,lt th' ll rong timt' ol d;iv for theh body clol k.  
 l: OK, l't', l,l,e, ,mther qnt' ... 'I t,m't finih ,l/ th'C' hing, I nt'I'd to do in lhc d,l,l.'  
 'l'l'4: l'rioriti!,(!  
 54: Yel, d>cidt' \h,l\ tlll dI'l\l in dn nnw. or ,l,t'r h)l,w, ,md lll,h\ \OU t,l,n l,t,v\l until lumorrnl, ur (l'N\ lll' l' l't'Cl...  
 l: YtS, goll<L RI'mem'x-r too: lll,l,l,l,l, ,lwt' ,HI' <ml'l' lhinp, that MI'n\ import,m\ ,l ,ll. l\ ,I h,u\ irkl, to \l,l,t' lirn<' on lhem. And it'" import,m\ to ,llml time for thing, ,ou don\ L\X'II, ,m< l'ir t'f'f'rgent it<. Perhap\ th b i, the mom't nt to,,,, "om'l'hilg ,hout m,l,lilg li\K You proh,lhl) m,l,l,(' \hnping li,t, Ol thmg, ,uu m't'd lo hui. M,l,f' ,I lbt of things ye,u lll't'Cl te, do ,h l'f'il. \,hm vou r'l'>ut< ,lfl th' thing\ to Ollt' pwll of p,l,lx'r, ,l dIM,"t'l', t'<'N\ ,o dlt'l uh. \l(l,l\ ,uu'p dorw lhc' hing\ Oll ,our li\l. nos" lhem lllf. Ir, ,I ni, l' f'<ling! Ho\l't'Vl'r, lll, re,l,l,tit! Don't! If\l ,I lot af hig thing\ em l-nur li\l I lhm \ou Incl\ \OU t,l,l-l do th'tm ,lll. So, n,l,d Oll' d,l,lpl'r ol ,nur t<:l'l'CKl,, m\llw of lht't' th,,plC\l. Pulling \rn,lit'r 'hillg, on \otr l'cl mnn\ th,l't ,ou t,m ,llhil't' th'tm, ,md lhc' m,l,l,('l, \Oll f'<'l j\lxl. \righl. \h,l,t', lht' nc,l qur,litn ... ?

## Lesson 6.1 Track 1.38

l'Hrt L.-\U<,11)

r: l kello, Su\in. Good l(l ,t'I' \OU ,lg,lin.  
 .: l ti Plrk... l h\l ,ire ,uu/  
 l: l'm f\X'. C,l,n l gtl ,uu ,I drin,t tortt'(lI',l(  
 .: Oh ,I toll'l' \oulit he lo't'ly, l,h.mks. Surt, lll \U\ ,l,l. Hob IO do th'l. \oh, uluM ,ou gl't u, thIO tortt'i", plc,l,t? llo, l-l,h,l d0t,, th' llturt' hold lor nw?  
 .: \PII. hop,ull\, go\(! hu,inL,, oppnrtunill... \t' wil the full rt'port hl-nr, hui 'll go through lhc m,l,l\ poin\ fir,t.  
 P: l int. Go a\ll'l,lfl.

\: \l,l, l thlll the \IO mn\l import,m\ lrtnd< lnr \ou ,lrt' ,lhou\ t'l'hno\lgl ,nd ,l4v.  
 P: t\lC\  
 .: Yt", h,l,l,l,l\ HntJin \ getting older. H\ t(l' i mnr th,in ,. l'lrld Of th' UK\ p\pul,linn will bt' Olcr i'i H'm old. \ml lht',l' older pl\ple \ill live for much lnger - \l' knnl th,l'trom th'l' \l,l,tic\ lht' mighl liH' until they're 'l'i. or ev('ll lDO.  
 l: Bul th,l\ delllll\l\ llon't lx' good for btSlrk'". Tlle\ \Oll' h,l,l't' jol\ . \l' l'ure th'l' \On't h,w'e mue h mml(''.  
 .: Oh. lll' dclniti'l'h lx' good fm hu,int'". Fir,t e\l,l,l, lhc' \l r'tirc ,I bit ,lter h,l,n nml, hui lfw m,l,in point \ that th\ \x'opl' \ill d<tinitell nCed things to do Iith th\ <Xtr,l tina- lur ,un-, ,nd lht' \ lll't'Cl hing\ l,h,l\ impn\VI' the qu,lil\ (l' lht'ir liw>.  
 P: Oh.. t\l) c\l,l,l\kS(  
 .: \Vt'l. we prL\lu th,l\ ole\ \Xtlple, l, ,l l,w,d mort', ,o lht'rc"ll h't morl- t omp,m\ l,h,l 'f'< i,l,l,(' in hohd,\ \ for lht'm, \t the morn'nt, holid,) t nmp,m\ lo fix,u, on r,lmlilOS or \otmg ,ldth5. But, in IO,l'i, dlt'w'II lx' mort' l'id'r\ \Xtlpl', tlw ovtr-6'i\ th,in und,r l'i\l. \l,w p,l,r,l ,md ,ldcln'lurt' holid,l\ mar,d fl,l\ \CI \m,lit'r hut, m'r ,.lmlpt', holid,l< nn l'ur-' \hip, \l mtr't,\C. Th'I m,l\ ,ll'II \,l,l ,lltivity holid,) \ hut th,l' dclx:lld on tlwir lw,lth ,nd on htl\ <km,mding lhc' \l il it'i' ,l' ,l'w proh,lhly won't go llln,l'l't'julnpin\ hut th'y mighl gn h\ ,mg and ,lllilg.  
 l: OK. Fr, \-h,l\ ,l'oul d,lil\ lite/  
 .: \Vt'l. lhi\ tonnt'l't, to lhl' utlwr l'rlld l m'l'nion'tl. l'<hnolog\  
 r: You rll'dll tlw llltrnot?  
 .: Yl", indt<Cl ,md not onh lhl,t, hui ,l,l,n rol\l,,.  
 P: lfoljot\  
 \: L\l,t i). Olrt'r fXtlpt' l,l,m\ lhinp, l,h,l m,l,l' l'ik' l'hi(r, in l'w future. \w,, mighl h,l\C' ,I rohol,h,l\ dt,m< th' hou<t, th\ mighl h,l\I' ,. robol th,l\ driH' tht', u, lht') lllght h,l,t' ,I robot l,h,l\ (iM,, dll' g,lrrlrling.  
 l: Ynu ,l,l mighl, r,ltlwr l,h,l\ will. \l hl\ th,l'l?  
 .: \l' \l't'l, l'n' lht-d'tiinit-, l,h,ul th,l, lX'l,lU'T' l\ d,l d\lx,lld, on th' t't<lllO\ \. Al th'l' mnm,nl, rohol\ ,lrc' \l'l) h,l,l,t.  
 l: 't\ l thlnl, dlw<, ,I mlol\ \,lCuum (k,mtr,lnd th,l\ \,lk,lU l. Oh, mcf mlol pt't.,  
 .: l ,l,l,l, ,l\ lht' l't'hilolog, nt't:d, lo impnw. \rh,ip, \l will, l'xrh,l\ \l \l'll'l Bul. uldlr \wopk ,,\l dcfimlCil \,l,l,l robot\.

# AUDIOSCRIPTS

- P: Mmm, th, it's inter-n-sting. I guess the Internet (t \\\! he importaru.
- C: Ot course. or something like it. And thic i\ th' other poscble area for im C-rmcr. In gencr, l\ bC.0plC' \\\ ill ord't'f goods .md scrvtce ovr the interocr. and thC' \\\ mC' people over the Internet. In the future, pcople migh! have more c\ X'f friends than rc, ll fritnds. So, ior ex.imple, \\\ I' thinl, th, ll ibere'll he m.my comp.mi'l' lh, rll oUt'f Internet d, iting \\\ Cc'S sor eldcrh po-ole.
- r: Internet! d'ating? for the C'kiNi\?
- Q: Oh ycs. I me is imporl, ml. hO\, C\I'f old mu are. Pcople \\\ ill detnillPh li'e for longer and lht' \\\ I' havo more rd.liionship>S in their later years. Oldcr pcople \\\ I' gC\ divon.ed more oñcn. .md thc' \\\ n' prub, hh rncr nc\ partners online. or scrheps oo their e ruise holicL\.
- P: Reill\?
- S: \\\ Vh, not? üx'r're 60 vc.irs old, your chiklreo are ,u/ults. you have 40 morl' t, .m, lu live. J' lt." \\\ lite \\\ ill he ju\ i d, it, .m, .m, .m.
- P: Inffft' ling. So, h, i\ ill, I should look for coropñles lh, it provide goods and sen ices for the d'clerh.
- V: Ex, \\\, CSJX' C\ ill thoc' businesses that ,ire pl, mning lo use lcchnolog, in some. , , , . The nuddlc-ogcd pcoclc of to. .i, .ire h, l\ j\ to use lcchnolog, . and lile' \\\ I' O' even h'ppicr to use il in \\\ f' h coars' n' mC.
- r: \\\ I' ll, ll, \\\ I' f' intcwsling. N( \\\, «berc tuve those coñees got to? F: rh.ips f' mcca d coffcc robot!

