

OUTCOMES



INTERMEDIATE
STUDENT'S BOOK

HUGH DELLAR
ANDREW WALKLEY



1

FIRST CLASS

page 6

- say more about yourself and other people
- ask and answer common questions
- ask follow-up questions and maintain conversations
- describe how well you use different languages
- pay more attention to the language in texts
- tell better stories



2

FEELINGS

page 14

- talk about how you feel – and why
- respond to good and bad news
- talk about your life now
- explain why you can't – or don't want to – do things

VIDEO 1: Kenya comes to Central Park page 22 REVIEW 1: page 23 WRITING 1: Keeping in touch page 150



3

TIME OFF

page 24

- describe places and explain where they are
- give and respond to suggestions
- discuss future plans
- talk about the weather
- recognise and reuse useful chunks of language
- ask and talk about holiday experiences



4

INTERESTS

page 32

- talk about free-time activities
- describe how often you do (or did) things
- explain how good you are at things
- talk about injuries and sports problems
- ask about tastes

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5

WORKING LIFE

page 42

- talk about jobs and what they involve
- comment on people's experiences
- discuss rules and freedoms at work
- talk about getting used to changes
- say longer chunks better



6

BUYING AND SELLING

page 50

- talk about phones and phone companies
- compare products
- describe what people are wearing
- discuss shopping habits
- describe souvenirs and presents
- negotiate a good price

VIDEO 3: Wheelin' and dealin' antiques page 58 REVIEW 3: page 59 WRITING 3: Stories page 154



7

EDUCATION

page 60

- describe courses, schools, teachers and students
- show you believe or sympathise with what people tell you
- talk about different education systems
- talk about possible future plans or situations
- discuss different aspects of education
- form and say different words from the same root



8

EATING

page 68

- describe different dishes and ways of cooking food
- explain what is on a menu
- discuss experiences of foreign food
- make generalisations
- describe restaurants

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| GRAMMAR | VOCABULARY | READING | LISTENING | DEVELOPING CONVERSATIONS |
|--|---|--|--|--|
| <ul style="list-style-type: none"> • Auxiliary verbs • Narrative tenses | <ul style="list-style-type: none"> • Talking about people • Talking about languages | <ul style="list-style-type: none"> • The Google translators in human form | <ul style="list-style-type: none"> • Meeting for the first time • Stories connected to speaking a foreign language | <ul style="list-style-type: none"> • Asking follow-up questions |
| <ul style="list-style-type: none"> • Linking verbs • Present simple and present continuous | <ul style="list-style-type: none"> • Feelings • Understanding vocabulary: <i>-ed / -ing</i> adjectives | <ul style="list-style-type: none"> • It only takes Juan Mann to change the world! | <ul style="list-style-type: none"> • Talking about feelings • Juan Mann • Bumping into an old school friend | <ul style="list-style-type: none"> • Response expressions |
| <ul style="list-style-type: none"> • Future plans • Present perfect simple | <ul style="list-style-type: none"> • Places of interest • Weather • Understanding vocabulary: Useful chunks in texts | <ul style="list-style-type: none"> • Things to see and do in Kraków • Is disaster tourism such a total disaster? | <ul style="list-style-type: none"> • Visiting Kraków • Holiday plans | <ul style="list-style-type: none"> • Giving and responding to suggestions |
| <ul style="list-style-type: none"> • Habit and frequency • Present perfect continuous and past simple for duration | <ul style="list-style-type: none"> • Free-time activities • Injuries and problems • Describing music | <ul style="list-style-type: none"> • The playlist of your life | <ul style="list-style-type: none"> • Free-time activities • Hidden talent | <ul style="list-style-type: none"> • <i>Are you any good?</i> • Talking about tastes |
| <ul style="list-style-type: none"> • <i>Must</i> and <i>can't</i> for commenting • Talking about rules | <ul style="list-style-type: none"> • Jobs • Describing jobs • Work rules and laws • Understanding vocabulary: <i>Be used to</i> and <i>get used to</i> | <ul style="list-style-type: none"> • Terrible jobs not a thing of the past | <ul style="list-style-type: none"> • Talking about work • Rules at work | <ul style="list-style-type: none"> • <i>Doing what?</i> |
| <ul style="list-style-type: none"> • Comparisons • Noun phrases | <ul style="list-style-type: none"> • Smartphones • Clothes and accessories • Describing souvenirs and presents | <ul style="list-style-type: none"> • Shop till you drop! | <ul style="list-style-type: none"> • In a phone shop • Talking about gifts | <ul style="list-style-type: none"> • Avoiding repetition • Negotiating prices |
| <ul style="list-style-type: none"> • Future time clauses • Zero and first conditionals | <ul style="list-style-type: none"> • Describing courses • Education • Understanding vocabulary: Forming words | <ul style="list-style-type: none"> • What works in education | <ul style="list-style-type: none"> • Talking about a course • Talking about education | <ul style="list-style-type: none"> • <i>I can imagine, I bet, etc.</i> |
| <ul style="list-style-type: none"> • Generalisations and <i>tend to</i> • Second conditionals | <ul style="list-style-type: none"> • Describing food • Restaurants | <ul style="list-style-type: none"> • Food for thought | <ul style="list-style-type: none"> • In a Peruvian restaurant • Talking about restaurants | <ul style="list-style-type: none"> • Describing dishes |



9

HOUSES

page 78

- describe flats, houses and areas
- explain how big places are
- discuss social and economic changes
- compare the past and now
- ask about house rules



10

GOING OUT

page 86

- talk about exhibitions, films and the theatre
- explain exactly where places are
- discuss nights out
- use idioms connected to different parts of the body
- describe different kinds of events
- talk about plans that failed to happen and explain why

VIDEO 5: One woman's choice page 94 REVIEW 5: page 95 WRITING 5: Formal emails page 158



11

THE NATURAL WORLD

page 96

- tell and participate in telling stories
- describe animals
- show emotions through intonation
- talk about challenges and achievements
- discuss natural resources and the economy



12

PEOPLE I KNOW

page 104

- describe character
- talk about your friends and family
- explain how people you know are similar
- talk about memories
- express regrets
- talk about relationships

VIDEO 6: Greatest Journey page 112 REVIEW 6: page 113 WRITING 6: Reports page 160



13

JOURNEYS

page 114

- talk about journeys
- explain travel problems
- discuss immigration
- reflect on past events
- use extreme adjectives to make descriptions more interesting
- talk about problems and whose fault they are



14

TECHNOLOGY

page 122

- talk about computers
- explain and sort out problems
- describe games
- discuss issues around computer gaming
- talk about apps and gadgets

VIDEO 7: Air pollution tracking page 130 REVIEW 7: page 131 WRITING 7: Opinion-led essays page 162



15

INJURIES AND ILLNESS

page 132

- talk about injuries and illness with a doctor
- discuss health myths and facts
- talk about causes and results
- tell stories about accidents
- report what people said



16

NEWS AND EVENTS

page 140

- talk about types and sources of news
- comment on the news
- use reporting verbs to report news
- describe famous people and events
- discuss issues around fame

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| GRAMMAR | VOCABULARY | READING | LISTENING | DEVELOPING CONVERSATIONS |
|---|---|--|--|---|
| <ul style="list-style-type: none"> • Present perfect simple and present perfect continuous • Comparing now and the past | <ul style="list-style-type: none"> • Describing homes • Social issues • Describing areas | <ul style="list-style-type: none"> • Waiting for the bubble to burst • Small ads | <ul style="list-style-type: none"> • A new apartment • Room to rent in Berlin | <ul style="list-style-type: none"> • Explaining how big a place is • Asking about rules |
| <ul style="list-style-type: none"> • Quantifiers • The future in the past | <ul style="list-style-type: none"> • Exhibitions, films and theatre • Idioms • Understanding vocabulary: Describing events | <ul style="list-style-type: none"> • Big night out | <ul style="list-style-type: none"> • Going to the cinema • What did you do last night? | <ul style="list-style-type: none"> • Explaining where places are |
| <ul style="list-style-type: none"> • Past ability / obligation • Passives | <ul style="list-style-type: none"> • Movements and sounds • Challenges and achievements | <ul style="list-style-type: none"> • The strange story of Maurice Wilson • Natural resources fact file | <ul style="list-style-type: none"> • Animal stories • Maurice Wilson • The resource curse | <ul style="list-style-type: none"> • Helping people to tell stories |
| <ul style="list-style-type: none"> • <i>Used to, would</i> and past simple • Expressing regret using <i>wish</i> | <ul style="list-style-type: none"> • Describing character • Relationships | <ul style="list-style-type: none"> • Struggling to fit into the role of granny | <ul style="list-style-type: none"> • Talking about family • Talking about Nicolas | <ul style="list-style-type: none"> • <i>That's like ...</i> |
| <ul style="list-style-type: none"> • Third conditionals • <i>Should have</i> | <ul style="list-style-type: none"> • Ways of travelling and travel problems • Phrasal verbs • Understanding vocabulary: Extreme adjectives | <ul style="list-style-type: none"> • The long journey to a new life | <ul style="list-style-type: none"> • Talking about journeys • Holiday problems | <ul style="list-style-type: none"> • <i>How come?</i> • Blaming people |
| <ul style="list-style-type: none"> • Articles • Infinitive and <i>-ing</i> forms | <ul style="list-style-type: none"> • Computers • Describing games • Apps and gadgets | <ul style="list-style-type: none"> • My life as a gamer | <ul style="list-style-type: none"> • IT help desk • The gaming industry • Totally great or totally rubbish? | <ul style="list-style-type: none"> • Sorting out problems |
| <ul style="list-style-type: none"> • Adverbs • Reported speech | <ul style="list-style-type: none"> • Injuries and illness • Understanding vocabulary: Word endings and word class • Accidents and health problems | <ul style="list-style-type: none"> • Fact or myth? | <ul style="list-style-type: none"> • At the hospital • Accident on holiday | <ul style="list-style-type: none"> • Short questions with <i>any</i> |
| <ul style="list-style-type: none"> • Reporting verbs • Defining relative clauses | <ul style="list-style-type: none"> • News • Explaining who people are | <ul style="list-style-type: none"> • Seeking fame and fortune | <ul style="list-style-type: none"> • Talking about news stories • Talking about famous people | <ul style="list-style-type: none"> • Introducing and commenting on news |

1



FIRST CLASS

IN THIS UNIT YOU LEARN HOW TO:

- say more about yourself and other people
- ask and answer common questions
- ask follow-up questions and maintain conversations
- describe how well you use different languages
- pay more attention to the language in texts
- tell better stories