## Lesson 6.2 Track 1.40

- Sh, f'w, frell n
- S: , nU know, Lvclv n. I'm thmkng about doing .i course in the Unhed Stars.
- r: \\\ h, it, you want lo slur" in Amenc, it t, .c.ih. I think h'h help m, rareer.
- r: \\\ What kind of coursee
- S: mrcrnational Business.
- I, Oh. Wd\ ... , h, irU ,ou (k) lf Mum ,md D, ld don't li'le tho idea?
- Q: Oh, it's OK. I'U pc, .u, ull' them.
- u Rc, ill, ? I don't thinl D, kl will like the idea.
- S: Oh, he'll he OK about il. You \\\, lil and cce.
- r: I hope you're righl. Anrl \\\ hat'H you do if the <OU'fS'> is reallv difficult?
- b: j, .s, . I'll get some help from m teochorv .md oht'f students.
- r: 'hu secm \\\ r'f confick-nl. \\\ h, it' I' \\\ Uu do ii you (k'n'f like thl' olhl'f l'udcnt\?
- S: I'm sure I'll find .i nice r\meric, ln girl!
- L: Oh rc, l' h! Sh, mc. I don't thinl th- is a gocxl idcl. ,ou kOO\, Therl' are lot. of good cou= hcrC in r\uqrali, .

## Track 1.41

- \\\ h, ll' \\\ , ml do if \\\ our p, m'nt\ don't li'le thl' illcJ?
- 2 \\\ h, ll' \\\ you do if \\\ hC' courr, c is rc: illh difficult!
- 3 \\\ h, it' \\\ you do ir ,ou don't like the oth' r bluden\?

## Lesson 6.3 Track 1.42

- Rolx'r', ShZila. Grao, Brwn, / It'nn, K, /
- R: OK, so tha' \\\ the c, perts vil' \\\, let's <C' < , h, ll ,ou, the puhlk, think. No, ., \\\ h, ifs \\\ OUR n, ml'?
- S: Sheila.
- R: OK. Shell, .l. are ,ou .i molher?
- S: Yes. I .un. \\\ e got two voun\ j, iris.
- it: Crea!, so wh, it do mu thmk?
- .. \\\ \\\ <f, l\ v. I l' hnk mother, shou' ci \\\ , .ll honl'. I luok .ifcr m, lids and I think th, n, b'cst fur lh( m and forme.
- le In \\\ h, it \\\ a\?
- C: \\\ di. mu k' km. Lid\ should he \\\ ith lh'cir nmthN'. thC' \\\ net> d m, love .ind. , .cll, I knm, "h, it thev like and don't like. 'ou koow, it's n, l'ural.
- it: Ot... so dues ,mvone dis. lgrce? Yes. you, \\\ h, it's \\\ Our opinion?
- G: \\\ di, I umcr: .l. ind her opmion, but sometimes mothers h, wc no choice. Ihi. \\\ h, w' to worl. Surclv it's bctter ior the tamil, to h, we mon' } to buy ioud ,md t'w'f. I mean. wh, it's thC' pomt of sl, .l, inp... it home \\\ ith your kids ,f, oo <an' r pul' cxxl on the l, l'ble? \\\ C' r' not all in h, i'p, .i milics I, ih n\ o p, l'ents, ire we?
- R: l' mcd. \\\ h, it (to you s, w lo th, ll, Sh< i\ i?
- Q: \\\ ell, th, it's a gOOO pomt, but I l' hmk somc molh< f' s ,ork bcc, iusc thl' \\\ want lo. not hecauS( thl' \\\ need lo Th< j' p'cl' f' to work r, l'her th, ll look , l'ier thl' r childr( n, .ind I think that's \\\ rong. I n, llh do.
- it: OK. Does \\\ nvonc cl' C' h, w, \\\ nvthing lo s, .i, on this?
- B: Ir. I < lo. l' fof' Crt.
- it: Yt'?"
- e: I .lgrce \\\ ith Shell, .l. I knm, lo, lds oi molhers \\\ h, o, , Of I just bcc, iur, c lh\ like to h, we .l joo, nol p' r' , wse thev need lo. r\nd thJt's .l r' Cal pit\, bcc, lu' \\\ I' C' re missng out on the lx. \\\ time in thir childr( n' \\\ ll, cX. You c, in ,ork ,m, t' m' t, but your children .irc onl' volmg oncl'.
- it: OK, well, \\\ hile we-rc oo thl' subject O' childrn. lcl's look JI, l'nothN' <question. H, isic: .l. h. \\\ houkl \\\ C' liml the amounl of T\I young kicb \\\ Jtch? Are the- . \\\ latching \\\ Oo much TV theR' d, l, s? \\\ h, it's your name .ind what's ,uur opinion?
- H: Hi. I'm l' lclm ,md I'm ,l r, l, d
- R: OK. tht' fl Henf. \\\ h, ll's \\\ Ouf \\\ f' c, \\\ ?

- H: Well. wh, it I think ls th, it lhC' \\\ shouldn't witch ,mv TV.
- it: \\\ h, i\ none: itall?
- it: \\\ nne .it, .lll. I m'v' r' \\\ latched TV wh( n I was .i kid, .md I ckl' think m\ kids n, x\ l\ O witch it nO\, . lSfX( i, .lll, whNl thev' r' l' young.
- it: Ri\ ht, l, ell. I'm sure m. lny pcople \\\ ill dis. lgr' > with you. L' t' \\\ , (C', Ye, ., m, l, l, m, ves, you m the r( l' drcs\.
- Q: \\\ ell. jX' rson. ill, . I complctC\ dls. lgrcc. TV i\ p, ll nf thl' modern world, like computen; .ind phone\ . \\\ e can't hiele \\\ f' from our lids. I thinl. it's bctter lf the, knm, th, ll TV , , .i normal hing, a\ norm; il .l5 h, wing dinn' c'f or wh, l'cver
- it: Hcnrv?
- it: \\\ ell, th, ll's an mter< > mp. idea, bu\ TV i, diff' r'ent to phon< S, .md h, i'ving dinner. Ihl' kids just sil thPrC. lill, c vegct, bles. It's nol good for tlwm. not grxxl ,ll, .lll.
- K: Bu! \\\ hv nol ju\ t control hm, much th< j' l, l, lch? You knml, h, wc , .l n, l, ximum oi t, , o hour, .i d, ll ur somelhmg.
- it: \\\ ell. I kmJ, ., wc l, on't .lgrt' (', hut tht' lx, st r'ntrol is to > \\\ your TV. lf ,ou do th, ll. thev- ll do ,omel' hing ek< e.
- S: Tha' s ju\ t sillv.
- H: You' r' l' the one tha' s sil h.
- it: OK. OK. c, ilim do\ n c, c, r' onc. Let's l, l, k, .l bre, k now, .md , l'her tht' , lds \\\ C' ll lclxk ,ll the role of the father in the limh

## Review Units 4–6 Track 1.45

- J\nt'. Ancrl' i
- E: l' lcllo. l'ine lfarton hl're.
- A: J, me, it's Andrcu. l' lscn, you knml we wcrc l' lllking .l bout , m environment, ll, -fncndl, holid, lv this ve, l' r?
- E: Yes, wh'?
- A: \\\ ell. I'vc f' ol some det, lil\ from , l gr, it comp; im\ \\\ holirl. ws m Afcd. l, Uganda. Sh, ll l' lcl, ,ou ,lout them\
- i: Ycah ... bul I'm working, \\\ o t c; in' \\\ talk lor too long.
- A: OK. no problem. Righl. I've look< d at the inurm. l' tion .md thcr' Me four lours th, it look goorl. Oh, the, 're , ll m n. ition, ll p'irks. I l' hmk wc shoulrl gel mor' ckt. lils on ,l couple of l' hcm.
- E: OK. gO( Kl ide, l.
- J: I' rst onc, mmm, I don't l' now how O pronounce th\ . l' \\\ i\ g, l' hing, l Nation, ll P. l' r. There are ab> iut ninf vok, moes in.
- E: Volc, mO( < '.
- A: ... sb, .lre extlnt. so don't \\\ l' orf\
- E: I am , , omed!
- A: \\\ rW\ \\\ , ir\ m, l' inh foresl. I, llh loe\ of different pl, mts and bird\ ...



## AUDIOSCRIPTS

- J: ,nd animals?  
A: It monuons the golden monkey that's all.  
J: No, I don't like the sound oi th,ll onc.  
A: OK, number twu. Bwindi Nauonal Park. I ston ... over half the world's populatron of mountain gorillas live in Bwtndt's forests ...  
J: That snunds good.  
A: 'res, but the others are too. Number thrcc. Quccn Elizabeth National Park - oix-n grassland ramforest, bkcs, with over 100 type>ot animal including olopharus, leopards, lions and buff,ilo.  
J: I like that one.  
A: OK, and the last onc. the Murchison Falls National Park. This onc's by the River Nile, ami thcro are nver animals and hirds, and other animals hke elephants, giraff('; ,nd buffalo ,lg,lin. I like this onc.  
J: OK, well, why don't vrc gel detads on the lost two - Quccn Hizabcth ,nd Murdli◊m Falb?  
A: Yes, I'll do that ... and sh,!!!  
J: 'ly loss is coming— I have lo go. fire. I'll t'p,ik to you later.

## Track 1.46

fom. *Slw/l*

- 1: ...and th<sup>1</sup> photo is from my job in  
India, ye, lrs ago. That's the clinic on  
the C Pfl.  
2: Oh, lrs lovely. whc's the little boy  
on the nght wrth the two women?  
T: I lf' helped the docors and nurws.  
you know, made tea. felched things.  
S: Its intresting that the phoro is m  
h!ac!.. ,lml wht!'.  
1: Ye<sup>1</sup>. personallv, I bohevc that you gct  
better photos thrs wav,  
2: Yes, I .igree. the mountains in  
the middle look ,mazing- so  
mpressive.  
1: I know. I loved the mountains. In  
fact, I loved evrything there!  
S: Really, why?  
T: \\cll, lx nusc the wcctber was good,  
the food was wondor<sup>1</sup>l. the peopl  
were really frndlv. Fd really lke to  
go back to st<sup>1</sup>! them ,lll again.  
2: You should do that! You can take  
threc months off from this job, you  
know.  
1: That's ,l wx>d poinl, but I couldn't  
leave my family for that long. I think  
us bcucr if I wait till the rbrldren are  
older.

lesson 7.1 Track 1.47

Rcse.Jrc|wr. /ns

- II: Well, first nf, ill. thank you íor  
nLL'cting me.

- 1: \Well, as you know, we're doing some  
rt's.t.Hlh mr .i documChtar. series  
JIX>ut iorensic science - \w. w.lnI  
to c.lll it CS/ - the re.i/llV. I must tell  
yuu that, .it the momt.llt we're nmst  
inlenSted in the difierenLS betw<.,n  
the l\ dr,lmas ,mcl the re, llitv of .i  
crime l.hh.
- 1: That's fine. I <an t.tlk ,lIX>ut th, ll.
- 11: Great. So, first of all, how do you  
org.miSC' the work here?
- 1: \Well, basic, llv. we WO(k in two  
teams. In the first c,lm. we h,we the  
crime scene analysts. They're the  
people who collect the evidencce  
from the crime sune. In the Sc.Cond  
te.lm, we h,lvc the forensic scientists,  
bL'Opic like me, who ,Klually do  
the scientific tesls in the lib. Toe  
!mport. lnt thing is that these forenstc  
scientists ,uc experts in different  
fields, so, for ex, lmpfe, we have  
an expert on guns .llld bullets, a  
fingerprints expert ,md so on. I'm a  
DNA Cxpert.
- 11: I Slae. That set..flS J little chfferent to  
lhC TV show.
- 1: Yc\$. rou'r'l' right. On the show, the  
crime scene analysts ,llso work  
in the l,h. .llld they often know  
,bout everything, from bullets to  
iing<fpnnts.
- 11: Exactly. So, when the crime scene  
analysts are ,lt the uime scene, wh, ll  
do they h,wc to do?
- 1: Well, first of all, the photngr,lphcr  
take's hundreds of pictures of the  
( rime scene, and .ll the s.ime time.  
,omeone inler.lews any witnesses\$.  
Toen, they wlllect ,lnr cvfirrence, .llld  
this j., whm the\ h,wc to be very  
careful. Th< have to wear rubl & r  
g'lovc< lx. C,lUSC they mustn't d, limage  
any of the evide-ncce. Basic, llv, they  
took f(x fingerprints, h,lirs. perhaps  
blood. ll alt O'cends on th( rnmC',  
rc, llld. Also, they h,we to tike Ver'  
c.ueful notes. This is imr,ort, m  
hcc,lusc we. the sc<enli>K, in the l,h,  
have to know ex,Ktlv where .lll the  
evld(nce has come from.
- 11: Right. Now, on TV < of the crinx.S  
arP murders. Is that true for you?
- 1: Oh, no, not <t, .lll. N'tn'l'ly < c'fnt oi  
ow \ork is with hurgl,lrics or stolen  
t.lfs, you know the kind oi thing.
- w: RCa!!v? OK, bO \h,lt ,bout the lab  
work? Do you h,we to do, llld\hing  
speci.ll?
- 1: \ell first of ,U. W'l alw,ws tdl the  
police th,lt they must be patient  
ht>c,lusc our \Orl.. in the lib l.ike<  
time. On TV, .i D(olice' officer docSn't  
h,wc to wait ver. long to get test  
results, perh,lps jus! .i few hour<.  
In reality, in officer ha,; to wait  
fweny O.lS to gel a DNA test resuh.

Secoodh. we work in, lih, so there  
 ,lc c'filin lih rules. \\\e h.wc to  
 turn our mobile phonL" olt, and WL'  
 mustn't eat or drink in the lih, th,ll  
 kind of thing.

- 11: OK. Any more diiii-ences?  
1: Well. I must be honest here,  
uniorlun,tlclv, 5l.ientists some, times  
make mist,lkes, hut. on T/I, the  
Mientists never m.ike misfakt'!  
Am,ving!  
R: Indeed. And, lkiw lh.lt we h,ive these  
dram.is about !Ofensic scientists, h,we  
therc IX'n'n, lll'l' ch,mgl'S in yuur W()k?  
1: \Vcll, there's bccn a po,itive changP  
in our im,ige. P'of once. sciencce b, lll  
interesting or gl,lfll'xous p'ofession.  
It's incredible re, llly. so many \\\img  
(X'Ople are now applymg IO work  
in crime l,l,l's. There's been a 500  
fX,f cenl increase in applic,ilions  
In university courst..5, for ex, llnplc.  
And m,lny of these people ,re vnuing  
\omen. And the thing is, \\\c're  
5l.ientists not l)l)lile offic'fS, so you  
dunt ha'C to studv l,l,l. Instc,u\ you  
h,wc to studv lhemistr. of biol\d v.  
So, although the IN' shows ,ue  
basic, lll'l' police rlr,imas. more p'copl'  
,re now studv'ing ,nt'lICC \uhj'l' l\,  
which i\ p'rtat.  
11: Interestin,. So, emi. c, in l h,l'< ,. lool,  
,ound your l,l,b?  
1: Well. I'm not surc. Mr boss s,ws ,ll  
visits must only be for work rc,l'sons.  
R: Well. this is kind of work rcl,lt,d. I  
me,m, we must Exd lhc documnt,l,r.  
right.  
1: I suppose so. \Vdl, OK, but you must  
lurn your phone' off and you must be  
quiCt. or my ho,, will kilc m<!  
11: I lmm . murder in the crime l,l,b.  
Could be,, gcxcl storv fo, lhc TV  
show ..

## CD 2

lesson 7.3 Track 2.3

Pn>Senler, *Juhan*

- f: So, jufti, could YOU tell us, about  
one of your choice; please and  
please just give a few reasons for your  
choice? Unfortunately our time is  
limited ...
- l: Right, well, one of my choices is  
the printing press. Now, Gutenberg  
invented the modern printing press in  
1457 and I think his contribution to  
revolution in knowledge, still lives ...  
and, well, in fact, everything new, all
- r: In what way?
- l: Well, the main reason I think it's  
important is that the printing press  
enabled us to produce books and  
documents in large numbers and  
very quickly, before that, writing  
was slow and expensive. I think

# AUDIOSCRIPTS

Of each hool too! \\\u\l\ to rnake. Suddenly, \\\u\ could m.l.c J hundm:I ulpit"- ot .i hool in .i d.l\ .Thic fTll\,ml lh.lt id('l' , \\\u\ld 9lre.ld mue h more quid,\ \\\u\ th.m b:iore. Thi- .i.u\ed gre.ll , henge, in '(xieh, too mJn\ cbanece to ,ilk ,lhout no\\ . Anod'K'f reaon lhc- prinllng pre-e i< import,mt i< that it led to e<fU( ctou lor C\\-f\\UIC. Th< i< romxxtcd to lh< fast produc tion ot look< l\\('(.l\\Us.t' it vou h,we hool\\ ,ou t,m hJ\\' .i <<hool. As \\H\\ ,i' lh.ll, the it\\,l oi Niuc,ltion lor .lll i< ,ll'° HiflntClt'f'l to t\\K- ck>m,md Inr .l\\Jclnu 4ilt-. The ,Hillen \\etf'd lxxame importan! JI ,.ork. and <O \\XoplP h,ul to rc,ld, .md -o tn(\\ nt'<k'f'l oducaüoo.

- r: Ot., then, A lC' reason lOf thoo<ing the printingg l\\f'<< is th.ll ll IT\\<int th,\\ ickJ\\ t uokl "flft,uf quid,\\ and thi\\, ausod m.m, ch.ln,\\w; in 'olilt\\ . Secondlv, .nu claim th.u it lod lO educatron lor ,lll. Amthng ek<d l: \\('ll \\t'". Thl' ntn('f'lhng i< that the pnllmg pre<< m,\\n'i that ,HilCT< ran make mork\\, whkh, <\\'m' .i wntor. is loOdlC'lhing l'm r,lhc-r plc<<cd about. Bul <Crl\\U<J, . , lhout ill<'< pntting pecsv vou t,m'l make thou'dnds oi copl'< . and theretore \\ou e,m l mal,c ,m\\ m<Jn< . Thl' printmg Ptl'"" fl\\<,lO that lxopl' could becoox- prott<<mo,\\ \\Hiter . Ind jnurnali\\, which l thinL hai, beon ,e'n good lor ,otil'\\ . don't ,ou! r: \\CII ves l fin. l <UJ\\f\\,\\ . l lO\\l'\\f. l m nol <ompl\\l\\, convnced b\\ ,our .lr,urnent ,boul eduLllion. \\ll'r JU, \\C' drdn't h,\\, e gen'l,r,l\\ v hool. unnl ,bout 400 \\ cars ,lfi(' thC' inccoon m the printing pre<"i. \\ th('c' re,\\lh .i l.>OdlXtion? l: \\CII. cr. lh,r, .i farr point, J\\thi:x\\gh l <ill <\\ th..lt the nJ\\' producuon of looks eJU<(!\\ th,mgC' in the \\,\\ pt,nple worked and thi- led to wicler edccanon. r: \\mm. Ot... weH leJ\\(' lh,lt discu,;iun thore lor the momont and tcrs move on. S,mdra, ,h,t h,\\C \\OU chi:N'f\\?

## Lesson 7.-J Track 2.8

\\hinnon, \\mJ,l' \\loming \\ni<ha.

4.: Ht. Sh.lnnon! Hm, ' , il goin\\!