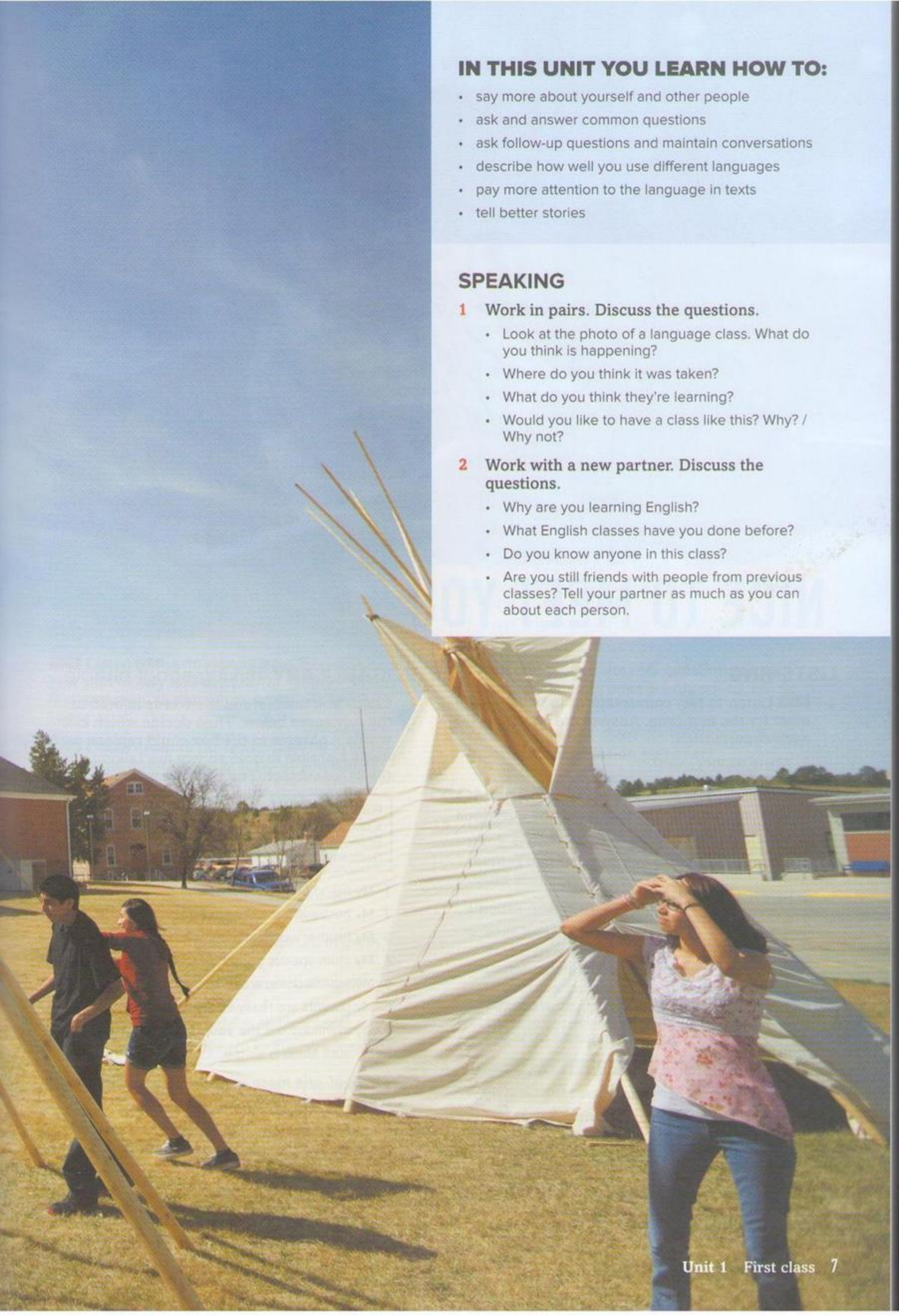
SPEAKING

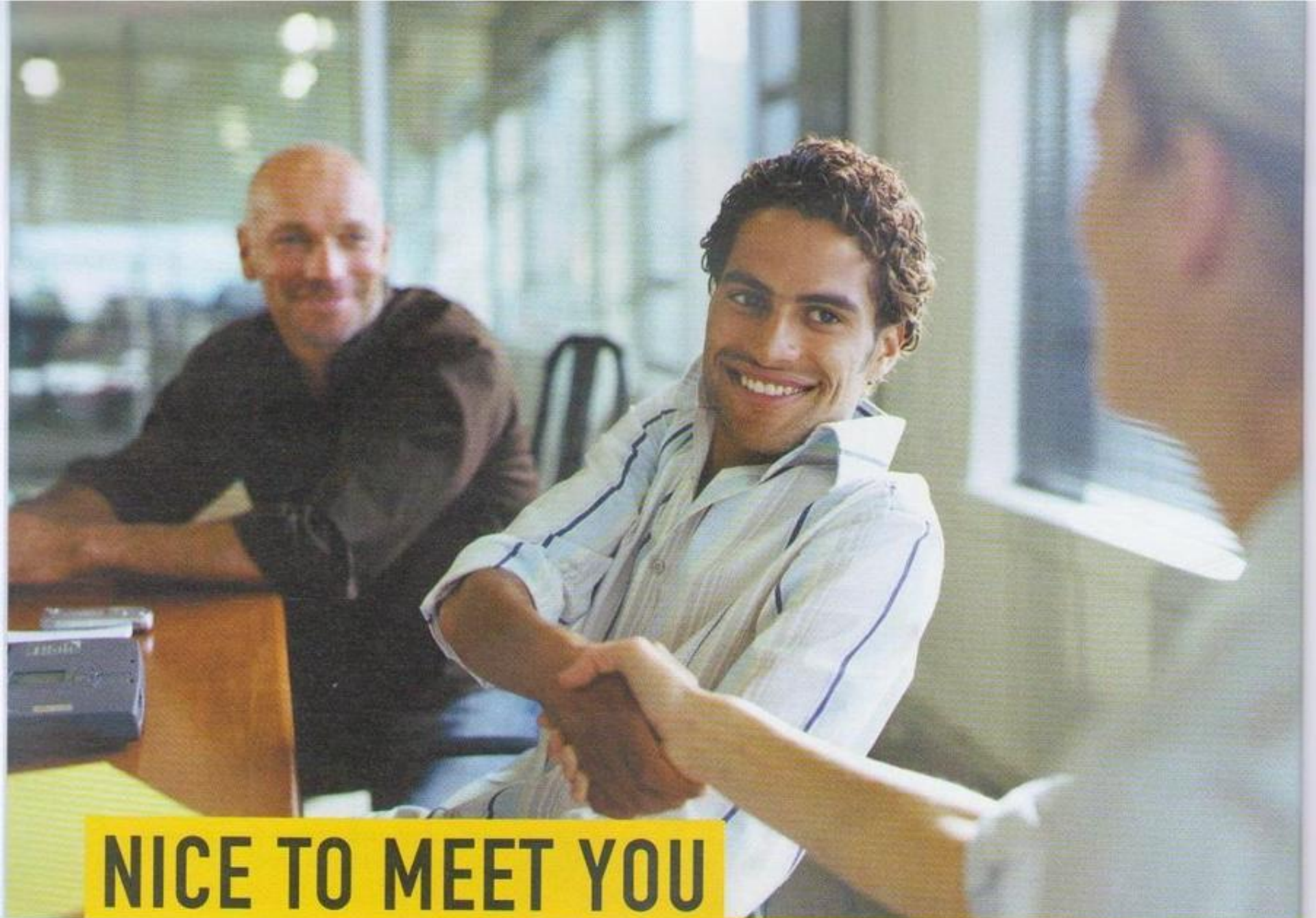
1 Work in pairs. Discuss the questions.

- Look at the photo of a language class. What do you think is happening?
- Where do you think it was taken?
- What do you think they're learning?
- Would you like to have a class like this? Why? / Why not?

2 Work with a new partner. Discuss the questions.

- Why are you learning English?
- What English classes have you done before?
- Do you know anyone in this class?
- Are you still friends with people from previous classes? Tell your partner as much as you can about each person.





NICE TO MEET YOU

LISTENING

1 **▶ 1** Listen to two conversations in which people meet for the first time. Answer the questions for each conversation.

- 1 Where do they meet?
- 2 Why are they there?

2 **▶ 1** Work in pairs. Try to answer the questions below. Then listen again and check your answers.

Conversation 1

- 1 How is Alfie feeling? Why?
- 2 Is Holly a new student?
- 3 When did Alfie start studying French?
- 4 What does he think his strengths and weaknesses are?
- 5 According to Holly, where is French an official language?

Conversation 2

- 6 How did Noah feel about the talk he attended?
- 7 Where is Noah from – and where is he living now?
- 8 When did Noah move to his current home?
- 9 Has Giuliana visited the city Noah is living in?
- 10 What does Noah do for a living?

3 With your partner, take turns to tell each other as much as you can about the last new person you met.

VOCABULARY Talking about people

4 Check you understand the words in bold in the sentences below. Then decide which two words / phrases in the box could replace each word / phrase in bold so you are talking about the same subject. The first one is done for you.

| | | | |
|-----------------|-----------|---------------|--------------|
| Portugese | Japan | an only child | sport |
| a civil servant | married | reading | a translator |
| Economics | Medicine | Arabic | a twin |
| Germany | an office | separated | a warehouse |

- 1 My friend Marcin is from **Poland**. *Japan, Germany*
- 2 My husband's a **software engineer**.
- 3 My brother works in a **university**.
- 4 My mum speaks good French and a bit of **Russian**.
- 5 My sister's doing a degree in **Law** at the moment.
- 6 My parents are really into **travelling**.
- 7 My friend Imke is **the youngest of six kids**.
- 8 My aunt Maria is **single**.

5 Think of one more word or phrase that could replace each word / phrase in bold.

6 Work in groups. Use language from Exercises 4 and 5 to say five true things about people you know.

GRAMMAR

Auxiliary verbs

When we make questions and negatives, we use different auxiliary verbs. There are only three: *be*, *do* and *have*.

I don't know. (present simple)

How's it going? (present continuous)

Have you been there? (present perfect simple)

- 7 Look at these questions from the conversations. Then work in pairs and answer the questions below.

- Do you know it?*
- Did you enjoy it?*
- Have you studied here before?*
- Where are you based?*
- What are you doing there? Are you working?*
- How long have you been learning French?*

- Which auxiliary goes with the infinitive (without *to*)?
- Which two auxiliaries go with the past participle (often an *-ed* form) of the verb?
- Which auxiliary goes with the *-ing* form of the verb?

G Check your ideas on page 166 and do Exercise 1.

PRONUNCIATION

- 8 **2** Listen to the questions from Exercise 7 – first said slowly and then faster. Notice that in faster speech, the auxiliary verbs are hardly heard at all.

- 9 **3** Listen again to the faster version. Practise saying the questions as quickly as you can.

- 10 Complete the questions with the correct auxiliary verbs.

- Where _____ you live?
- Who _____ you live with?
- How long have you _____ living there?
- Where _____ you born?
- How long _____ it usually take you to get to work / school?
- What _____ you do last weekend? Anything interesting?
- Why _____ you studying at this school?
- _____ you ever been to an English-speaking country?
- _____ anyone else in your family speak English?
- _____ anyone you know ever lived abroad? Where?

- 11 Work in pairs. Ask and answer the questions in Exercise 10.

G For further practice, see Exercise 2 on page 166.

DEVELOPING CONVERSATIONS

Asking follow-up questions

After someone answers a question we have asked, we often ask a second related question. This helps us to find out more details and to keep the conversation going.

A: *So have you studied here before?*

B: *Yeah, last term.*

A: *Oh really? OK. And did you enjoy it?*

B: *Yeah, it was amazing.*

- 12 Match the questions (1–6) with the pairs of possible follow-up questions (a–f).

- What are you studying?
 - Have you studied here before?
 - What do you do when you're not studying?
 - Do you have any brothers or sisters?
 - What did you do at the weekend?
 - What do you do?
- Whose class were you in? / Where did you learn your English?
 - What year are you in? / What does that involve?
 - Older or younger? / What do they do?
 - Where do you work? / Do you enjoy it?
 - How often do you do that? / Did you get anything nice?
 - How long have you been doing that? / What kind of music are you into?

- 13 Write one more follow-up question you might ask after someone answers questions 1–6 in Exercise 12.

- 14 **4** Listen to six short conversations. What follow-up questions do you hear?

CONVERSATION PRACTICE

- 15 Choose six questions from this lesson that you think are good to ask people when you first meet them. Then think of two other questions you could also ask.

- 16 Choose one of these tasks.

- Work with the whole class and have conversations to get to know other students.
- Imagine you are at a party for language students. Look at File 1 on page 187. Choose a person to pretend to be. Then have conversations to get to know other people. Ask and answer questions in the role of the person you chose.

1 To watch the video and do the activities, see the DVD ROM.

TALKING MY LANGUAGE

VOCABULARY Talking about languages

- 1 Work in pairs. How many of the languages in the picture do you recognise?
- 2 Complete the sentences about using foreign languages with these words and phrases.

| | | | |
|----------|---------|-----------|--------------|
| accent | express | fluently | picked it up |
| accurate | get by | mastering | struggled |

- 1 I'm not very _____, but I can hold a conversation and make myself understood.
 - 2 I know the basics – enough to _____ when I'm travelling there.
 - 3 I really _____ with French when I was at school, so I just gave up.
 - 4 I get frustrated when I can't _____ myself.
 - 5 I never went to class. I just _____ from talking to people.
 - 6 I'm a bit embarrassed to speak sometimes because I know I have a strong _____.
 - 7 I grew up bilingual so I speak Spanish and Japanese _____.
 - 8 I'm not interested in _____ the language, I just want to be able to read it for my job.
- 3 Work in groups. Use some of the language from Exercise 2 to discuss these questions.
- What languages have you studied?
 - What languages do you know at least a few words in? What can you say?
 - How did you learn? Do you use these languages now? How well do you know each one?

READING

- 4 You are going to read an article about 'hyperglots' – people who speak many languages. Work in pairs. Look at the photos and the title opposite then discuss how these words and numbers might be connected to the topic.

| | | | |
|-----------|---------------|------------|----------|
| 72 | a parrot | translator | 10,000 |
| two weeks | globalisation | genes | mistakes |

- 5 Read the article and check your ideas from Exercise 4.
- 6 According to the article, are the sentences true (T) or false (F)?
 - 1 Mezzofanti spoke 72 languages fluently.
 - 2 Some people who heard Mezzofanti speak probably couldn't know if he was fluent.
 - 3 There is no proof that Mezzofanti really was multilingual.
 - 4 Globalisation will create more hyperglots.
 - 5 Hyperglots often possess genetic advantages.
 - 6 Hyperglots aim to speak all their languages fluently.



- 7 Work in pairs. Read the comments that follow the article and discuss these questions.
- Which comments do you agree with and which do you disagree with? Why?
 - What did you find most interesting about the article?
 - Did you read anything about the habits of hyperglots that could help you study better?

Understanding reading texts and improving your vocabulary involves more than just learning single words. You also need to notice the connected words and grammar.

- 8 Find these words in the article and notice the connected words and grammar.

| | | |
|-------|----------|---------------|
| far | evidence | growing |
| allow | terms | opportunities |

- 9 Work in groups. Cover the article and complete the sentences. Then check your ideas.
- 1 But _____ far _____?
 - 2 There _____ evidence _____ he could use many languages.
 - 3 There will _____ growing _____ in the future.
 - 4 Top _____ may _____ genes _____ allow _____ get the _____ their training.
 - 5 They often _____ limited _____ terms _____ individual languages.
 - 6 They _____ opportunities _____ language closer to home.
- 10 Work in pairs. Discuss the questions.
- Think of two examples where there are growing numbers of something. Why are they growing?
 - How is your English in terms of vocabulary, speaking, listening etc.? What can you do to improve these different aspects?
 - What opportunities do you have to practise English?

THE GOOGLE TRANSLATORS IN HUMAN FORM

Michael Erard's new book investigates the master linguists or 'hyperglots'

Liam Scanlon



The 18th century Italian priest Cardinal Giuseppe Mezzofanti is a legend among linguists. They say he studied 72 languages, 30 of which he mastered. He spoke another nine fluently, though not perfectly, and could hold a basic conversation in at least eleven more. And all that without leaving Italy! One story suggests he picked up Ukrainian in just two weeks, after meeting a visitor from there.

But how **far** is this true? Certainly, the figure of 72 is too high and some people perhaps exaggerated how fluent he was. He lived at a time when travel was difficult and learning other languages was still unusual. Therefore, many reports of his abilities come from visitors who were probably struggling to express themselves in Italian. There were also those who, while appreciating his good accent and accurate grammar, described him as merely a parrot who said nothing of interest. However, according to Michael Erard, author of the book *Mezzofanti's Gift*, there is sufficient **evidence** to believe he could use many languages.

Erard also argues that there are many hyperglots in the world today and that, with globalisation, there will be a **growing** number in the future. For example, Alexander Arguelles is fluent in around twenty languages and has studied 60. He studies nine hours a day, down from fourteen before he got married! The Hungarian translator Kato Lomb worked with sixteen, and you can watch a YouTube video of Alex Rawling speaking eleven languages at the age of twenty.

A central question of the book is whether hyperglots are born or made. Are their achievements genetic or do hyperglots have secrets that normal language learners can learn from? Erard's conclusions agree with research on highly talented people in other areas such as sport and music. These people generally have advantages they are born with: top athletes may have genes that **allow** them to get the most from their training; hyperglots seem to possess excellent memories and have brains that are more efficient in processing speech sounds. However, becoming the best also requires a lot of hard work. Some argue that the difference between a top performer and someone who's just 'very good' is that the top performer has practised for 10,000 hours instead of 6,000.