- E\\f'\\hing J\\righl? ,: \\ell.l suppO<SO. A: )OU don't -ound l\\f' h,\\pp, . \\ \\ll. l'm h,\\, in\\ .i hit oi trouhlt- , ,lh m, reachnj\\ ,md nutt-laking. A: Oh. \\\\\\\\ \\ \\di. l,\\,m l,l,ke ,tI) gixxl rKJtt\\ . Th<'< r'c u<U,h \\C'\\ long. l \\Hilt- ckM n a lot OI \\UTT - p,\\g,-, .md pagt'".

lt J\\C'"" nlt' .igt<. And <OOK'ltf\\l' l thinl. l \\Hitt' dO\\n tht- \\rong inlnrm,ltiun 'no. l don't re.all, lnm, nhJI l'm doin!\\ ,.mng.

- A: Q... \\cll. l can tell ,OU \\h,lrs ,.orded for me. Fl... l oi .lll, ,ou .fKml'd remtmh<'f \\\\\\ \\ou're rc.iding ,md m.l\\ng notC'i. \\ h,l\\, il \\OU use the ootes 'or< At\\ t\\<I. tor an <S,\\ ( ,t prestm\\ition? in txJm? If thL\\'re for ,lll <-<\\, \\h.lt\\ lh\\' \\<\\C'\\C'\\il\\ll\\? Onh male nolC'i l\\ hC' inform,ltion t,m help ,ou to jnw,C'f t\\l\\' t'<\\ qw>\\inn. Don't m.l.c am n(lfCS i\\ thC' inform,ltion < ,lhout ,mnhC'i topic. If ,OU lrep th,\\ in mind, it'll hdp vou. )ou Ln<J\\ , ,h,\\ l m'can?

- ,: )<Jh <ur' . r: Right. lct'< imagnr l'm rc.iding ,m .icJd<nic p,\\ppr. l \\ ,lhoul eight p,lh\\ long. U \\C' gnt lime, thi, is \\ hJt l do. Th\\ iir-t lme l mu! the k>t. l don't m.l.le ,m nolC'i. l ju\\t re.id it <trigh through. l ju\\t t\\ undt'f,land it, \\U l n\\\\, . AUN th,\\, l rc,\\ul it ,\\g,\\in Jnd highlight lhC' m,\\in ide,\\s. l ,\\,o h\\ghlgh\\ othtr point in .i dl\\lerlnt colour. Th<'< ,\\l' import,lnt lxlm\\t\\ hui l't'\\ import,ml than the m,\\m lOint.

- : \\e got it. A: Tht nt, t thny. l do ... i'i m,\\lC' nott, or t\\w inform,ltiun \\c h\\ghlghC'd. But l rlon't ju<t <u,\\J out the inform,ltion. \\ hen l m,ike nol<, l \\ummarise tht- inform,ltion, u\\ing J. t\\\\ LC\\ ,.nrd\\ or phr,\\<S. And l ,ilso m,\\l,\\ th' nolC'"" usin!\\, m, own \\ord-. nO\\ the ,\\mc \\ords ,. in t\\< l> .t. L\\l,l' lhi\\, l r(,\\ll, under<\\md the notC'i rm m,\\l,\\ng. l ,ou ju,\\t top, oul <ntenc, . ,. p\\<\\ihle \\ou don't ,\\U,\\ll, under-t,md m\\ thing. \\ml ... l'r ... \\CII, ih,\\, ,\\boul it, r\\,\\ll\\ . l don't thml. l c,m ldi u,u ,\\n,thing l\\s.c.

- \\di, mu\\t g\\t nmt, <tim<gix>d ldt,l\\d. Th,\\n,l,s, \\n,\\h,l. A: Am thing cl,e? ,: [r ... \\ell ... th(\\rc is 'om\\'thing d!e ... \\'l,\\h ' .

## Lesson 8.1 Track 2.9

Or \\l\\,m. \\bol,l\\

l.: Alright. AllU,l\\ \\U\\U\\ nt\\I. t\\r\\ \\O\\l rc,ld\\?

A: \\s.

- w: Ot., then, \\irt \\h\\l\\ ,ou like. A: C.nod mOfin!\\ C\\C'\\-xx,\\, Le! nll' \\irt \\h\\ .i questmn: Oo )OU hl,t ,k\\l\\Og? TodJ\\ l m going to l,\\l. to vou ,hout \\k'<\\l. l hope to <ho\\, wu th,\\t ,ft,\\l\\ i\\ ,\\ en imrc\\rt,nt ,md int'f\\'iling \\ubjt,\\t. But plc,\\< \\J, ,mal,e' - (km't l,\\l ,\\l,t,\\> during m, prt,\\t'\\l\\l,\\l\\!

q\\ it-nh<\\s ,irl' st,Jrtng to under,t,md ,lC't,p m\\Kh b<-tcr lh,\\n lx-tore, .md l'\\l nwntion (Onl\\' \\l\\t' r\\b\\Jrth m m) l,\\l,\\ . Bt\\Lau,l' oi the limitt'\\l timl', l'\\l tm tr thrt'l' ,rc,as:

l hm\\ much \\wp l, (' m<\\ 1 the \\,\\X, .md ,t,\\gc-, of ,\\t\\LP, ind 1 somt,\\ problC'm'i l, ith slt'\\l\\ in today's societ).

So, kt', loo! , first ,t ho\\l mut,h sk'<\\l) p.eople nt't'f\\l. Most people <pend ,round a third p<\\tht-ir live"" ,\\<\\(-,i, although the O'\\l\\ for >k'\\l\\ 00 rc,\\<\\s ,.ith age. A Olw-\\e,\\r-old b\\b, n< <\\, about fourt't'\\d hour, OI d\\<\\p J d,\\, .i thild n\\ five n\\<\\l\\ ,\\bout \\w\\l' hour, . ,md ,\\n <d\\uh ,\\houl 'l\\t'\\l to C\\<\\t huu'". l lO\\t'\\l\\f, dl\\erent pt't,plc nt'\\<\\i different\\ ,imount\\ oi (\\t'\\l' ,\\imr ,\\dulb n\\<\\l to <\\ep tor len hour, or more .i <\\l, \\ hile other, . n\\h n\\w\\ h,\\t\\ th,\\ ,imount or l\\'i, . Flck'f\\, p\\Opl> tend to ,\\C'<\\f le-\\ th;\\n )Oun\\C'i ,\\dulb ,\\l night, hul thC' dozt' \\l\\OrC' dunng the <\\l.

Lt\\; turn no\\ to tht' dl\\ferent \\l'\\'": oi \\c,c,p, .md l <\\polng<\\ for u,\\ng ,omt- r,lthtr \\t'\\h\\c,\\ l\\n\\u,\\g\\ h\\Te. T\\lCrt ,\\rc \\O typ,\\; of d\\(''p, lnm, n ,\\k R\\' l \\t'\\'p,md l'R\\\\ \\t'<\\f). Rh\\l m\\w< r,lpid t' ,t' mo,t,nwnt. \\R\\l\\ me,\\ns non-r,lpid t'\\C' n\\O\\cmnt. \\lO,\\l\\l our ,\\(''p ,\\boul RO lx'r (ent or t\\w sl'\\(''ping pattern i.\\ \*R[M\\ ,\\l'\\l\\: during th\\<\\ tinw hr,\\n acti\\\\l\\ falls to its lO\\\\l\\S lC'\\cl. In RE\\\\ \\k,\\p,lhc hrain cuddC'n\\ lx,tnmC'S mor\\,K\\iH' l\\,\\ the br\\in n\\ ,l \\X'f,on \\ho\\ ,mal,e. Thc t'H' mm e r,lpicf\\ ,md drC,\\l\\ \\KC\\r. \\\\ \\<\\(''p <\\,\\xut one h,\\h oi <\\<\\-l' time in b,\\hit' , Ind about emc i\\ith Or \\l\\l\\) time in adults.

## Track 2.10

OK. Turning to t\\w \\age,; nr slt'<\\p.

w: t,\\l\\ idnt\\l\\ \\<' st,\\gl' \\l\\ .i nigh\\ \\lecp, ,\\ \\OU t,m ,\\rc on the \\lecl. In dl\\ternt \\t,\\g' , uf slccp, our hr,\\in\\ put together lhough\\s ,md v,\\pprict\\< , then \\orc them in ,\\n organ\\<\\d \\J\\, givmg \\S t\\e,ltr memrit' . Atcording to RobCrt St\\kgold, .l \\leep rt<\\ard\\f\\ ,\\ l,l,l\\Jrd MC\\dic,\\l School in l\\oston. i\\ <t'm, lh,\\t ch\\krent kind'i OI <ft\\l\\ imprO\\C dl\\t'rent l,md\\ or m\\moric< ,

.md thi\\ might be l,h, \\l' h,ne lhC'

llw dl\\ffertnt sl,\\g'<i ot <\\l,l,p. Rt'\\l\\n\\ experinC'nts suggt'\\ th,\\t the fin,\\l <\\ge ot \\k'i,\\, R\\ \\ \\t'\\l\\, h u-r, im\\>rt,ml mr org,m\\ing uur nwmorit' . Inri h'\\p< to imprm\\' uur l\\,lmng. \\,\\f\\l \\l't'\\l i< impurtan\\ tor m,\\l,\\ng our memorit' <tmngtr. Experinw\\s h,\\le ,\\<\\i <\\m,n th,\\ the hr,\\in \\ork, in .i dmerC'nt lh\\ \\l't'r \\t' ,t, h,\\r,l ,l good n\\\\h\\ \\le't'p.