The fact is that most ordinary language learners lack these natural advantages and simply don't have that much time. So is there any hope for us? Erard believes there is and that research on hyperglots can offer some useful lessons. For example, they often have limited ambitions in **terms** of individual languages: they're happy to get by, or to be only able to read, or not to have a perfect accent. They're practical: if they can't travel, they look for **opportunities** to use the language closer to home. Some simply imagine conversations in their heads. They also use other techniques like learning words in context. Finally, they're never afraid to make mistakes or appear stupid and so never give up.

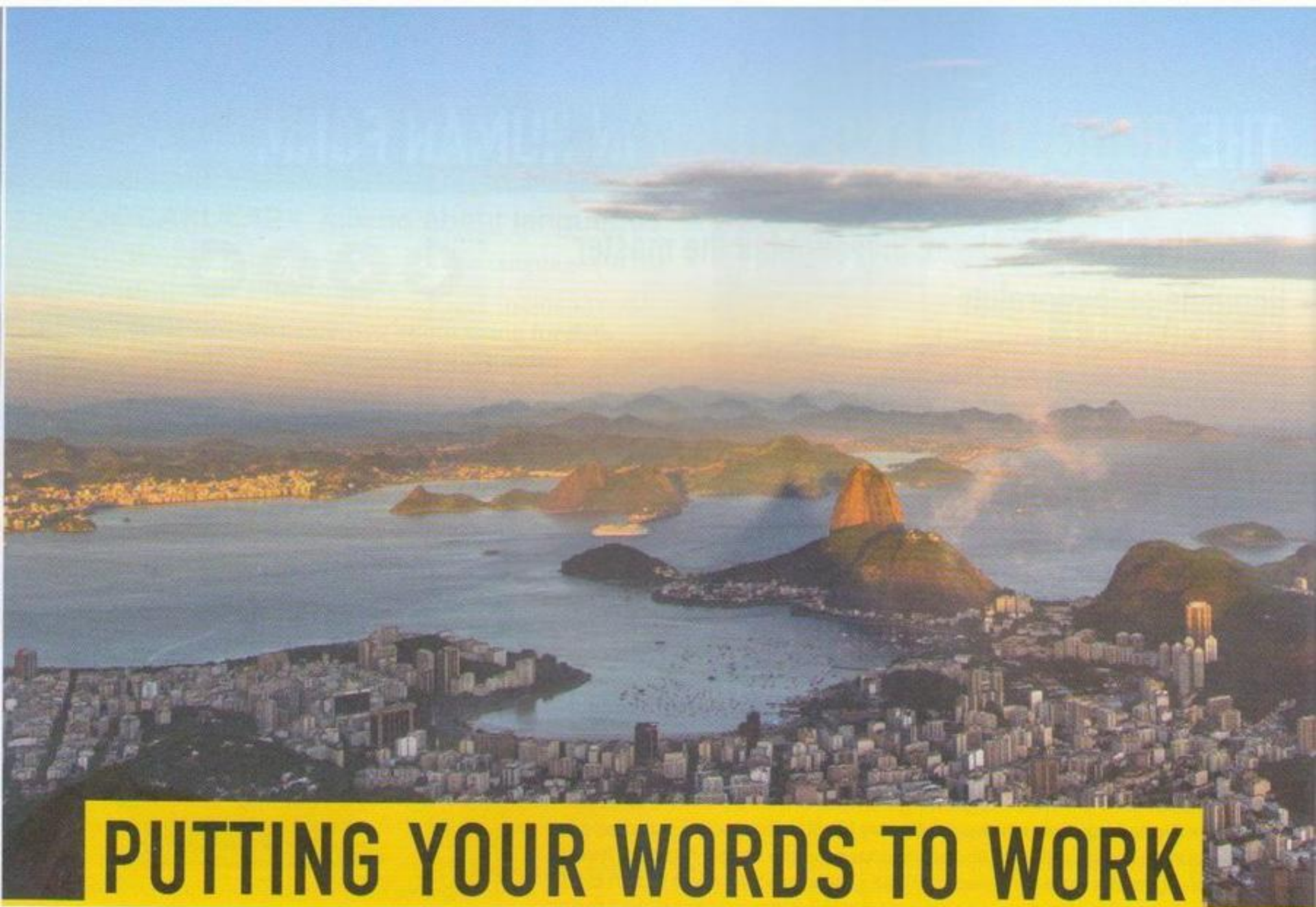


Cardinal Giuseppe Mezzofanti



COMMENTS

- languer:** I've actually read Kato's book about language learning and I think the best advice is to read what you're interested in and read a lot.
- bobjob:** I know it's wrong, but I kind of hate these people! I'm struggling to learn one extra language.
- unconvinced:** How does Alexander Arguelles earn a living? I think you need to be rich to be a hyperglot!
- hughd:** You have to start learning languages when you're young.
- andyw:** When people say they're bad at languages, they just mean they don't want to spend the time required to learn.
- artist:** I can say 'do you work or study' in fifteen languages. Does that make me a hyperglot?
- r_sewell:** The thing about vocabulary in context is good. I never learn single words. I always learn words in groups.



PUTTING YOUR WORDS TO WORK

SPEAKING

1 Work in pairs. Discuss the questions.

- Where and when do you use English outside the classroom?
- What do you do most: read, listen, speak or write?
- When was the first time you used English outside a classroom? What did you talk about? How successful was it?
- What's been your best moment using English outside the classroom? Why was it good?

LISTENING

2 Listen to three people telling stories connected to speaking a foreign language. Match two sentences to each speaker (1–3). There are two sentences you do not need.

- a They helped someone by using a foreign language.
- b Their parents fell in love in Rio de Janeiro.
- c They have an unusual family background.
- d They were involved in a misunderstanding.
- e Their parents speak together in a foreign language.
- f They filmed an animal attacking someone.
- g They changed their behaviour as a result of the experience.
- h They work with people from other countries.

3 Listen again and complete the sentences with three words in each space. Contractions count as one word.

- a Two Chinese guys _____ me and stopped me.

b They started talking really fast, you know, and I _____ at all!

c I asked them to slow down, and then, _____ of my bad Chinese and gesture, I explained ...
- a He worked in the engine room and she was _____.

b My mum said Dad was a really good dancer, _____ very difficult to believe.

c They also said it _____ about whose country to live in.
- a We go all over the place _____ unusual wild animals.

b We often need _____ local people to act as guides or cooks for the film crew.

c Anyway, last year we were filming in Sumatra in _____ a forest ...

4 Work in groups. Discuss the questions.

- Which of the stories did you like the best? Why?
- Do you know any families where they speak more than one language? Why?
- Have you ever been on a cruise? When? Where?
- Have you ever helped anyone in the street? Where? What did you do?
- Do you know any 'false friends' – words that look or sound the same, but have a different meaning in different languages?

GRAMMAR Narrative tenses

- 5 Look at these sentences from the stories. Then complete the rules below.
- They first **looked** really surprised and then they **started** talking really fast, you know.
 - It was actually the first time I'd **spoken** to anyone Chinese outside of my class.
 - They first **met** when they **were** both **working** on a cruise ship.
 - Neither **spoke** each other's language, but my mum **had worked** in Germany before.
 - Last year we **were filming** in the middle of a forest ... and one time at dinner I **was talking** to the guide and I **tried** to ask about 'the people of the inner forest' ...

We use three main tenses when telling stories: the past simple, the past continuous and the past perfect simple.

- Past simple: add _____ to the infinitive (without to) of the verb. Some past forms are irregular, e.g. _____.
- Past continuous: use _____ / _____ + *-ing* form of the verb.
- Past perfect simple: use _____ + past participle. Some participles are irregular, e.g. _____.

- 6 Look at the sentences in Exercise 5 again and answer the questions.
- Which tense is the most common in telling stories?
 - Which tense is often used at the beginning of the story to give background information?
 - Which tense shows the events followed each other in order?
 - Which tense shows the 'past in the past' – an action that happened before something else we talked about?
 - Which tense shows an action was unfinished or stopped by another action?

G Check your ideas on page 166 and do Exercise 1.

- 7 Read this story about how another person's parents met. Decide if the past simple forms are correct or not. Correct the ones which are wrong.

I love the story of how my parents met. My dad was twenty. One day my dad ¹took an overnight train to Prague in Czech Republic and during the night he ²fell asleep. When he ³waked up, he realised they ⁴was in Prague so he rushed to get off the train. He ⁵see a policeman looking at someone's papers and he suddenly realised he ⁶hadn't his passport or money or phone. He ⁷ran back to the train. He sat down, but then this guy ⁸came up to him and asked him something in Czech. He then said in English, 'What's the matter?' and so my dad ⁹explained. So basically, this guy, who was called Anton, ¹⁰helped him. He took my dad home, ¹¹given him something to eat, ¹²let him phone his parents to get some money – everything. And later that evening my dad met Anton's parents ... and he met his sister. And that's how he met my mother!

PRONUNCIATION

- 8 **▶ 6** Some of the details of the story in Exercise 7 are missing. Listen and write down the eight phrases and sentences you hear. You will hear each twice: first fast and then slower.
- 9 **▶ 7** Listen again to the faster version. Notice the weak forms of the auxiliaries: *was* /wəz/, *were* /wə/, *had* /əd/. Practise saying the phrases and sentences as quickly as you can.
- 10 Work in pairs. Decide where each of the eight phrases and sentences from Exercise 8 should go in the story in Exercise 7.
- 11 Complete the sentences with your own ideas.
- When I got home, I suddenly realised ...
 - I didn't recognise her at first because ...
 - I wasn't looking where I was going and ...
 - This guy came up to me and ...
 - I had meant to say ... , but I'd actually said ...
 - I found out later that ...
- 12 Work in pairs. Compare your ideas from Exercise 11 and decide which is the most interesting. Then write a story around the sentence.

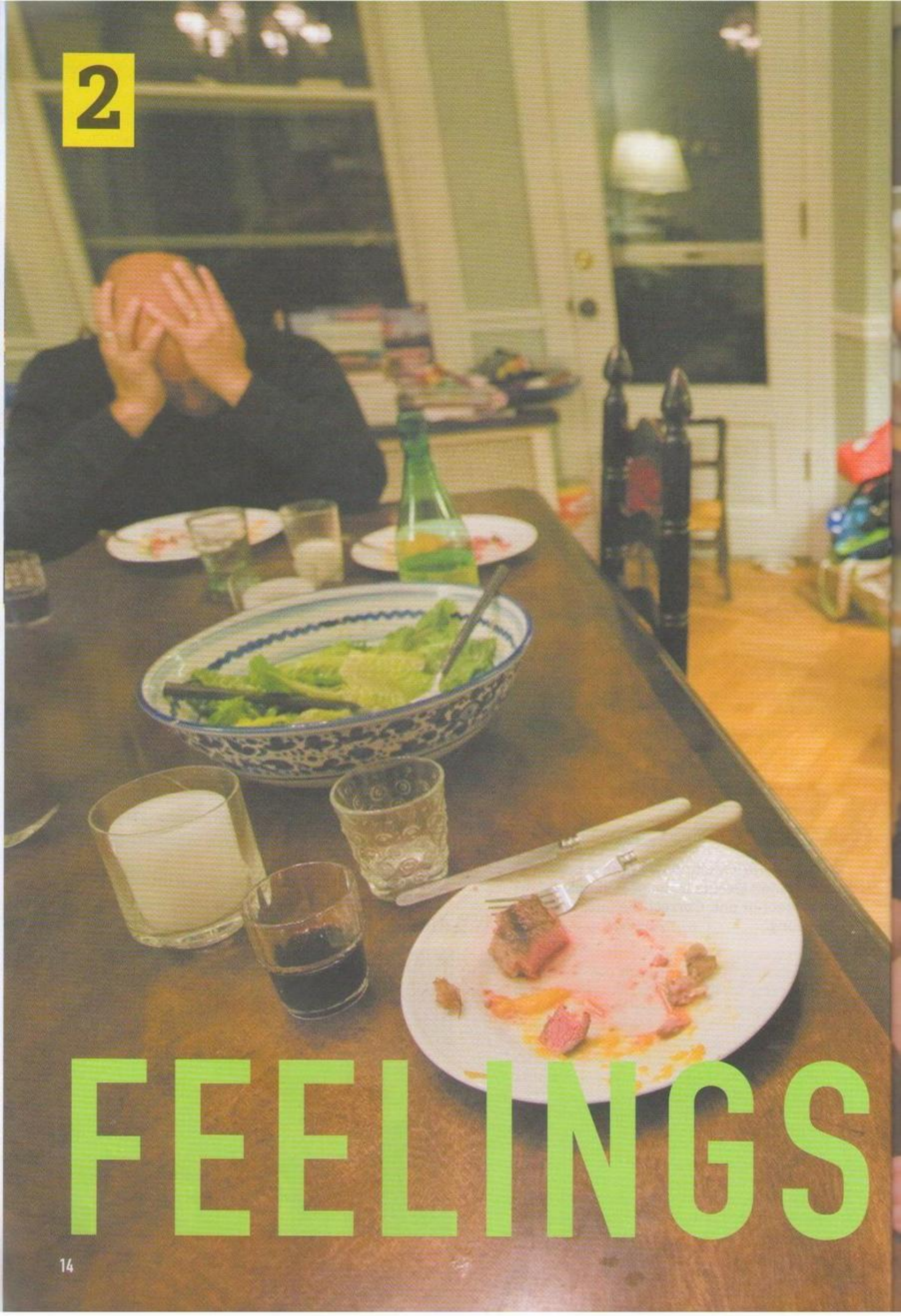
G For further practice, see Exercise 2 on page 167.

SPEAKING

- 13 Choose two of these ideas for stories. Spend a few minutes thinking about what happened and how you will tell the stories.
- the first time your parents met
 - the first time you met your best friend / wife / husband / boyfriend / girlfriend
 - a time when you forgot or lost something important
 - a time you had a good or funny experience using a foreign language
 - a time a stranger helped you or you helped a stranger
- 14 Work in groups. Share your stories.



2



FEELINGS



IN THIS UNIT YOU LEARN HOW TO:

- talk about how you feel – and why
- respond to good and bad news
- talk about your life now
- explain why you can't – or don't want to – do things

SPEAKING

1 Work in pairs. Discuss the questions.

- Who do you think the people are?
- How do you think each person is feeling? Why?
- What happened before the picture was taken?
- How does the picture make you feel?

2 Work with a new partner. Tell each other about the last time you felt:

- very happy.
- very tired.
- quite annoyed.

3 What other words do you know to describe feelings?



ARE YOU OK?

VOCABULARY Feelings

- 1 Match the words in bold in the sentences to these basic meanings: *happy, annoyed, tired, bad, sad, angry, worried*.
- We left at six in the morning and didn't get back till midnight. I was **exhausted**.
 - You must be really **pleased** with the results. They're great.
 - She was absolutely **furious** when she saw the mess that they had made.
 - I'm under so much pressure at work. I'm really **stressed** about everything.
 - His dog died last night. He was very **upset** when I spoke to him. He sounded as if he might cry.
 - I'm so sorry. I feel really **guilty** about leaving you with all the work to do.
 - Ask her now. She looks like she's **in a good mood**. She might say yes.
 - It was good to see her happy and enjoying herself because I know she's been a bit **down**.
 - I was **pleasantly surprised** by the film. I really didn't expect it to be so good.
 - I'm **fed up** with this weather. It's so hot you can't do anything. I've had enough of it!
- 2 Work in pairs. Answer the questions.
- Can you find the five prepositions connected to adjectives in Exercise 1?
 - Why else might you feel exhausted?
 - How do you know if someone is pleased with something?
 - How do you know when someone is furious?
 - Why might someone get upset?
 - What other things might you feel guilty / bad about?
 - What things might put you in a good mood?
 - What's the opposite of being pleasantly surprised?

LISTENING

- 3 8 Listen to two conversations. The first is between two people talking about their friend Karim. The second is between two women, Belinda and Alisha. How do these three people feel?
- 1 Karim 2 Belinda 3 Alisha

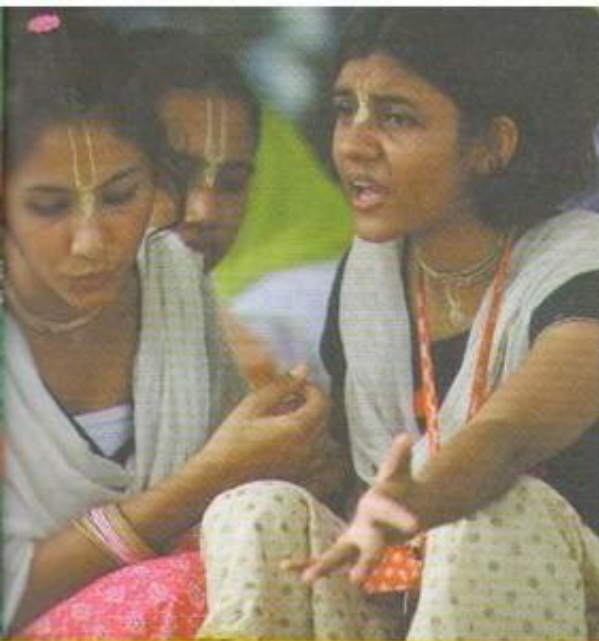
- 4 8 Do you remember why they feel this way? Listen again and check your ideas.
- 5 Work in pairs. Discuss the questions.
- What would you do or say if a friend was upset? Would it be different if it was a man or a woman?
 - What kind of things do you do to cheer yourself up if you are a bit down?
 - Are you good at sorting out problems?
 - Who do you talk to if you have a problem?

GRAMMAR

Linking verbs

Be, look, seem, feel, sound, taste and smell are all linking verbs. These verbs can be followed by different patterns.

- 6 Look at these sentences from Exercise 1 and the conversations. Then work in pairs and answer the questions below.
- That chocolate cake **looks** nice.*
 - He **seemed** a bit down.*
 - He **sounded** as if he might cry.*
 - She **looks** like she's in a good mood.*
 - That **sounds** like a nightmare.*
- What is the pattern when an adjective comes after a linking verb?
 - What two patterns are possible when a clause comes after a linking verb?
 - What is the pattern when a noun comes after a linking verb?
- Check your ideas on page 167 and do Exercise 1.
- 7 Complete the sentences with the correct form of the verbs. You may also need to add other words.
- Are you OK? You _____ a bit stressed. (look)
 - Are you all right? You _____ you've seen a ghost. (look)
 - Is Julie OK? She _____ disappointed when I spoke to her. (sound)
 - Is Mike all right? He _____ a bit down. (seem)



- 5 Are you OK? You _____ you've got a cold. (sound)
- 6 Are you all right? You _____ a bit confused. (look)
- 7 Have you seen Ana? She _____ so well, so relaxed when I saw her last! (look)
- 8 Hi. You _____ you're in a very good mood. (look)

8 Match 1–8 from Exercise 7 with the responses (a–h).

- a Yeah, I've just found out I've got a new job. I'm really pleased.
- b Yeah, I know. She's so much better after that holiday.
- c Yeah, I feel terrible. I think I've maybe got flu.
- d I am. I'm really behind with work and I'm exhausted.
- e Yeah, I don't understand this. What am I supposed to do?
- f Yeah. Well, on my way here I was almost hit by this guy who was driving like an idiot.
- g He's just split up with Jo and he's quite upset about it.
- h Yeah. I think she expected to get a better mark as she'd studied so much.

9 Write your own responses to 1–8 in Exercise 7. Then work in pairs. Take turns reading out 1–8 and giving your own responses.

DEVELOPING CONVERSATIONS

Response expressions

We use lots of short expressions to respond to news. Look at these examples from the conversations. Notice how we often ask a question after the response.

C: *Apparently, she's quite ill and he's just very worried about her.*

R: **Oh no!** *That sounds like a nightmare. What's wrong with her? Is it very serious?*

B: *I've just found out I can't continue to stay where I am at the moment.*

A: **What a pain!** *How come?*

10 Complete the exchanges with these words.

| | | |
|-----------------|-------|---------|
| Congratulations | Oh no | a shame |
| a relief | Wow | a pain |

- 1 A: I can't drink at the moment. I'm pregnant.
B: Really? _____! When is the baby due?
- 2 A: I'm going to Canada to study English.
B: _____! That's great! How long are you going for?
- 3 A: I'm afraid I can't meet you tonight.
B: Oh, what _____! Are you sure?
- 4 A: My brother's not very well.
B: _____! I'm really sorry. I hope it's not too serious.
- 5 A: I've lost my wallet.
B: Oh no! What _____! Did it have much in it?
- 6 A: I've found my wallet!
B: Phew, that's _____! Where was it?

PRONUNCIATION

- 11** **9** Listen and check your answers to Exercise 10. Notice how the intonation changes when responding to good and bad news. Then work in pairs and practise the exchanges.

CONVERSATION PRACTICE

- 12** Work in pairs. Each think of a piece of good or bad news. Write a conversation like the ones you heard in Exercise 3. Include response expressions.
- 13** Try to remember your conversation. Act it out in front of another pair of students.

2 To watch the video and do the activities, see the DVD ROM.

HUGS AND KISSES


SPEAKING

- 1 Check you understand the words and phrases in bold. Then work in groups and discuss the questions.
 - How often do you do these things? In what situations?
 - hug people
 - kiss people **on the cheek** or **lips**
 - walk **arm in arm** with people or **hold hands**
 - **shake hands** or **bow**
 - touch people on the arm or **put your arm round their shoulder**
 - Do you do any of these things more often or less often than most people in your country? Why?
 - Have you been anywhere where they do these things differently to you? Where? What do they do?

READING

- 2 Work in pairs. Look at the photo opposite and discuss the questions.
 - What is the man in the photo doing? Why do you think he's doing this?
 - What would you do if you saw someone like this? Why?
 - Are there any famous local characters in your local area / town / city? Why are they well known?
- 3 Read the article. Answer the questions.
 - 1 What made Juan Mann start his campaign?
 - 2 How did he feel when he went out for the first time?
 - 3 Who first asked for a hug, and why?
 - 4 How did Mann become so famous?
 - 5 What two theories are put forward to explain the success of the Free Hugs movement?
- 4 Work in pairs. Cover the article. Try to remember the adjectives that went with these nouns. Then look at the article and check your answers.
 - 1 _____ connections
 - 2 a _____ attempt
 - 3 an _____ star
 - 4 a _____ year
 - 5 his _____ identity
 - 6 one of the _____ shopping districts
 - 7 _____ skills
 - 8 _____ experiences

LISTENING

- 5  10 Work in pairs. Discuss what impact success probably had on Juan Mann and what you think happened to his campaign. Then listen and check your ideas.

- 6 Work in pairs. Discuss the questions.

- Do you think Juan Mann was right to walk away from the Free Hugs 'brand'? Why? / Why not?
- Why do think the Free Hugs movement has been controversial in some countries?
- Do you think it has a future? Would it be popular in your country? Why? / Why not?

UNDERSTANDING VOCABULARY

-ed / -ing adjectives

A small group of common adjectives can end in both *-ed* and *-ing*. The *-ed* form describes people's feelings. The *-ing* form describes the things that cause the feelings.

In the modern world, it is not unusual for people to feel depressed.

It was a depressing time.

- 7 Complete the pairs of sentences with the correct adjective form of these verbs.

| | | |
|---------|---------|------------|
| annoy | confuse | bore |
| depress | shock | disappoint |

- 1 a Can you explain it again? I'm still a bit _____ .
b The instructions for this camera are really _____ .
 - 2 a He has a really _____ habit of repeating the same stories over and over again.
b I'm a bit _____ that he hasn't phoned me. He promised to!
 - 3 a He's been _____ for a while, but he refuses to try counselling.
b This weather's so _____. It's so cold and wet!
 - 4 a I found the violence in the film quite _____ , to be honest.
b I was really _____ to see so many homeless people on the streets there!
 - 5 a I'm _____. Can't we go out somewhere?
b I find her quite _____. All she ever talks about is her children!
 - 6 a Obviously, I'm a bit _____ that I didn't get the job.
b I loved her last film, but to be honest I found this one quite _____ .
- 8 Complete the sentences so they are true for you.
 - 1 I find it really annoying when people ...
 - 2 The last time I got really bored was when ...
 - 3 I always get really depressed when ...
 - 4 One thing I found really disappointing was ...
 - 5 The most shocking thing I've ever seen was ...
 - 6 I still get quite confused about ...
 - 9 Work in groups. Compare your sentences and explain your ideas. Who do you have most in common with?

IT ONLY TAKES JUAN MANN TO CHANGE THE WORLD!

In the modern world, it is not unusual for people to feel depressed or isolated. It can be hard to make **meaningful connections** with others. That was certainly how the mysterious Juan Mann ('One man') felt – until the day he decided to start giving free hugs to strangers. What started as a **desperate attempt** to change his own life subsequently transformed him into an **international star**.

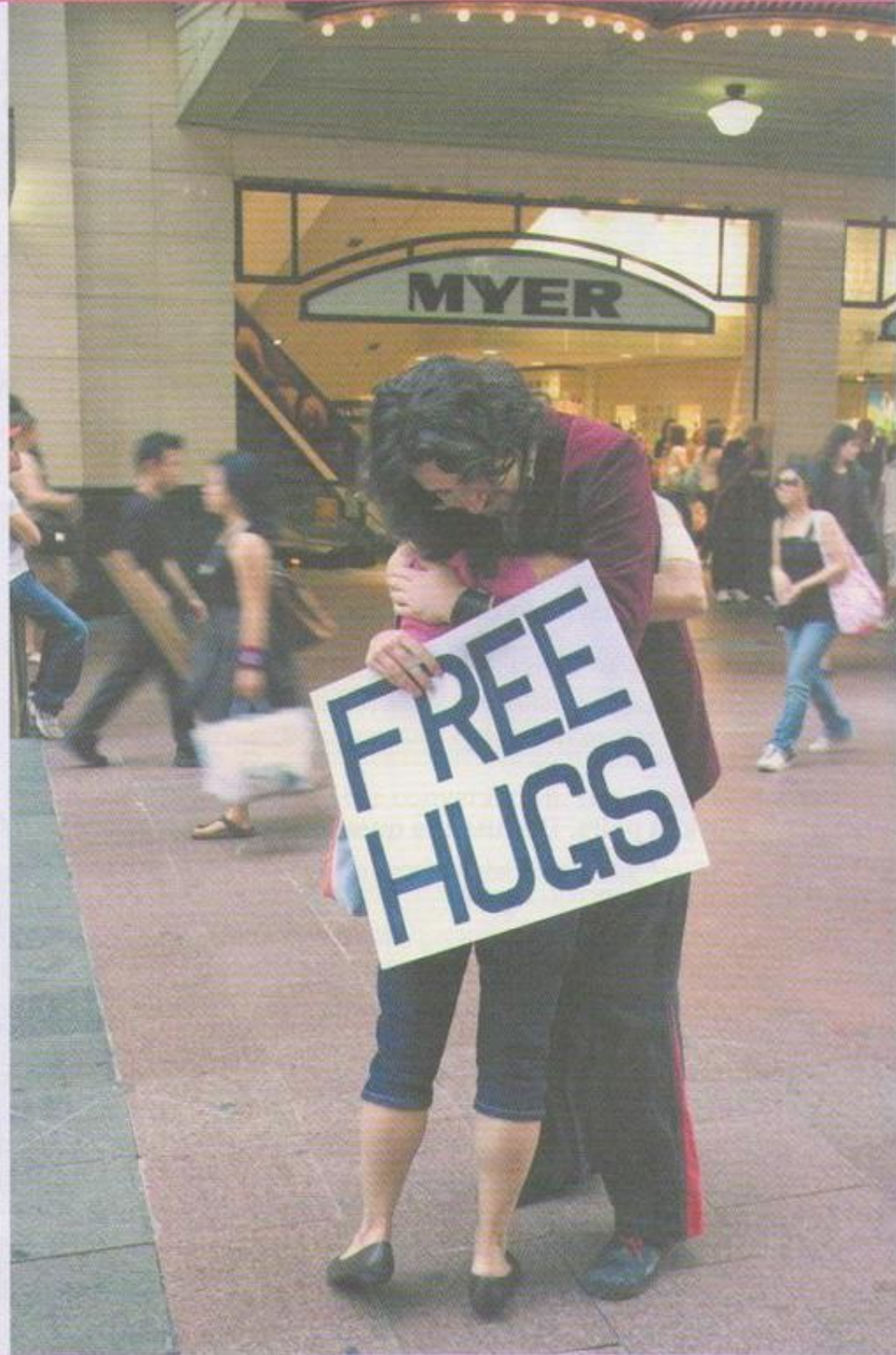
On returning to Sydney, Australia, in early 2004, after travelling in Europe, Mann (who has always kept his **true identity** secret) had a **miserable year**. His parents had divorced and he found himself lonely and unemployed. It was a depressing time as many of his friends were no longer around and his family was also elsewhere. After spending months hiding away from the world, feeling sad and sorry for himself, he decided to change his life and do something completely different.