# AUDIOSCRIPTS

The final MI: I w,mt to talk about ,HI' !hm<: that t.m stop us sleepmg \C'II. UII' of them is 100 much light. Streer light,md security lights mean that cvcn \Wcn wo're aslecp. It's never compfctefv dark. And the- r\id>nm• SU♦I♦ts that the quantitv and qu,lit) of darkm-ss in our lives affects our health. Another problem is the 24/i world. with the Imorncr. 24-hour shopping, global travel, etc. Because of thi, our d;irs .tru iccomtng longcr ,md rho night shorter - ,md this could also d,m,lgtr our hcnb. ,t, we're no! gctting enough <lecp.

To <um up, I hope NP ♦UIII.'t'fl<I in ♦howing; you that slecp is a vcrv import,mt ,md intoresnng ♦uhje,xt. \Ve sleep less as \I' gIt older, but cvervhodv♦ diffrcent - ♦me people need mnre sloop. otherv less. There ,U' rwo IYJ>CS of slecp-. NRFM ,md RfM: mo-t sfcopt ♦I' REM, but RfM i♦ when drejimin8 happenc. During the fivo dlfk-rent stoges of slecp. our br,lins org,ni♦t- nur mcnunec ,md make them «ronccr. But 100 nwch ligh! ,lnd our modern l,Jl or life can have a llcjl,lilive impao on our slooptng pcttens ,mcl. as a result on our brains anrl our health. rhank rou for li♦lening Are iborc ,lm' qul'qiom/ h anvoru- srlif ,m, ll,c?

## Lesson 8.3 Track 2.11

Potf, tnvc, Chrlm

- R: OK UWN. so n h,t sh,lli we do ,ift'f dinner? \What', on ,lt abcut clj:ht o'thxk. Emn,)?
- R: \di. there's a cl,ssic,II music conrt in the l,l,le or else an open ,lir mov ie. \H,lt llould yuu prfer to <lo. Chri,lli<I
- R: t'm no! wn-. llh,li kinrl of film is it?
- R: ll\ ,m ludian film, a ll(lyllocxl film you kIKnI, with lo,id♦ or songs ,md r,l,mcng. Thie oncs ,, rom,mlic uim'(I♦.
- R: I mm. I don't i,incy that. I'd prefer IO go IO tho ctassfcal concrt. \Vh,it ,lbmit you, Paul?
- R: I think I'd ruher sce the film. I'm mml h,lt kcon on the cncrt. I don't rc,lli} Hke cl,ssic,II mcstc. Wh,li about you l-mm,l, wh,lt would vou r,uhcr do?
- R: \<I, to IX' hon<SL I don't mind. I like ,lll musc.. The movie ounds good ht< ,u-c I've III'Yf SIK'II .I Bollyw()()I film bl'ow, ,md they're g00<I fun. lhc dancing'♦ brilli,mt, so I've been told. lbut tht' concert sounds l'ood [Kl,m♦c- it', in tlw t ,♦llc, ,incl I thillk h,lt'll lx' lovely, ,r c,illy l>dx<I ,itmn,phcr♦ fr the mu♦it.
- R: ll-, in tlw C,Wlv?

- R: YC\$, in the main h,lli. ,rt' ,nu more interscd nqiv t
- R: Yc, I ,lm. \< h,IIH'n't IX'<N to the c,l♦lt> v'l'l. ,md I'd likO to!,<I' il ,it ni:ht.
- R: Grrn! Lpt's jjo to th< conc<fl lhCn. \h,lt th,ill \I' do ,litr th,li?
- R: t'lll'f th,Je
- R: Oh IC>, Emma, no on< goe.\$ to bed h<drte nudnight durin; the ll'Sli\al. You h,i, e lo Slt', ,l' much ,ls lou L,m.
- R: OK, fiir enough. \ell. I'm more incrcsted in the l,l,mcsc drumt'ft lh,ln the on<-m,m lhc,lre ,htl,l.
- R: Yeah. the rln,mmcr, do sound mlerC'sting, but perhJp't ll♦ ♦houldn't gn IO ,I St,ond mu♦k evenl
- R: lmm, m,lbc P,mI. \hich \ould you pr'tfer to go lo?
- R: Oh. I'd lm< to "r the drummer,. The\ sound ,lmazing. And it's a gre,II ch,mcc to ,ec <onwthing difi'rl'nt ,mrl unu,u,li. f'rI rnrher << th,lt th,m ,l pl,l} ,lbou! Sh,il,cpt',lrc.
- R: But t' "I}S lhJt III' pl,w's reJll\ funnI. And hn\, interc,ling is two hour; ot dnmmin; ,going to lx-?
- R: Oh Christiw, I'm ♦urt th< T,likn drumming ,ill ht' rt,illy interesing. l'ne 'i(ell ♦m< of il on TV. and I'd ll\ e IO <<e il lil C.
- R: OK tht'n, lcl's go ,md sce th' drummer<. But tomorr\l. no mu♦ir.
- R: OK?
- PM:OK.

## Lesson 9.1 Track 2.14

- ( nmolt,int...♦/l,mu
- R: Conw in. H(ollo. /r'e Sh.lmi. isn't ir?
- R: Th,li's right.
- R: OK. lcl me ju, I h,we, I look at tm- inform,ition here ... ♦ou l,orl. in tht i\Jrkctng lx;Mrlmmrt
- R: Yl,lh.
- R: And ... ,ou'e heen l,ilh tht <omp,m, for ♦i, } l,ym,
- R: Th,li', ri:ht.
- R: Alright, firsl of ,lll le!< talk ,hout \Ou' gntnr,li if'din;♦ ,lbout lcJtr joh. Do you fed the s,lmc ,l,i, nml ,t, lou chfI six. j,c,hs ,lgo!
- R: \ell. no, not rc,ilh. I me,m, I thinl. I U<(< to bt' mor' enthusi,ict,c. \< ,lbc' il's IX'<IU'< I'm nlder now.
- R: Well. \Ou're ♦,i[[ onl' 2n. Th,li's not cX,ic th old!
- R: No, I SUJ)'XN' nOI.
- R: \h,li dsc h,l(c ch,mgt'Ci!
- R: I work longer hour, nO\,. \hcn I <tart'I, I didn't u< to lo fim,h l'orl. so ,llc. No\, I h'd honw ,lftN <('t,n nc,rlrl) c-wry d,l\, hui I dun't thinl, I rc,illy ,thlcII' mi more.
- R: I St<. \I'Jl, Ihouh lhc w,mjMm? Is il helping you to dC\elop nI\I cl,llsl

- R: ,ec; up lo ,l poinl. l've done onc or hIO m,magC'rtClI/ l,r,lining COUr,(<S in th< l,lsl couple or le,II'i. I think I'm r'l'ich for promotion #I\.
- R: \hat about oth'r ,lsfl('Cl' OI the joh? On ,nu gt'l lhr opporlunitv lo tr,li<I muh?
- R: 'not much. But I clkn't reall}' mind th,li. You <<t. I h,wl to look ,lft'f ml mother ,lnd ...

## Track 2.15

- Comu/l,mt, Ror}
- R: Good moming! I'm Run Clrroll.
- R: Hello Ron. H,ive a <t,Jt. Yell. you <f'm lo h,li e lhl' lung<SI ♦n'ice rt'tord- SC\l'nk<t'fl v'l'♦!
- R: Th,li's right.
- R: \di. you're OOl'ousl, happ) h<fC!
- R: t ,lm. yes. ,lthough il u<cl to l) mor' fun.
- R: \ll, , , lhal?
- R: \ell, it \JS more <(<I, lhc, I usc< to go out mor' ll'lh n't collt,II,IK' ,l,lir worl ,ind for lunch. \htn I fir; sl,lrted huc, \Ch,ld \I'f long lunch hrtak. "onwlllllx for two hour,. Nrn, it♦ more h,l,e lhlrl\ mnu\<.
- And wr ali U<t'ld dX' g, m le>gCther. Th,lt ckK♦ h,lpp'l'n mulh nO\.
- R: Did u<(< l'n l,orl. morp ,l, ,t,c,lm?
- R: Yes, I ♦uppo<(< I' did. U' inl'cl'ing , ou mtnhon that. \<rc' mofl' un our O\l'n nhl, I ,llso usc< to h,wel a lol more loo. Tht' 've cut down on h,li.
- R: H,ls ,m thin; dwn;e'tl fr lht heU't?
- R: Yl,c, tht'fl' ,m; m<(<I' oppnrunitic to it'lm III' ,l,fl, ,mcl dt,tnp l'rlr <lrCCT. ll's mor' profrr,ron,II nml. Al<(<), tht'I didn't usc lo p,l\ you proj,x,dl. Tll' rnon<I' b mulh bl'ttr m\I ! Th,li♦ proh,lh w,, I'm ♦ill htrc!
- R: \ h,li ,hout vouq,lt( H,l,I' you t,h,m,w< ,ll htr s,unc tltm, ,is thl' comp,m,?
- R: l'o. I don't thinl. <n. I think I'm prelt\ muth the ♦ime III'f,on l \,t, ,lll tho,c II'l,rS ,lgo.

## Track 2.16

- 1 She u,c<I IO l,orl. lirc.
- 2 Did you u<(< in go oul IIIUfl' \llh coll<,lgut-?
- J /le chdn'I uc' to li,lcen to m.
- 4 Slx- didn't u<(< tht' gvm c'c'v d,l\.
- 5 The'I uSlCl lht'r opportunities ,cll.
- 6 Did lht' Olllf,III' U:,t thl' fl♦Ulc ol th, ,ur,l'?