And something different is exactly what he did! Mann went to one of Sydney's **main shopping districts** holding a cardboard sign saying 'Free Hugs' – and waited. He expected to last an hour at the most and had even asked a friend to come along to protect him. He also very deliberately left his wallet at home.

After fifteen minutes, however, a woman approached him and said that her dog had died that morning and on top of that it was the first anniversary of her daughter's death, so she could really use a hug. Mann was happy to help!

His 'Free Hugs' campaign continued quietly for a couple of years until a songwriter he knew filmed him in action. This friend then added a song by his own band Sick Puppies and posted the video on YouTube, where it has now had over 75 million hits. Mann quickly became something of a celebrity, was interviewed by legendary American chat show host Oprah Winfrey and saw Free Hugs go global, with similar groups appearing all over the world.

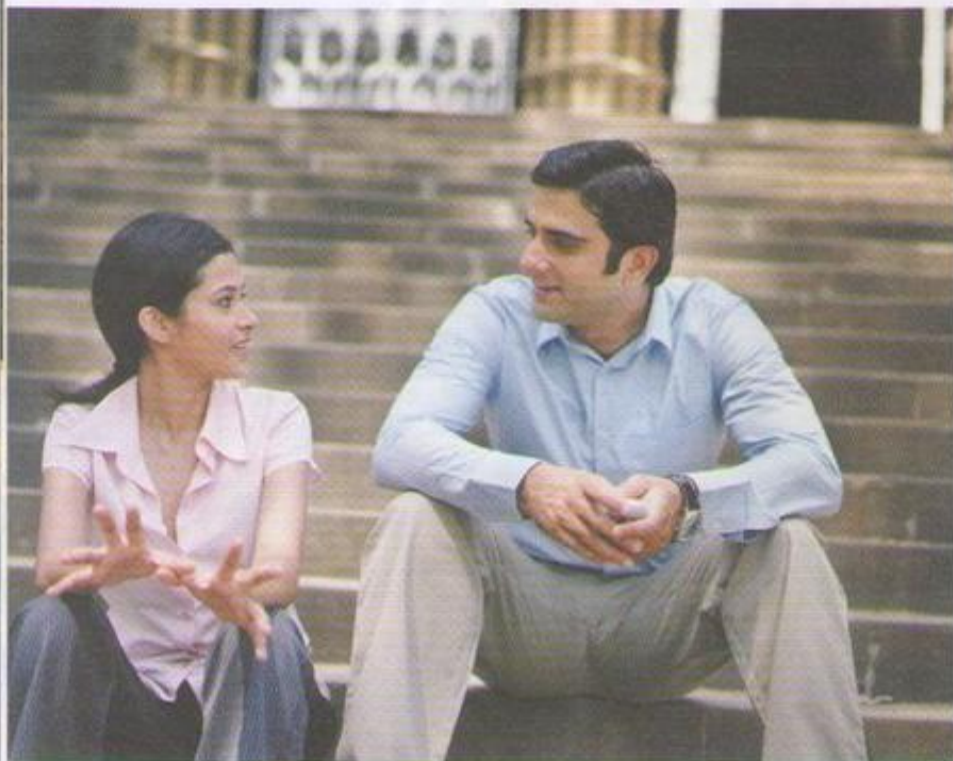
Mann seemed to find the success of his project funny as he had been told at school that he lacked the **social skills** to work with people in need, yet had ended up as a kind of therapist for a whole city. His explanation was that many people needed someone to listen to their problems, but were too embarrassed to call a helpline or seek counselling.



To some, the growth of the Free Hugs movement is a sign that acts of kindness are becoming more socially acceptable. In an age when nobody expects to get something for nothing and where economic competition and greed have become the norm, perhaps the movement offers a different, softer approach to life. Also, shared experiences in the real world may be more important to us now that we spend so much time in virtual online worlds.

However, the most incredible aspect of Juan Mann's story has not been the effect it has had on those he shared hugs with or even on those inspired by his story, but actually the effect it has had on himself.

IT'S SO GOOD TO SEE YOU!



SPEAKING

bump into /,bʌmp 'ɪntə/ (phrasal verb)

If you bump into someone you know, you unexpectedly meet them somewhere – when you have not planned to.

1 Work in pairs. Discuss the questions.

- Where you live, in what places do you often bump into people you know?
- What's the most surprising time you've bumped into someone? Why was it so unexpected?
- When was the last time you bumped into someone? Where was it? What did you talk about?
- Is there a famous person you would like to bump into? What would you ask them?
- Is there anyone you wouldn't want to bump into? Why?

LISTENING

2 11 Listen to two people, Carla and Robin, who bump into each other in the street. Are the sentences true (T), false (F) or not mentioned (N)?

- 1 Carla and Robin went to school together.
- 2 Robin has put on a lot of weight since they last met.
- 3 Carla isn't working today.
- 4 Carla is a website designer.
- 5 Her work is very busy at the moment.
- 6 Carla lives with her boyfriend.
- 7 Robin has a part-time job at the moment.
- 8 Robin's parents are separated.
- 9 Carla is really into running.
- 10 Robin would like to run a marathon.

3 11 Listen again and complete the sentences with two words in each space. Contractions count as one word.

- 1 Sorry. I just _____ you. You look so different.
- 2 I do sales _____ for a film company.
- 3 That's amazing. I'm really _____ you.
- 4 I'm working really _____.
- 5 I'm learning a lot and the money's not bad either, so I _____.
- 6 OK. And are you still living _____?
- 7 She still talks about you from time _____.
- 8 That's my idea _____!

4 Work in pairs. Discuss the questions.

- Have you ever failed to recognise someone you knew? Why?
- Would you like to work in sales and marketing? Why? / Why not?
- Do you know anyone who's getting married sometime soon?
- Do you know anyone who is out of work at the moment?
- Do you know anyone who trains regularly? What for?
- What's your idea of hell?

GRAMMAR

Present simple and present continuous

The present simple uses the infinitive form of the verb (without *to*). The third person form adds an *-s*.

I work in sales and marketing.

The present continuous uses a form of the auxiliary verb *be* and the *-ing* form of the verb.

We're setting up a new website at the moment.

5 Look at these sentences from the conversation. Answer the questions below.

- a *We're getting married in the summer.*
- b *She's staying with her brother on the coast.*
- c *I train on Saturdays.*

- 1 Which sentence is about a habit or a regular repeated activity?
- 2 Which sentence is about a temporary, unfinished activity?
- 3 Which sentence is about something in the future that is already arranged with other people?
- 4 Do you know what the connection is between these verbs?


| | | | | |
|-------|---------|--------|----------|--------|
| agree | believe | belong | disagree | forget |
| like | need | own | seem | want |

Check your ideas on page 167 and do Exercise 1.

6 Put the words in italics into either the present simple or the present continuous. Use contractions where possible.

- 1 A: How *your course / go*? Are you still enjoying it?
B: Yeah, although *I / find* it a lot harder than before.
- 2 A: Are you busy this weekend? *you / want / go out / somewhere*?
B: *I / work* / Saturday mornings, but I'm free in the afternoon.
- 3 A: What's your sister doing these days? *she / still / study*?
B: Yeah. She graduated last year, but now *she / do* / a Master's.
- 4 A: *I / need* / a coat? Is it still raining outside?
B: Yeah, *it / pour* / down.
- 5 A: *you / have* / any plans for tonight?
B: Yeah. *I / meet* / an old friend of mine for dinner, actually.
- 6 A: What's the matter with him? Why *he / shout* / at everyone like that?
B: I don't know. He's just in a bad mood. *he / get* / like this sometimes.

PRONUNCIATION

- 7  12 Listen to the present continuous sentences in Exercise 6 – first said slowly and then faster. Notice the contractions and the weak forms of the verb *be*.
- 8 Work in pairs. Practise reading out the exchanges in Exercise 6. How quickly can you say them?

If you say you can't or don't want to do something, it's polite to give a reason. The reason will often use the present simple or present continuous. Look at this extract from the conversation:

R: *What are you doing this Saturday? Do you want to meet for lunch or something?*

C: *Oh, I'd love to, but I **train** on Saturdays. I'm **doing** the marathon next month.*

9 Write reasons to explain why you can't or don't want to do the things below. Use the present simple or present continuous.

- 1 A: Do you think you could help me move this table?
B: No, sorry but I can't. _____
- 2 A: We're going out for dinner later. Would you like to join us?
B: Oh, I'd love to, but I can't. _____
- 3 A: Can I just use your computer for a few minutes?
B: No, sorry. _____
- 4 A: Can you turn this music off? It's driving me mad.
B: No, leave it on. _____
- 5 A: Would you like to go out with me on Friday?
B: Oh, it's nice of you to ask, but I can't. Sorry.

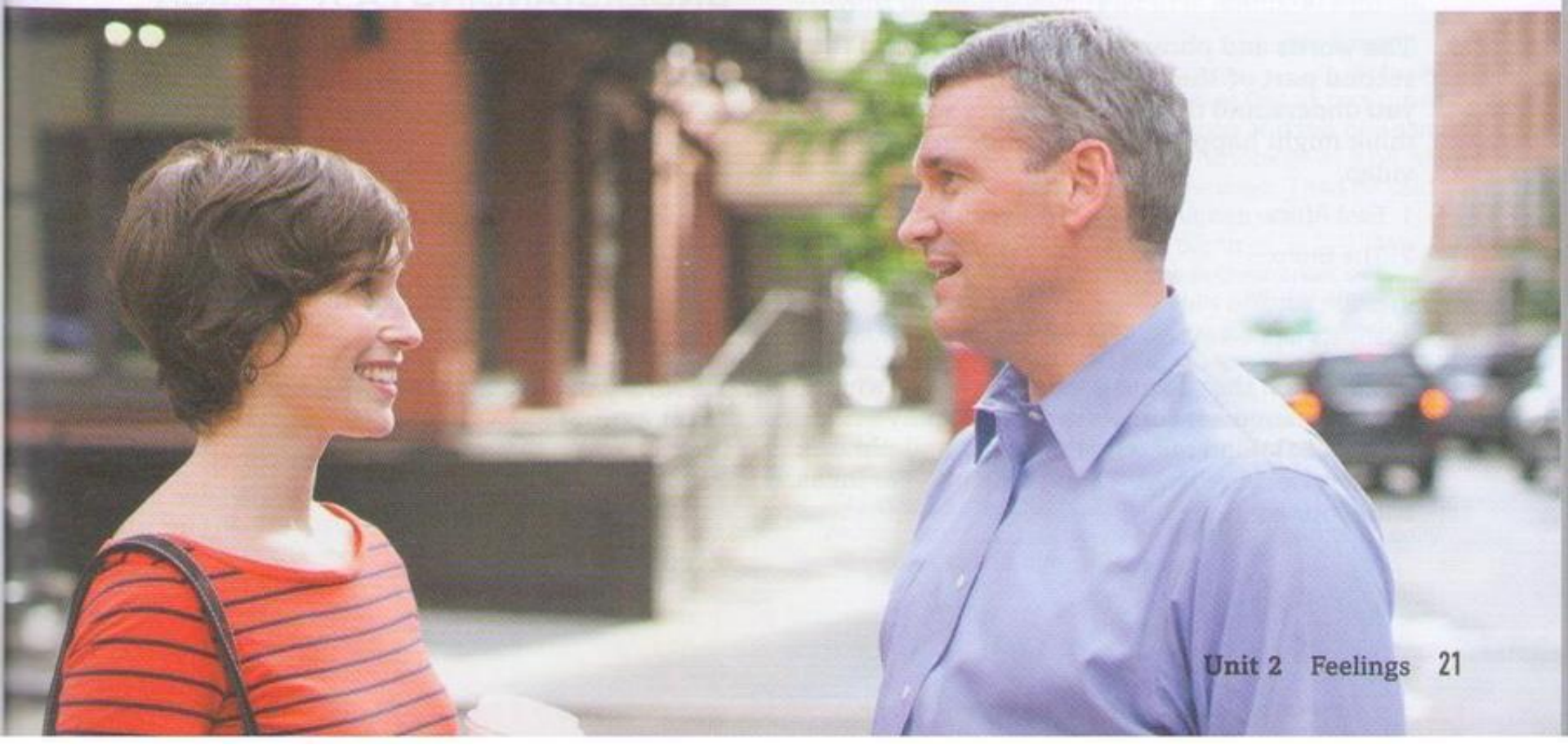
10 Work in pairs. Take turns reading out the questions in Exercise 9. Say your responses and continue each conversation for as long as you can.

G For further practice, see Exercise 2 on page 168.

SPEAKING

- 11 Work in pairs. You are going to roleplay a conversation between two old friends who bump into each other in the street.
Student A: read File 3 on page 188.
Student B: read File 7 on page 189.
- 12 Now roleplay the conversation. Use some of the language below.

- I haven't seen you for ages.
- How have you been?
- It's so good to see you.
- So what are you doing here?
- So what are doing these days?
- How's your family?
- Anyway, listen. I'm actually in a bit of a rush.
- We must meet again sometime.




VIDEO 1

KENYA COMES TO CENTRAL PARK

1 Work in pairs. Look at the photo and imagine you met these people.


- What might you say to them? What questions would you ask?
- What things do you think you might have in common with them?

2  **3** Watch the first part of a video about two men like those in the photo (0.00–1.28). Find out:

- 1 why they are running in the park.
- 2 where they are from.
- 3 what they have in common with the man they talk to.

3 The words and phrases below all appear in the second part of the video. Work in pairs. Check you understand them, then discuss what you think might happen in the second part of the video.


- | | |
|-----------------------|-----------------------|
| 1 East Africa | 5 leopards |
| 2 The Bronx | 6 sticks |
| 3 some issues | 7 elephant dung |
| 4 sheets and blankets | 8 the rest of my life |

4  **3** Watch the second part of the video where the two men meet someone called Jimmy (1.29–4.51). Find out why the words and phrases in Exercise 3 are used. Then compare your ideas with your partner.

5 Work in groups. Discuss the questions.

- What do you think of what happens in the video?
- Why do you think Jimmy sleeps in the park?
- Would you find it easy to start conversations like this in a park? Why? / Why not?
- Have you ever made a fire? Where? How?
- How well would you survive living outside? Why?
- Tell your group about one experience that will stay with you for the rest of your life.

UNDERSTANDING FAST SPEECH

6  **4** Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.

You know YEAH / we GOTta hang OUT someTIME / you KNOW // You KNOW you VISit HERE / any time you HERE you VISit US / and any TIME we're over THERE / we COME VISit YOU

7 Now you have a go! Practise saying the extract at natural pace.

REVIEW 1

GRAMMAR

- 1 Complete the text with one word in each space. Contractions count as one word.


Have I ever told you how my parents met? I don't think I ¹_____. Well, they met in the middle of nowhere in Peru. My dad ²_____ walking on his own to the lost city of Machu Picchu. He was very fit at the time, but found he was ³_____ slower and slower and then he stopped and was really sick. Apparently, it ⁴_____ caused by being so high up in the mountains. Eventually, he got to a little village to ask for help, which was a bit difficult as he ⁵_____ speak much Spanish. Fortunately, there was another group who ⁶_____ just visited Machu Picchu and were on their way back to the nearest city, Cuzco. My mum was in that group. She had ⁷_____ Spanish at university, so she translated for him. She told me that ⁸_____ she first saw him, she was really shocked because he looked ⁹_____ if he was dying! Fortunately, he ¹⁰_____! My dad recovered and they fell in love. And that's why they ¹¹_____ going back to Machu Picchu later this year to celebrate their 25th wedding anniversary. My dad still ¹²_____ been there!

- 2 Make two questions from each group of words (1–6).

- 1 Where / What / does / are / that / you / based / involve
- 2 Have / Are / you / you / working / been / here before / at the moment
- 3 Where / When / does / was / she / she / live / born
- 4 Did / Has / you / she / go out / seen / it / last night
- 5 What / How / kind of music / often / do / are / you / you / into / do that
- 6 How many / How long / have / brothers and sisters / do / you / you / been / have / doing that

- 3 Choose the correct option.

- 1 What do you do when *you're not* / *you don't* working?
- 2 Are you OK? You *look* / *look like* a bit confused.
- 3 Sorry, I can't speak to you now. *I do* / *I'm doing* something.
- 4 Why don't you come round on Friday? We *have* / *are having* a barbecue for my birthday.
- 5 We couldn't get back into the house because *I left* / *had left* my key inside.
- 6 Is Hasan OK? He *sounded* / *sounded like* he was getting a cold.
- 7 It was stupid. *I was trying* / *had tried* to carry too many things and in the end I dropped everything.
- 8 I asked them to turn their music down because *I was studying* / *studied*.
- 9 He said he can't come on Friday because he *has* / *is having* too much work.
- 10 We *met* / *were meeting* some clients when we *heard* / *was hearing* the news.

- 4  13 Listen and write the six sentences you hear.

- 5 Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

- 6 Match the verbs (1–8) with the collocates (a–h).

- | | |
|--------------|--|
| 1 express | a hands / her head |
| 2 shake | b myself understood / a mess |
| 3 pick it up | c frustrated / the most from the class |
| 4 hold | d myself clearly / his feelings |
| 5 get | e as you go along / slowly |
| 6 make | f hands / a conversation |
| 7 find it | g the language / the basics first |
| 8 master | h difficult to believe / annoying |

- 7 Decide if these words and phrases are connected to relationships, language or feelings.

| | | | |
|------------|---------|-----------|--------|
| accent | fluent | mood | get by |
| only child | furious | accurate | twin |
| down | single | separated | upset |

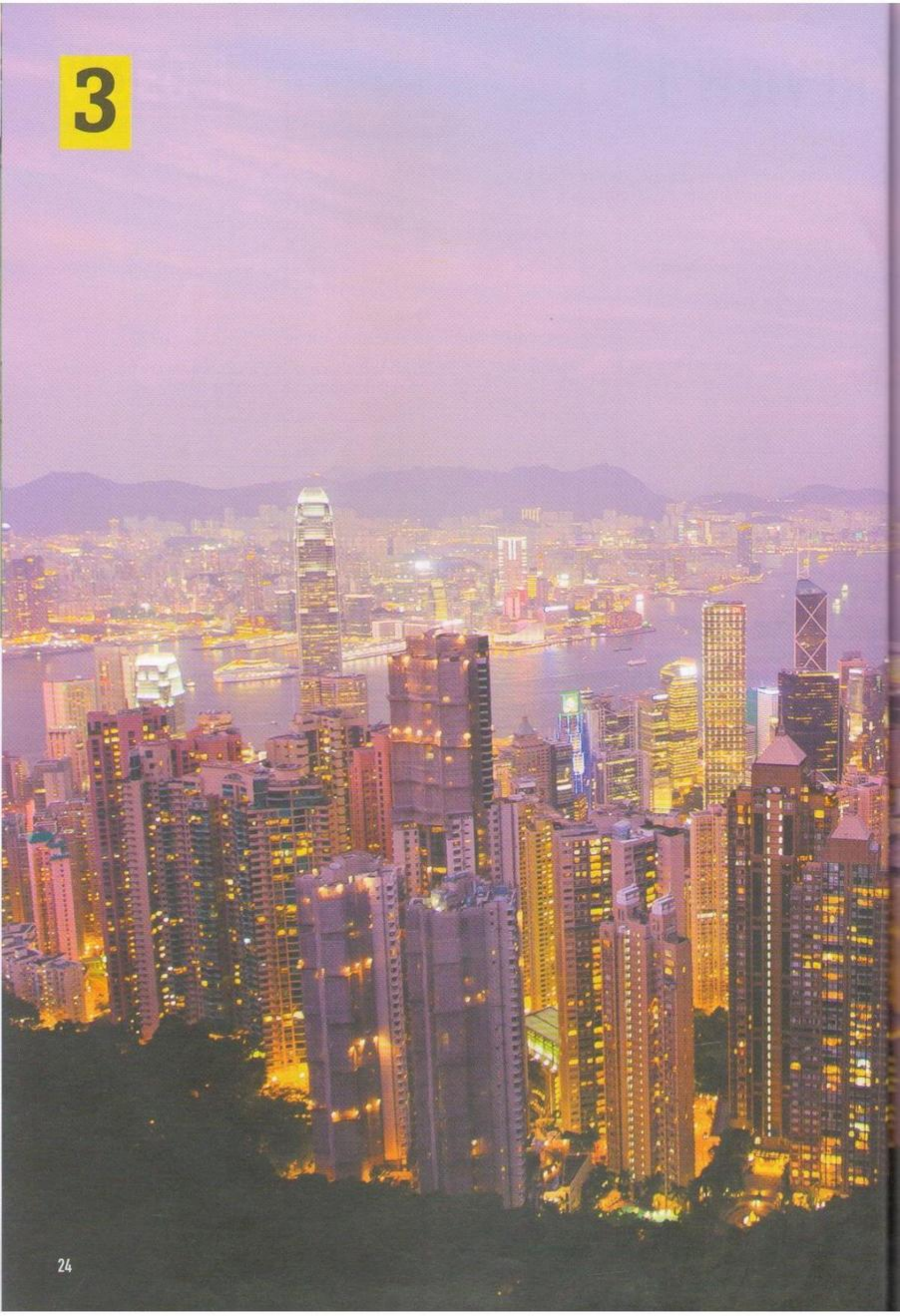
- 8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- 1 I didn't expect it to be very good, so I was _____ surprised. (pleasant)
- 2 I struggled with German at school because I just found the grammar so _____. (confuse)
- 3 We were quite _____ with the results of the research. (disappoint)
- 4 Did you see the news yesterday? It was quite _____, wasn't it? (shock)
- 5 I think it's easier to remember words if you can make a meaningful _____ to your own language. (connect)
- 6 Apparently, he can speak six languages _____. (fluent)
- 7 Meeting her again after all these years, I had a _____ of emotions. (mix)
- 8 My flight was overnight and I didn't sleep at all, so I'm _____. (exhaust)

- 9 Complete the extract from an email with one word in each space. The first letters are given.

By the way, did I tell you I ¹bu_____ into Brian in town the other day? It was a bit ²em_____ actually because I didn't ³re_____ him at first as he's grown this huge beard. I was walking along and this guy came ⁴u_____ t_____ me and he looked as if he was about to hit me and I actually screamed. Then he said his name and of course I just laughed with ⁵re_____ and I gave him a big ⁶h_____. We were in the ⁷mi_____ of the supermarket so we got quite a few strange looks. He's actually doing really well. You know he was working as a civil ⁸s_____. Well he left that job last year and he's gone back to university. He's studying ⁹Me_____. His brother was ill for a while and Brian did some ¹⁰re_____ into his illness as a way to support him and now he wants to do more. I think he was also a bit ¹¹f_____ u_____ of his old job and he'll have far more ¹²op_____ when he gets his degree. It really was great to see him.

3



IN THIS UNIT YOU LEARN HOW TO:

- describe places and explain where they are
- give and respond to suggestions
- discuss future plans
- talk about the weather
- recognise and reuse useful chunks of language
- ask and talk about holiday experiences

SPEAKING

1 Work in groups. Look at the photo and discuss the questions.

- Would you like to go to a place like this for a holiday? Why? / Why not?
- What's the best place to get a view where you live? What can you see from there?
- What's the highest building or place you have been up? How was it? When did you go there?

TIME OFF

CAN YOU RECOMMEND ANYWHERE?

VOCABULARY Places of interest

- 1 Complete the sentences with these words. Then check you understand the words and phrases in bold.

| | | | | |
|-----------|--------|--------|----------|------------|
| gallery | ruins | walls | old town | lake |
| nightlife | palace | mosque | stalls | theme park |

- 1 There's a _____ about a mile out of town, where you can **hire a boat** and **go fishing**.
- 2 There's an old **castle** above the city. You can walk along the _____ and go to the top of the **tower**.
- 3 There's a **street market** in the east of the city with _____ selling everything from **antiques** to apples.
- 4 There's an old **royal** _____ down by the river. It reopened recently **after being restored**.
- 5 There's a really fun _____ further along the coast. They've got some **great rides** there.
- 6 The main _____ is in the old Jewish **district**. There are lots of bars and restaurants there and it's always very **lively**.
- 7 There are Roman _____ all over this part of the country. They **discovered** some near here recently.
- 8 There's a beautiful _____ near here. You'll hear the **call to prayer** in the morning.
- 9 They built a new **modern art** _____ recently. It's an amazing building. It was **designed** by a famous Brazilian **architect**.
- 10 Most of the _____ was built in **the 17th century**, but there's a famous church which is **medieval**.



- 2 Work in pairs. Think of a word or phrase connected to each of the words in the box in Exercise 1. Use a dictionary to help you.

gallery – exhibition lake – go for a swim

- 3 Complete the phrases with prepositions from Exercise 1.

- 1 It's about ten miles / sixty kilometres / an hour _____ of town.
- 2 You can walk _____ the walls / the river / the beach.
- 3 It's _____ the east of the city / the financial district / the old town.
- 4 It's _____ by the river / the beach / the lake.
- 5 It's further _____ the coast / the river / the canal.
- 6 You find them all _____ this part of the country / this area / the city.

PRONUNCIATION

- 4  14 Listen to some of the phrases in Exercise 3 said slowly. Notice how consonant sounds link to vowel sounds.
- 5  14 Listen again and practise saying the phrases in the same slow way. Then practise saying them as quickly as you can.
- 6 Think of a tourist destination you know well. Spend a few minutes preparing a short presentation about the place and what you can see and do there. Try to use some of the vocabulary from Exercises 1–3. Then work in groups and give your presentations to each other.

LISTENING

- 7 Look at the places to visit in and around Kraków, Poland's top tourist destination. Work in pairs. Decide which places you would go to and why.

KRAKÓW

PLACES TO VISIT

RYNEK GŁÓWNY

A huge medieval square in the centre of the old town where there is a market with some great stalls.

ULICA JÓZEFA

This street is full of shops selling products by Poland's top designers.

MOCAK

Kraków's modern art gallery, designed by the Italian architect Claudio Nardi.

ST. MARY'S CHURCH

The city's most important church, built in the sixteenth century.

KAZIMIERZ

The old Jewish district, now a lively area with excellent nightlife.

NOWA HUTA

The industrial and housing district built in the 1950s during the communist time.

CIEN

The best club in town. Tues–Sat from 10 till the last guest leaves.

NEAR KRAKÓW

Half-day tour to Wieliczka Salt Mine. Go down and see the amazing underground world of these ancient mines.

FULL-DAY TOUR TO THE TATRAS MOUNTAINS

Enjoy a day's walking in this beautiful location.

FULL-DAY TOUR TO AUSCHWITZ-BIRKENAU MUSEUM

Auschwitz-Birkenau was a Nazi concentration camp during World War II.

8 ▶ 15 Listen to a conversation between a tourist and a hotel receptionist in Kraków. Which of the places in Kraków are mentioned? What does the tourist decide to do? Work in pairs and compare your ideas.

9 ▶ 15 Complete the sentences with one word in each space. Then listen again and check your answers.

- 1 Hello there. I _____ if you can help me.
- 2 I'm _____ of going sightseeing today.
- 3 Can you _____ anywhere good to go?
- 4 It depends on _____ you like.
- 5 I'm not really a big _____ of churches, to be honest.
- 6 Well, in that case, you _____ try Kazimierz.
- 7 How _____ a guided tour of Nowa Huta?
- 8 I can call and _____ a _____ for you, if you want.

DEVELOPING CONVERSATIONS

Giving and responding to suggestions

10 Put the two conversations into the correct order. The first one is done for you.

Conversation 1

- a **Well, you could try** Oxford Street. There are lots of big department stores there.
- b Oh, OK. Well, **in that case, how about** Portobello Road? It's a big street market. You can find lots of bargains there.
- c **To be honest, I'm not really a big fan of** department stores.
- d **Oh, that sounds great. I love that kind of thing.** Is it easy to get to?
- e **I'm thinking of doing** some shopping today. **Can you recommend anywhere?** 1
- f Yes, very. I'll show you on the map.