## AUDIOSCRIPTS

## Lesson 9.3 Track 2.17

*lu//,m,Ri{hJrd*

- L: So. \\hi|h h oi our products are piU  
Interocrd in $\emptyset$   
R: O'-. \\I'II. we're lmcrcsted in bm lllg  
'mt' digil, ll mu-h, pJn'f", the lllJ  
modcl. l lm, much are thC\\ IX'f ilm?  
L: l.ct's sce... k... tll(''re S100cJch.  
L: S100? Th.ll,;ccms rather high.  
L: RP, llh ! l <cr. Hcl\\ much would vou  
|il.C' IO IJJ' !  
L: ,huut SH>  
L: f st>e. \\I'II, l'm not sure ih.ll \\H' ron  
go th,n lm,, hui ,,e con offor vou .l  
discount. ll tpcods on lll(' qu.uuite.  
l to" m,,.ll would vou hke to onkr?  
R: \\l'd likt' ;00. \\H,lt di<ount l.lO  
vou offer?  
L: \\'di, l'm atrald wt' LJn onl, ofier J  
l'u discount on '00, hut it ,ou order  
1.000. ,,l can oil> r l ;o'.  
L: l "((' Th, ll might be cliffkult. l'm not  
sure ih.u \\(' l, lll  $\diamond$ 'f 1.000. \\ h, ll  
about if \\al' order 750?  
L: \\dl,tfw n,,ec.mgi,c,s'OU.110"n  
discount.  
L: Hmm. that's still .l bit low. Ht)\\  
;hou\\ l ? l'o?  
L: l2.1"n' l'm nol eure \\al' can offer  
that. Allough, if \\OU order 800. \\H'  
l, ln off't' l2.1"n'.  
L: Hmm. 800, ,,tll ...  
L: ll', no! \\al' mJm more. ,md the  
dl'ilmmt i $\emptyset$  good.  
R: \\ell. \\C-. OK lhm. \\e'II order 800  
t: Fine, ,md \\(l'II  $\diamond$ i\\{(' l lI..)''',  
discounr. So. tbc flnal price i $\emptyset$  sa-'.io  
per ucm.  
L: Sh, ll l we l. lll it Sa-l Kt, v it, l round  
numlx.'f l nwan. \\H' hopt to bu,  
more in ihc future ...  
L: Th, ll soond.. fine. S8i por lteru it le,  
th'tfl.  
L: Gre, ll. |, m,, ,,h, ll i $\emptyset$  vour normal  
deliH'f\\ time!  
L: i $\emptyset$  u $\emptyset$ u, lll, lhin, d,l,  $\diamond$  a $\emptyset$ o- voor order.  
L: Oed, thc  $\emptyset$ r,md,ml lime. At lu, llh. ,,e  
roet [kh.CT] in h.o., C'<l $\emptyset$ . C.m. (H)

do lh.!!

- L: Too little? No. I'm afraid we t,ill.

dolh.11.

- R: RtJlh?
- l: RtJlh. I'm .nrild lhc, \Hffl IX' f('lrf, for d'lli,C'r. b, then. Thim d,l,, i, thc. he<! ' ' ' ' ,m rk,, I'm .nrald.
- R: OK. lh.lt'll lx' fow. I'erh,lp; \C con th,mgt thing? ll..N time.
- t: Ot.. usen. So, HU order 800 IP-l muvh pl,l\l'f,i ll SR- doll,lfi IX'f itorn, ,llld \I' dcliver in llmh rLl, ., l, rh.ll l dC,II?
- R: Til,l l, l ck,l,l.
- t: C,l\Ht'fll. l, thore .lmthing CtSc \OIÚI' interc...ted in!\ch,nll'f'in),,l gn,l dt,)l nn rll'it.l [ l,lfl)('f,l, Jt the
- nownt.

- ||: Rl',lh? Oh?\h,lr, tht-, dtJl! || il's, |  
j|x)(! h.irg,iin, | mighl |x: inl('f'<,\cd.  
\\hilh model ..

## Lesson 9.4 Track 2.19

*lnw, f' \ 1.1100*

- 1: Gocxl mormngtʰʰʰr.OOC. \\ckoim-  
to C.ldhur-. \\orld. \\ \\ nJmc-φ |ouiSt.  
uxl l'm \\our guidtʰ thb morninφ OK.  
let\\ scc whl:fc tʰlʰfhnrh conie.  
frum l()IJ). Put ,oui hJlICls up ir  
,ou're from lhe Ut... L'h-huh. \\nyort<  
from Blnmngh.imφ  
\\: \\(<:!  
L: Gu!xl lO i'c' <fl't ur fʰ, O lrx:, \\k  
\\lght so tht r'nt' O l \\OU ,l{ ' \\iilOf;  
lmm ,lbm,ui? And \\hl'fl' .lrc ,ou  
fmm!  
\\: From the L'S. FloriCLl.  
\\: l'm FrenLh.  
φ: Sp.lin.  
\\5: l.ip,m.  
n.: \\e're f'rum TurItʰ).  
t: Oh. l h.ul .l lmch holid,l, lhert l.lφ!  
,c.ir. \\n\\\\J), it loo!.φ lil.c l,C't' gol  
quik' ,l lO l \\or<ign- ,φilufʰ t()l,l,l.  
,O\\l, h,l,s ,m,ox: l x't'n hcf' h<ore!  
l'o. OK. so it'φ l'v' boch 'f'irst time.  
Alright. \\OU l(IUf thi.; mornil!H ,.ill  
l,φ Jboul ont hour. Fifi l oi ,lll. l'm  
f'ing to tell you ,l l'\\ \\ .e\\ thinR5  
,lxx't tht hislor. of choc.ol,l't'. lht'fl  
l'l ,\\ ,l little bil ,lhou lhl' tomp,m.  
,md ,lt< r th..ll f'f' <l, ,l fl\\ ,.Ofcb  
,lhou l'hl' chocol,t lφ nl.l<c. t\\l  
th,,ll \\ il l,l,l.c .ihout tcn minults. ThLn  
ll'l'\\ go mund th< f,l,lO'\\). llml <loes  
thJl <quidφ  
r: Good. \\ di \\C' l,l,s!l, l'm chocolJt'!  
l: Oh H". Don't l,orr. JIX>ul th,,ll.  
TI)('f-ll lx: ,l {hJntc to tiste sonll' oi  
our addituu; p<xlut l'\\ l dw tnd!

## Track 2.20

- I: Ol\ So. ltr ♪ lool., ll the hiitor.  
or thi.x.ol,le. To ,lln ,ith, ckx.♫  
,ll\l•xf. kll}), ll h<'rt' t ttf(nl,lt• llfil

t.Jm&lt;' from 0

- [S: From l, llin \nK'tic,, I thinl...

- i: Yr'' th,ll', righl. \l,l,-,l- the \l,l,.m<sup>0</sup>  
 \lho li\l'fl in \h,h,\ m\l CC'nrl:l  
 \l\l'f:l, \l .md \t\l\l',ho tlr-t  
 rli'Col trt'fl lhl' dl'tghb oí thornl,lle  
 in ,\l(JUí 000>.f). Tli<, lound th,ll the,  
 tC'hd m.il.c d ddiçiou, drinl. lmm  
 r0,l,t{(\l coco,l ht',ll\). Do ,lll our  
 l0fç\< , iðil < lnm, the flleC,ming O  
 ro,ðt'(\l'  
 \J: C,x,l,od in ,m ll'Çfl,  
 t: c,,tl,l,. Th't \l,\,m,c,l,lk'çl th't'ir  
 t ht,n,l,l,t' drinl. tht'f,ol,ll. lt \l,l) ,l  
 rtJl lu,ur. lX'ÇJU'Ç' (Oco,l lx,m,ð  
 ,lçç , t'f) , ll,u,lhl'. ln i,lll. lx,'flpk  
 <fl'll'liml'' U'-lçl lo ði,t them ,l,  
 prt''fl,t, or ç \l'fl uodð them ,l,  
 mtm't'. ðoon. xçod.ill ðrmd lo

the A/It'1 rhilis,ition mHJml modern  
\\c,ko Cih. in |31-. lht Sp,mI Md.  
Ht'fn.In Cortt♦.mi,ccl in \\t,iLO. Ht  
tr,l,ccller to mt'<l lht Azt't'1 rn,pcror  
\\tJltc.IUmJ. \\htl intruduttcl Curtt♦  
to hi♦ ĨN'ourile drml.- dIlIf.Ol,IlI.

Tht.\ s(ɜrvɪ.tɪ the drɪnɪ. to C011ɪs in  
J c.ʊp m.ɪdɪ Oɪ ɔld. ɪɪ ,ou look ɪɪ  
lht' slɪdɪ', vou c,m '-ɪɪ' lht'i-n clɪnɪ.mg  
lɔRCɪtɜr.

\\\hen Cortes rrlurnt>d In Sp.lin  
 in \ 'i:8, h( 'lo:l'dC'd hi, 'hifl' ', ith  
 n-x-0.l hc.m'&,md ('(ulpment lor  
 making lht chl:xnJlt' drinl... Soon  
 chornalt' hec.'mt' J populJr drinl..  
 It th rich |x'Ople in Sp.lin. Hui \  
 tooL nt',rl, lIM |V',ift> lor th nt'>'  
 of ttx.O,l ,lnd thotol,lte m ,pre.id  
 Je.ross |urope. as the Sp.mi'& kept  
 it \ 'C'CrTl. In th' |—th u:nur.  
 chocol,lte houses lik'c rnl'CC shop,  
 tt)(l,l |—lx'C,lfill' fX>pul,lr in Inndon  
 ,md other |urope.in litiC'&. l|ul ir  
 \,l'&n'l until the llt'h centur. th.l  
 l,hcKol,lle lx'l,lmc the,lper ind  
 J\,il,lble lo \ ,l,lrgc |x'runl,|gt' of thL  
 popul,tion.l'bo in the l'th Hnln..  
 the, iound,l,l, \, to m.l.lC chocolate  
 h.lfd, solid to m.l.l.e the l',lling  
 chocol,l't',e lm< 'incl,l, \ 5ll, th.l  
 "'l'& \vrt. bric' hstof of chex.ol.itc.  
 To sum up. l' |t,lrtNI \,& \ dnnl. in  
 (enlr,l| Anwrit,l. it \,lfill' 'o Europ'l'  
 \,th thP Sp.m'&. l' |pre,|C,l,lO,,  
 ,un>'& lhc nmlntnt ,md lm,l|l,  
 hec,lmc something \ lut ol pt:ople  
 ulud Jltord lo t,l,l.