Conversation 2

- g Right. **I'm not really into** museums, to be honest.
- h Well, you could try the local museum. That's quite close to here. They've got lots of interesting things in there.
- i No, it's quite cheap. It should only be about \$10.
- j I'm thinking of doing some sightseeing today. Can you recommend anywhere?
- k Oh, **that sounds better.** Are they expensive to get into?
- l That's OK. In that case, **how about going to** the Roman ruins down by the lake? There are also some nice cafés and you can swim there.

11 ▶ 16 Listen and check your answers. Then work in pairs and practise reading the conversations.

CONVERSATION PRACTICE

12 Make a list of places in your town / area that you think are good for visitors to go to.

13 Work in pairs. You are going to roleplay a conversation between a tourist and a hotel receptionist in the place where you live.

Student A: you are the tourist. You are thinking of going sightseeing. Ask for recommendations. Reject some before deciding on one.

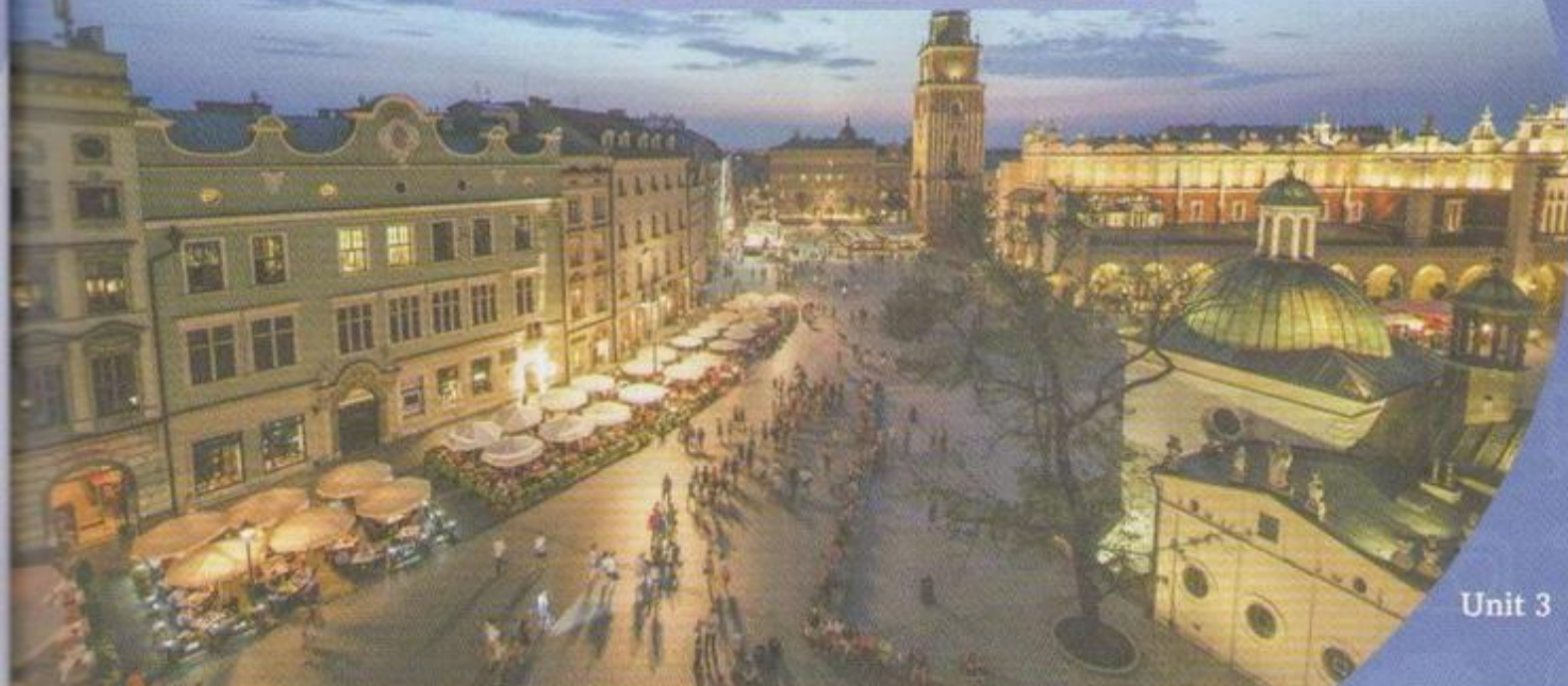
Student B: you are the hotel receptionist. Suggest some different places to the tourist. Explain why they are good.

14 Now roleplay the conversation. Try to use some of the phrases in bold from Exercise 10. When you have finished, change roles and have another conversation.

5 To watch the video and do the activities, see the DVD ROM.

KRAKÓW


PLACES TO VISIT




MY KIND OF HOLIDAY

LISTENING

1 Work in pairs. Look at the photos and the descriptions of people and holidays. What do you know about the places in the photos? Which people do you think go with which holiday? Explain your decisions.

2  **17** Listen to three people talking about their holiday plans for this year and answer the questions.

- 1 Which of the people in the photos are talking?
- 2 Where is each person having their holiday?
- 3 What other places do they mention?

3  **17** Decide which of the following things are important for each speaker (1–3) when planning their holiday. There is one you do not need. Then listen again and check your ideas.

- a nice accommodation
- b evening entertainment and nightlife
- c guaranteed good weather
- d sights and history
- e meeting local people
- f mountains or beautiful countryside
- g good food
- h peace and quiet
- i extra activities (e.g. tennis, sailing, diving, climbing)

SPEAKING

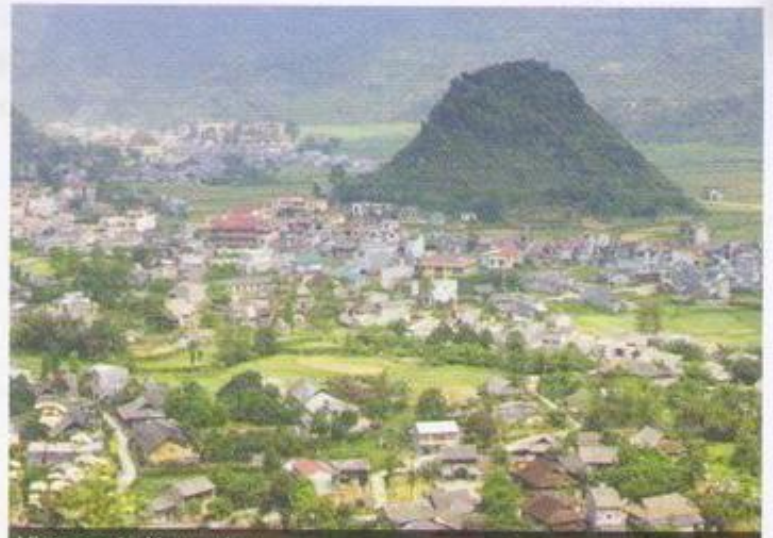
4 When choosing a holiday, what is most important for you? Rank the things in Exercise 3 from 1 (= most important) to 9 (= least important). Make some notes to explain why.

5 Work in groups and compare your choices. Who in your group would make the best partners to go on holiday with? Where might you go and what might you do?



WENDY, 45

A British teacher with teenage kids.



Vietnam in November



WALEED, 19

A Saudi student with parents and sisters.



Florida, USA in August



LIAN, 61

A retired Chinese civil servant with husband.



London, UK in August



ALAIN, 27

A French waiter on his own.



Oman in July

GRAMMAR

Future plans

When we talk about plans in the future, we can use a variety of forms: *will*; *be going to*; the present continuous; *have to*; *may / might*; *be thinking of*.

6 Look at these sentences from the listening. Answer the questions below.

- We're staying* in a five-star hotel, of course.
- So *we'll probably hire* a car to do off-road.
- I *have to work* long hours in July and August.
- When the season ends, I *might take* a short holiday.
- I'm *going to travel* round Vietnam later in the year.
- So *we're thinking of going* to a show or two.

- Which three sentences show plans that are definite – already decided or arranged?
- Which three sentences show plans which are less certain?
- Which sentence shows a plan which is an obligation?
- Do you know two questions we often use to ask about future plans?
- What are the negative forms of each of the structures in a–f?

G Check your ideas on page 168 and do Exercise 1.

7 Complete the conversations with one word in each space. Contractions count as one word.

- A: ¹ _____ you going away in the summer?
- B: Probably, but we're ² _____ to leave it till the last minute to book and try to get a cheap package deal to Greece, or somewhere like that. What about you?
- A: Nowhere special. We ³ _____ probably just go to my parents' in Scotland. I suppose we ⁴ _____ possibly go camping along the coast. We'll see how things go.
- B: That sounds nice. What's the weather usually like up there at this time of year?
- C: Do you have any ⁵ _____ for the weekend?
- D: Well, I have an exam next week so I ⁶ _____ to do some revision, but I'm ⁷ _____ a friend on Sunday morning to go to the Mocak gallery. We ⁸ _____ go for lunch too. It depends how much work I do on Saturday. Why? What about you?
- C: Well, I'm ⁹ _____ of maybe going to the cinema on Saturday night and thought you might like to go, but maybe you ¹⁰ _____ be too busy.
- D: No. I can work during the day, but then I probably ¹¹ _____ want to work in the evening. What are you ¹² _____ of seeing?
- C: I haven't decided. Let's have a look now and see what's on.

8 Work in pairs. Discuss the questions.

- Are you going away in the summer?
- Do you have any plans for the weekend?
- What are you doing after the class?
- Are you going to do anything for your birthday?
- Are you going to continue studying English after this course?
- What are you going to do after you leave school / graduate?
- Do you have any plans to change jobs?

G For further practice, see Exercise 2 on page 168.

VOCABULARY Weather

When we want to know about weather in the future, we usually ask one of these questions:

What's the forecast for tomorrow / the weekend?

What's the weather going to be like this afternoon / when you're there?

To talk about predictions we're sure of, we use *will* or *be going to*. To show we're less certain, we use *it'll probably* or *it may / might*.

They said it's raining it'll probably rain this afternoon but it might clear up by this evening.

9 Match the two parts of the sentences.

- 1 They said it'll be **hot and humid** during the day, and so
 - 2 They said it's going to be **really windy**, so
 - 3 Apparently, it's going to be **really sunny**, so
 - 4 They said it'll be **freezing** and
 - 5 They said it's going to be **boiling hot** all week and
 - 6 Apparently, it's going to **pour down** tomorrow, so
 - 7 They said it'll be generally **quite warm** during the day, but
 - 8 The same as today: **grey and miserable**, but
- a it might **drop to minus 10°**.
 - b on Tuesday it might **reach 36°**. I hate the heat!
 - c there might possibly be **a storm** this evening.
 - d we should take down the parasol or it'll blow away.
 - e I'll probably stay at home and keep out of the rain!
 - f I might even get a suntan!
 - g they said it might **clear up** next week!
 - h it might get a bit **chilly** at night.

10 Work in pairs. Discuss the questions.

- Do you know what the forecast is for tomorrow / the weekend / next week?
- Are there any bad times to visit where you live because of the weather? Why? When is the best time to visit?
- What's the coldest it gets in your country? What's the hottest?
- How many of the different kinds of weather in Exercise 9 have you had in the last year?

A COMPLETE DISASTER

BRUNNARD

STRANGE WORLD

LUCY CLEGG

Is disaster tourism such a total disaster?

For most of us, if we describe a holiday as a disaster, it might mean we got robbed, were stuck indoors as it poured with rain outside, or experienced any number of other things that could spoil our two weeks of relaxation. We generally want to avoid these things. So you might be surprised to learn that there are now companies that actually organise 'disaster experiences' for people looking for adventure in their time off. You can travel to look for a storm – the kind that might blow your house down, not just blow your hat off. Or perhaps you might like to visit a war zone? Visas, travel and accommodation can all be

arranged and personal protection can be provided at a cost of anything up to \$20,000. How about visiting Chernobyl, the nuclear power plant that exploded in 1986? There is even a company that organises a realistic simulation of a plane crash 'including a smoke-filled cabin.' According to their website, this could provide an excellent day out for employees as a company team-building experience, because 'disasters bring people closer together!' Are they serious? Don't we have enough stress at work without having to pretend we're all going to die!



READING

1 Work in groups. Think of:

- four things that could be described as a disaster.
- four things that could spoil a holiday.

Then discuss whether you have experienced or heard of any of the things. Explain what happened in as much detail as you can.

2 Read the first paragraph of an article about disaster tourism above. Answer the questions.

- 1 What examples of disaster tourism and disaster experiences are given?
- 2 What does the author seem to think of disaster tourism?
- 3 What do you think of it? Would you want to try any of the holidays / days out mentioned?

3 Work in pairs. Look at the four photos in this lesson and discuss the questions.

- 1 Do you know what countries they are in or why they are famous?
- 2 How might they be connected to disaster tourism?

Then read the rest of the article in File 2 on page 187 and check your ideas.

4 Read the article again. Find:

- 1 why the website 'Selfies at serious places' is mentioned.
- 2 two reasons why the author visits places with bloody histories.
- 3 the aims of the company Political Tours.
- 4 two benefits of disaster tourism that James Wilcox mentions.
- 5 how the author ends up feeling about disaster tourism – and why.

5 Work in groups. Discuss the questions.

- Can you think of other places that tourists visit which have a connection to disasters and death? Would you like to visit them?
- What other benefits of disaster tourism might there be?

- Are there any problems with disaster tourism that the author hasn't mentioned?
- Do you think there are times when / places where you shouldn't take photos or selfies? Why?

UNDERSTANDING VOCABULARY

Useful chunks in texts

A chunk is a group of words that often go together. The words may all be next to each other in a sentence, or they may be spread out across a sentence with other words between the different parts of the chunk. Noticing chunks and thinking about how to use them to express your own ideas is important if you want to get better in a language. We often reuse chunks, but change the words around them.

You might be surprised to learn that there are now companies that actually organise 'disaster experiences.'

You might be surprised to learn that there are more pyramids in Mexico than Egypt.