11. nm, ,Ol-rC .lll \Cr. LN'n lo  
 ,l,rt the tour. but lt't<sup>o</sup> turn nQ\l to  
 lht tomp.m\ uot lnr i mmulc ...

## Review Units 7–9 Track 2.21

### Vn11.1. Rob

- A: I'm l<sub>x</sub>,rt'L Lct Ht' out tlm I'l'n<sub>m</sub>  
 ll: OK. I'd lmc to go lO lhC' lhC, llrc. I  
 ha,cn't l)('n for i;cs.  
 A: I'm m>I 'un, lxlilt lh, ll. I'm not lh, ll

kt,n on the tht,llrc. \ \ h,ll', on?

- 11: 1hcn' \ ,l pla, h, l),l, id \l,mwt. Tlw

titkC'b ,lrc LW. !.15 or !J0.

- A: Oh, th,|| 'i'l'f'il'-,| hit high to m( iur  
J p|J\ in our l(x,|| th,||,lrt.  
ll: \\\(l,|| ,,h,|| ,,ould ,uu prtlttr todi,  
A: \\\mm, | m mor<' mlert<|ltod m  
50melhing JtÜ\|C. | thln,. l'd r,||htr  
go d,mcing. **VO**  
ll: | don'l,l,m< \ d.mling! rd prett'f  
to µo |O ,. | on(|rt.  
.,: \ tũf'il crt? Ot... |l't\ <t't\ hJt\ on.  
Bul ,,h,|| ihout ii \|C go d,lm inµ al  
thC \|<|l.C'fid?  
tt: | <kln'l knm., bx,l,. \||l don'l ,ou  
go d,ltnt ing ,,ilh ,our tricn<, JI lht  
|H'l.l.tnd?  
A: But rd Jlhtr go ,, ,lh \OU.



# AUDIOSCRIPTS

create an Olympic park which is just  
west minutes from the centre of  
London. In the Olympic park, there'll  
be a magnificent 80,000 capacity  
stadium and a multi-sport centre  
for the swimming team. Half of the  
venues will be only 10 minutes from  
the centre, it is a tremendous and on  
top of that it is more than 10  
million.

1

The Oh mpk park n ill conu!n lhl'  
Oh mpic i ill,igt; llc'II put athlotcs .il  
lhc hawt of thc g,mles. Thcn-'ll be 8,iXJ)  
double room and thiv icromrnod.nlon  
will be modcm. \$p.lnou\$,nd  
rnmforl,lb't. Athletics will he ju:t ,l shorl  
l, ill, from ilw main <tidump. The\$ 'll IX'  
il the centre of the Olrmpit t\$IX'rt'l'ice.

!

the Olympic park will be on the second  
minibus, from Central London by tram  
line 111 to Highgate train station. Nim-  
rod's line will be underground and will  
form the backbone of the transport  
system, running from the City to the  
Olympic stadium. The Olympic bus  
will be the main link between the  
stadium and the City, and the main  
link between the stadium and the  
main bus stations. The main bus  
stations will be at the City, at the  
Olympic stadium, and at the main  
bus stations in the City.

## Lesson 10.4 Track 2.29

$$\|x\|_{\infty} = \max_{i \in \{1, \dots, n\}} |x_i|$$

tlood c'wning. Tll,mL. lnu for imiting  
me herc ih'i H'rling lo t,/k about  
rncrppl. the n oric'l., kl♦t'st polit e  
nrg,lil♦l.tlon. Nm., llHJ! do vou think  
nf il hen vou thnl.. Ol interpol ,\ lot  
of )C('ptl get tho im,ige of nuerppl  
from boois ur films. l\orh,l,p.; hcl  
lhnl., or i l rene h polk cmon from  
the l'yh0s, lltwing ,lOll p,r.lc coar.  
Or perhaps the, think or •onwthing  
lil.c,l,l,lmc.; Bolld film, or *Mi"ion*  
!!!x,♦,ih/, lilh ll,t,luliril "I ret  
.p,<nt., r\tlu,ill♦. llarpoll l,r,lltw  
diterur lo thb .md toniglll t'm gning  
lo gile vou an idc,l about the real  
rmcrpol. tir,t oi ill, l'll <,ll , littlt  
,lboul lall'ppl's histor.. Tllen t'll talk  
about huorppl today: 'll tell vou  
holl it's org.mi<t.li ,md. fin,ilh, llh,ll  
it dot.... Tlwrt'll IX',ome linw,ll tht-  
end ior qutttim♦.

Althnugh, h'hl' ide, l for lnt('l'pol  
l, s hom in l414 il l l ontrenet'  
in lnn,lIn, thc lirst \World \\'lr  
inttmpted lt, dcll'opment. lt  
l\, t' lntu, llll < r'alc'd ill 1911. in  
Vitnn,l, l'u, tri,l, .llthnugh lt had ,l  
clrlfore n,m,l't lt th:ill lllle. In thc  
btp, lnnint, ' thcr'l' N'l' f'ourt'l'n  
nwml)'(r 'mm,lrit' N'l' | or,l. of thc  
nrp,mil' ill 11,l l. lnt:rrtptcl bl tht:

Second \\orld\\.ir. In '9-H, lnt'rp||  
rt'p'pe.irC'l \\ith.\\ |||N headqu.rtm  
in 'l'ir|'•md it h.l, rf'm,lined in  
frince since lhm. In '1)89 lhc  
hc:ldqu.rters \\sls |||0\\t'cl to Lvon  
\\lherC' it b ltxl.l\\.

1.011 lcr? lllli. at the mod('rn  
Interpol. Fir, l oi ,ll, hrn, is il  
organ, t'd? lnl'rpol nml b, b, 184  
illUD!..vr rruntril.. And kt ml'  
RQint out th, ll ; r, b'ow coun'riG  
bl, p, n for it! 184 wun'ri'<  
th, ll m, li, es it the \*econd hlgAr-'  
intern. ilion. il org. mi, ..llion after the  
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## Lesson 11.1 Track 2.30

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# AUDIOSCRIPTS

under the sea. As well as this, the seas are also getting hotter. This is causing problems for both the coral reefs and the fish.

The farmer said that there's a serious drought in the Amazon rainforest. The larger trees are dying and there's serious drought. As well as this, the warmer sea water is killing coral reefs in many parts of the world. Coral reefs are very sensitive to temperature changes and we're now losing some of the richest environments in the world.

But, we're causing these changes or is it just a natural process? The scientist said that the model that seems to answer this question.

- 8: Well, the programme can show how the temperature of the planet has been changing for the last 100 years. And I can show what the burning of fossil fuels has done to the temperature change because of natural processes such as volcanoes and the energy from the sun. As you can see, the temperature goes up and down without a strong trend.

The second line shows you what happens when we include the CO<sub>2</sub> that is produced by the use of fossil fuels. As you can see, the temperature has been increasing very quickly since 1950, and this will continue. The increase in CO<sub>2</sub> in the atmosphere has led to an increase in the planet's temperature.

- 1: So, is this the end of the world? Well, not yet. We have the power to move and possibly to stop the rise in temperature. We have to produce less CO<sub>2</sub> and to do that we have to change the way we live our lives.

## Lesson 11.3 Track 2.31

1: Hello, I'm a

- 2: Right then, so, the next project is the Vifd City. What do you think of this one?
- 3: Well, the best thing is that it's

It's really a great project I mean,

you can't get much greener than a Vifd City, can you?

- 4: Indeed, you can't. And it certainly makes the local area a better place to live. Don't you think?
- 5: Mm-hm. Unfortunately, the Jirejs are really ruining the local area - the whole place feels run-down and stuff.
- 6: Exactly. So, what about the other points on the guidelines? The project is a problem, doesn't it? Getting

rid of the problem. And of course, it involves local people working together.

- 7: Sure. But there are a lot of points that don't make sense. For example?
- 8: Well yes, but the quality of the work is not good. For example?
- 9: Sure, but this project costs £5,000 a year. And we can't really give them the money.
- 10: No, it's true. What do you think they need that money for?
- 11: Well, I think it's to pay for the people who will look after the park.
- 12: Hmm. I guess so. Well, they could do it unpaid. Couldn't they?
- 13: Hmm. Perhaps. But if they don't get the money before, they won't get it. If no one gets the money, then things like the park will soon get run-down. You know, there's a lot of litter, you start getting graffiti, that kind of thing.
- 14: Ah, yes, that's all true. Why don't we offer £2,000 a year?
- 15: Yes, that's fine. Right. Well, there's only one point left, the project doesn't make sense.
- 16: Is that right? Which one?

## Lesson 12.1 Track 2.33

1: Hello, I'm a

- 2: Welcome back. I'm David. This is the first time I've been to the studio this morning. The show is called Diggit. It's a show for sport, the journalists and the commentators. Peter Jones and the actress Keri Miller. Remember - this show is interactive. If you want to comment on anything, or ask a question, just send your emails to diggit@diggit.com. That's all one word - diggit. The diggit is on your screen now, and Nikl. At the end of the show, we'll be able to see your emails. Morning, Nikl.

- 3: Hi David.
- 4: Our first topic this morning is sport and in particular, the football. A new newspaper from Manchester, the Manchester Evening News, has said that the football is the most popular sport in the country. Do you think that's true?

1: Yes, I think so. But I think we should

look at the success of the international competitions. I think the Diggit is a good idea, but I think we should look at the success of the international competitions. I think the Diggit is a good idea, but I think we should look at the success of the international competitions.

- 5: To be honest, I think it's a bit surprising that the football is the most popular sport in the country. I think we should look at the success of the international competitions. I think the Diggit is a good idea, but I think we should look at the success of the international competitions.

Also, the football is not the only sport that is popular in the country. There are many other sports that are popular in the country. For example, the Olympic Games are very popular in the country. The Olympic Games are very popular in the country. The Olympic Games are very popular in the country.

- 6: Alright, sorry to interrupt. We'll come back to you later, but we've got our first email. It's from a friend of mine, in Brighton. He says that he's going to the Olympic Games. He says that he's going to the Olympic Games. He says that he's going to the Olympic Games.

- 7: Yes, that's fine. Right. Well, there's only one point left, the project doesn't make sense. I think it's a good idea, but I think we should look at the success of the international competitions. I think the Diggit is a good idea, but I think we should look at the success of the international competitions.

- 8: Alright. The diggit is a good idea, but I think we should look at the success of the international competitions. I think the Diggit is a good idea, but I think we should look at the success of the international competitions.

or judo for the first time. He's going to the Olympic Games.

He's going to the Olympic Games. He's going to the Olympic Games. He's going to the Olympic Games.

- 9: Ah, that's great. I think it's a good idea, but I think we should look at the success of the international competitions. I think the Diggit is a good idea, but I think we should look at the success of the international competitions.





some notes about it} I'd,rs for that question. I might srjll gct .l few marks for that.

I: Excuse me. how do you think you drd in thar cvam!

A: Oh, I think I'll pass it. but I re,illy messed up onc qucstloo. I was .m psc,ly about womrn and <port. end. wcJl, I thought I had J lot ni ideas so I jusi started wriling— I didn't hother to rnake a plan. And that was a hig rnistake. I l,lfw.t) I hrugh, I didn'r know what to sav. I gol confused and. well. I tried to start ,lg,lin, but it was too l.no. Next trmc I'll rnake surc I rruk J plan. even if I think I've got lots uf idc.,...

I: I tello, can I JUST ,,,k vchether the exam W,,\_ OK?

...: vcach, sur, it w,,ls fine, reJll}. Onc quesuon was a hll difficult – it was about drürcnr personaln, tynes and I drdn't bavo verv .ll,hlx idt,ls. Rul, I remombered m lecturcr's advicc. ,md made surc that I g,wc a lo! of I\ampk" ior ccch idca. So, in the end, m, ,ms,, cr ,,,lsn't loo shon. And tho other qucsüons wcrc prouv I:tS), so voah. I rockon t'vo done well.

## Review Units 10–12 Track 2.39

B/n, Ptnm

R: Tllking of holidays, are you going to the dragnn boat festival? ogctn this I,I,r?

e: I don't knm,. It's too for ior a weekend ;md lames ið rcally busv at work. Ho« about you?

B: Y♦. We hooked litðl WL>Ck. Ve Lnjoyd it <o much l,lðl vear, Ve'rc lea, ing I,Irh and stupp'ng off to scr m} parcnrs on the W.I\.

r: Oh, th,llð .l good idea. wherc are you ð,l, ing ll l,mcouver?

o: \Ve\ e bool.ed J hotel nmr the festi,al. It looks quite good.

r: Mmm. I don't think wc c,m .lfford ,l hotel this voar. \T haven't got enough sporc nmnC} ,ll the moment. \What'ð the ontcratnmem going to be like? I rncan. do you know anything about the b,lnds?

e: Yc,th, hut only th,ll scvcrnl b,m<lð are coming from south-cast Asi,l.

P: Oh. that sounds good. I love Asian mu,jc. I don't knov, ... if llc went thrs yt.ir, wc'd h,we to be \CI" t,lrl'ful ,.ith moncl.

8: H,ltT vou thought abaut c,imping? Your kids llould lave it.

P: You knoll. th,lt's J rcally good idc,l. Yes. if \C c,lmpe, tht'n \e muid take our own food trx,, ðo it would be ,. lot chc,llxr.

8: LOCk, "h, don't I find out about some c,impsircs in lhc arc.ir

l: Thar-ð rc,lllv nice of ,ou, hui ha,e rou gol enough trmc ior th,llr

ll: Yeah, no problem. I l,,mt to check out some other things on the lntcmcl .inyw,ll ,.

## Track 2.40

Tutor, Srucnt

I: You ll,nted .l mrtling ne.xt week ,lbout JOUr projcct. didn't vou?

s: Th,lt's right.

T: OK. lct's Ir) to Jrr,lngc one. Let me <t< ... I can do Tuc"d,w .it t1.00.

s: Frm, I'm in k'(ltJr'< ,lll d,lyTut'SCl,iy, t'm .lfr,lid. \Vh,ll ,ll.)OU \VcdnOO:iy at 9.00?

t: No, I'm not planning lo come m llll t1.00 on \V<incsd,ll. You couldn't do straight afcr lunch, could vou, s,lð 2.00?

s: \Vdi. I could, bul for only h,lli .in lmur. I'm going to the dentist ,ll 1.JO.

r: I think l,c'll nrtCi more than half ,m hour, ,llxiut an hour, I'd s.w. I'm free all da, rrida,.

s: Mmm, I'm tðking the tO30 train home on Frida,, for the "cd,encl. Nine isn't too earlv, is it!

1: \Vell, ro k'll th> truth, ,t.s. ll taktS me O\cr ,m hour to gel hcr. You ,lfcN't huð\ on Thur,d,w afcrnoon, ,lrc ,ou?

ð: No.'well, not until 4.00.

l: <Vell, ll h,lt ,.buut 1.00 on Thursdav then?

s: Yes, ihat's fine, th,mk<.

# IRREGULAR VERB LIST

Infinitive	1 <sup>st</sup> Form (I, you, he, she, it, we, they)	2 <sup>nd</sup> Form (Past Participle)	Infinitive	1 <sup>st</sup> Form (I, you, he, she, it, we, they)	2 <sup>nd</sup> Form (Past Participle)
be	was/were	been	leave	left	left
become	became	become	let	let	let
begin	began	begun	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	pay	paid	paid
can	could	been able to	put	put	put
catch	caught	caught	read	read /red/	read /red/
choose	chose	chosen	ride	rode	ridden
come	came	come	ring	rang	rung
cost	cost	cost	run	ran	run
dig	dug	dug	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shine	shone	shone
eat	ate	eaten	show	showed	shown
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone/been	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hold	held	held	throw	threw	thrown
hurl	hurt	hurt	understand	understood	understood
keep	kept	kept	wear	wore	worn
know	know	known	win	won	won
learn	learned/learnt	learned/learnt	write	wrote	written

# PHONETIC CHARTS

## Sound-spelling correspondences

In English, we can spell the same sound in different ways, for example, the sound {t/ can be 'to', as in 'to', 'ca' as in 'cat' or 'e' as in 'they'. Students of English sometimes find English spelling difficult, but there are rules and knowing the rules can help you. The chart below gives you the more common spelling of the English sounds you have studied in this lesson.

## English phonemes

### Consonants

Symbol	Example	Symbol	Example
p	park	t	tea
b	bat	d	day
k	cat	g	go
g	go	m	more
n	no	ŋ	king
ʃ	ship	ʒ	measure
ʒ	measure		

t	tea	h	hot
g	go	m	more
ʃ	ship	n	no
ʒ	measure	ŋ	king
r	run	l	lot
v	view	r	road
θ	throw	j	yellow
ð	they	w	warm

### Vowels

Symbol	Example	Symbol	Example
i:	feet	u:	goose
ɪ	fit	a:	hat
e	head	au	house
ʌ	bat	ɪ	hit
o:	bathe	ɪ	here
n	bottle	e,	hair
o:	bought	ʊ	sure
u	book	ɔ:	player
u:	boot	oo	lower
ɪ	but	ʊ	tired
ɪ	bird	ɪ	flower
ɪ	brother	ɪ	employer
e,	grey		happy

Sound	Spelling	Examples
/i:/	y u; e ce ie ea e ey e;	this listen gym typical build guitar prince green sleep niece bicycle read teacher these complete key money receipt receive police
/e/	a	can man pasta land
/o:/	a a, al au ca u o ou	can't dance scari bargain half aunt laugh heart fun sunny husband some mother month cousin double young
/o/	o a or ou au al aw a, oo	hor pocket top watch what want short sport store you, course bought daughter laugh half small always draw jigsaw warden warm floor mdoor
/u/	y ie igh e; ey ay ay a; ay ey e; ea o ow oa	like line island day ship cycle friction tie tic light high right height cycles lake hate shadow wait rain straight play say (s) obey they girl obey light v.ight break home cold open show throw own coat road cousin
/ɜ:/	ay ey e; ea o ow oa	play say (s) obey they girl obey light v.ight break home cold open show throw own coat road cousin

\* In American English the sound in words like 'bit', 'milk', and 'chill' is the 'a' sound, like 'cat' and 'milk'.



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