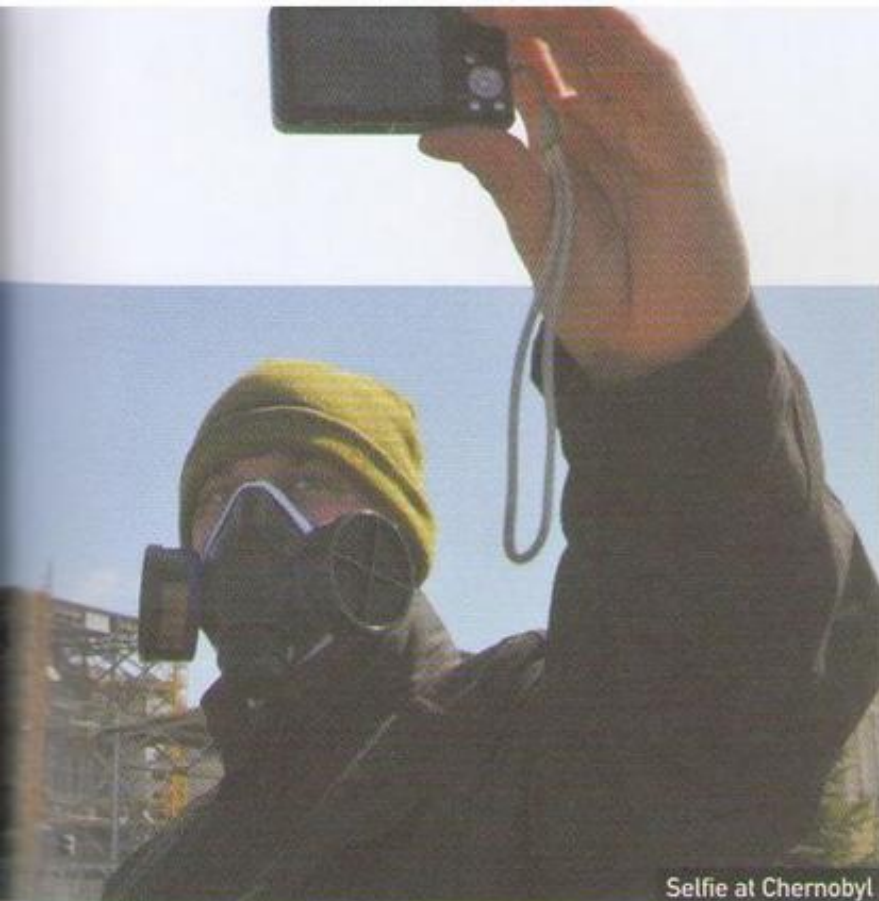
6 Work in pairs and look at the chunks below. How much can you remember about what the writer said using these chunks? Then look at the article and check your ideas.

- 1 ... my initial reaction when I first ... was to ...
- 2 I told myself that there's no way ...
- 3 ... which commemorates the people who died ...
- 4 ... which was completely destroyed by ...
- 5 ... looking at ... now, I am wondering ...
- 6 ... have a lot to offer.
- 7 ... willing to take the risk and ...

7 Write your own sentences using the chunks in Exercise 6. Try to make the sentences true.

My initial reaction when I first saw the mess in the house after the party was to scream!

8 Work in groups. Compare your sentences and explain as much about them as you can. Who has the best example for each chunk?



Selfie at Chernobyl

GRAMMAR Present perfect simple

- 9 Look at this extract from the article. Answer the questions below.

*I **have been** to the peace park in Hiroshima, which **commemorates** the people who **died** from the first nuclear bomb. I've **visited** many castles like the Tower of London where people **were executed**. Last year I **went** to Pompeii, the ancient ruins of a city which **was** completely **destroyed** by a volcano in the first century. While there, I **took** a photo of the 2,000-year-old dead person.*

- Which verbs are in the present perfect simple?
- Do you know how to make the present perfect examples into questions and negatives?
- Which of these statements are true?
 - The present perfect is often used to introduce experiences connected to a present discussion.
 - When we use the present perfect, we make clear the time of the experience.
 - The details of the experience are usually in the past simple.

G Check your ideas on page 169 and do Exercise 1.

- 10 Read the Grammar box and answer the questions below.

When someone asks us a present perfect question, we usually give information or opinions about our experiences – or we ask questions. Note that we often answer using tenses other than the present perfect.

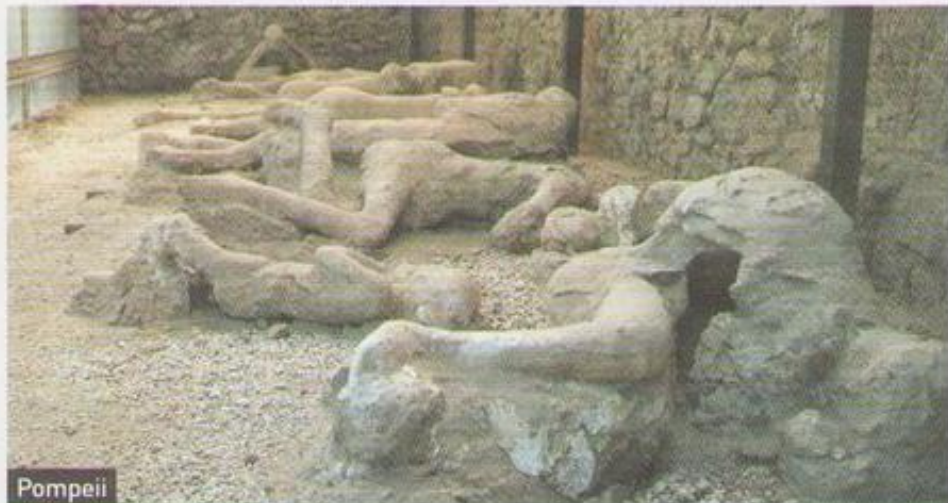
- Why might someone ask this question?
Have you been to the theme park along the coast?
- Which of these answers do you think help to develop the conversation? Why?
 - Yes, I have.
 - Yeah. It's great.
 - No, I haven't. Why?
 - No.
 - Yeah, I went there last year.

- 11 Complete these answers to the question *Have you (ever) been to X? with Yes or No (never).*

- _____. What's it like?
- _____, but it's supposed to be amazing.
- _____. Several times.
- _____, but I might actually go at the weekend.
- _____. I've never really fancied it.
- _____. I'd love to, though.
- _____. It's great. You should go.
- _____. I spent a week there last year.
- _____. I'm going this summer, though.
- _____. Have you? I've heard it's quite nice.

G For further practice, see Exercise 2 on page 169.

- 12 Write five questions starting with *Have you (ever) been to ...?* Ask about places you know and want to compare experiences of – or places you're thinking of going to and want opinions of.
- 13 Talk to some other students. Ask your questions and answer other students' questions. Give as many details as you can.



Pompeii

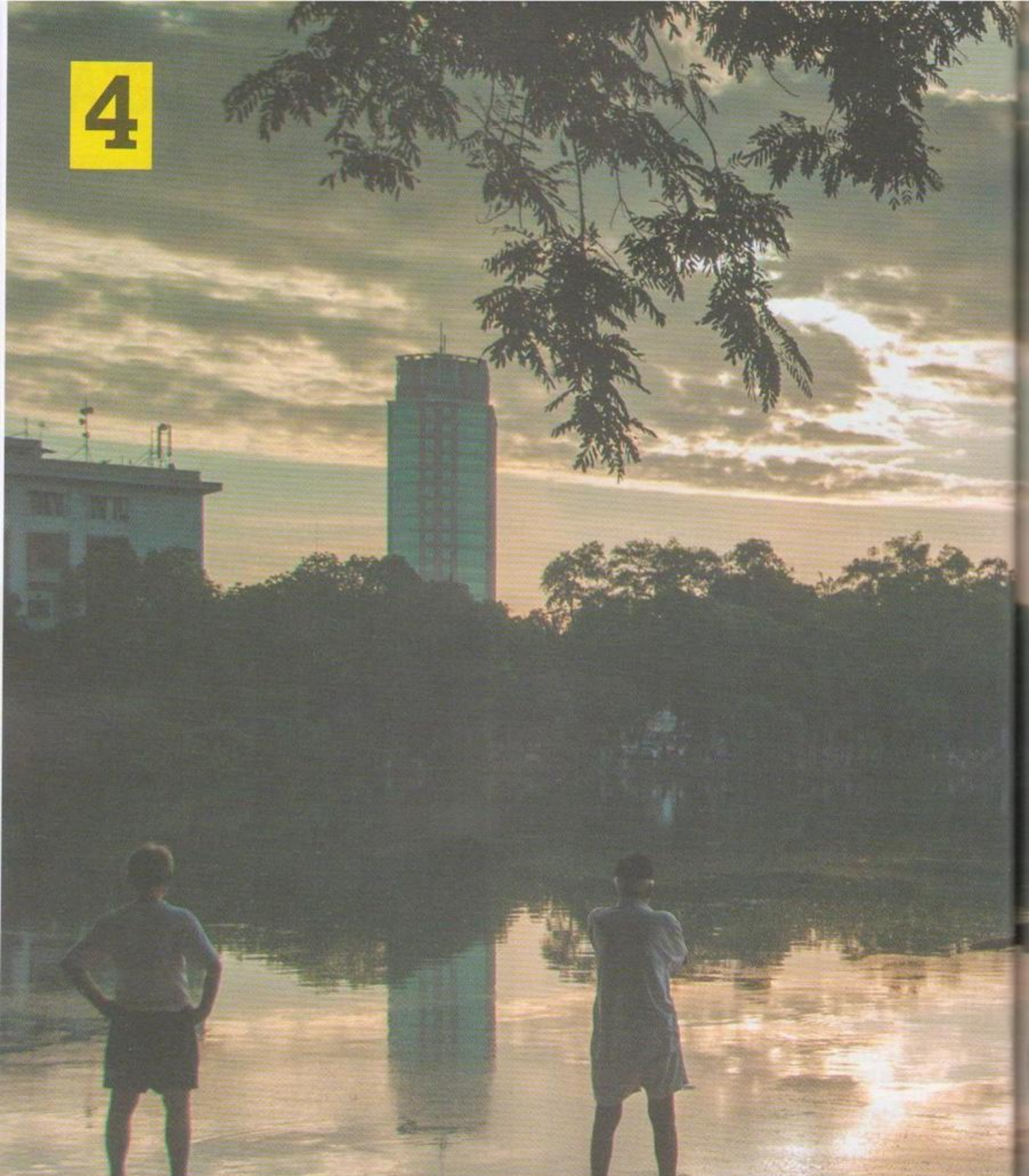


The Tower of London

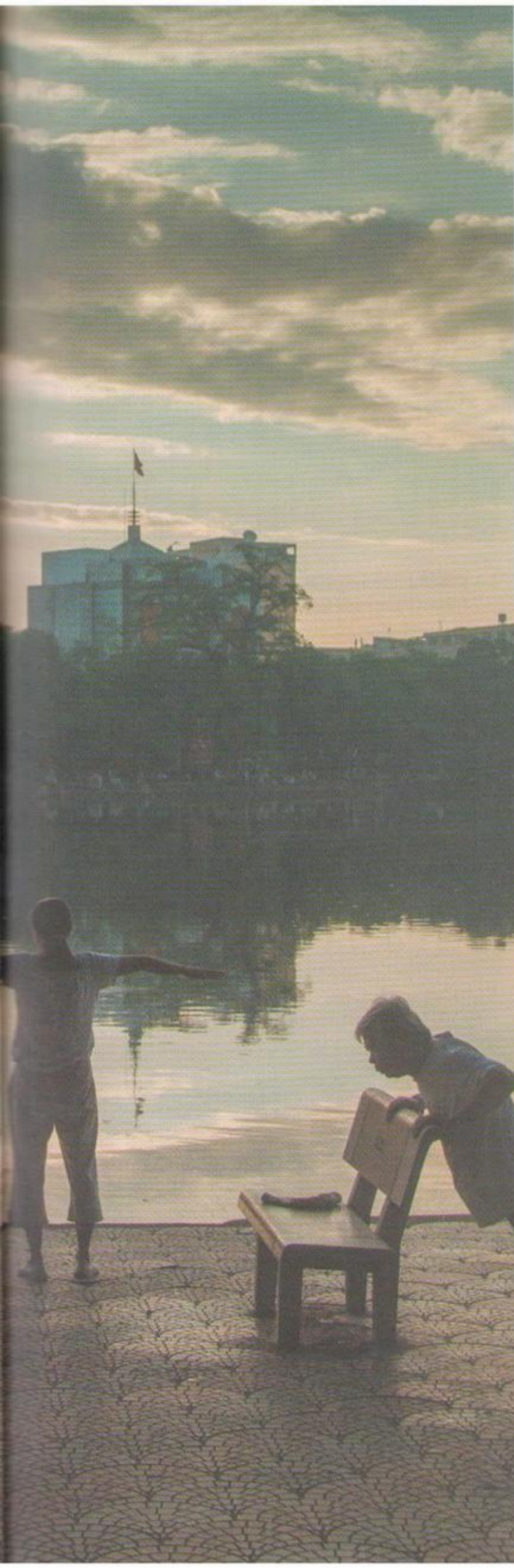


Hiroshima

4



INTERESTS



IN THIS UNIT YOU LEARN HOW TO:

- talk about free-time activities
- describe how often you do (or did) things
- explain how good you are at things
- talk about injuries and sports problems
- ask about tastes

SPEAKING

1 Work in pairs. Discuss the questions.

- Where do you think this photo was taken?
- What time of day do you think it is?
- Have you ever done anything similar to this? When? Where?
- Do you do anything to keep fit? What?
- Are you more of a morning person or a night person?
- What do you usually do early in the morning and late in the evening?



MAKING THE MOST OF YOUR TIME

VOCABULARY Free-time activities

1 Match each sentence beginning (1–6) with the two most likely endings (a–l).

- | | |
|--------------|------------------------|
| 1 I went | 4 I just stayed in and |
| 2 I went to | 5 I had |
| 3 I went for | 6 I did |
- a a run round the block this morning.
 b took it easy.
 c climbing in the mountains last weekend.
 d sailing on a big lake near my house.
 e the theatre and saw an amazing play.
 f a drive to the beach with my girlfriend on Friday.
 g a friend's place for dinner last night.
 h a Russian lesson last night.
 i some baking for my sister's birthday party.
 j played cards with some friends until about two in the morning.
 k an early night last night.
 l a bit of exercise before breakfast.

2 Work in pairs. Think of one more way to finish each sentence beginning from Exercise 1.

3 Work in groups. Talk about activities in Exercise 1 that you:

- | | |
|-------------------------|----------------------------|
| 1 have done recently. | 3 don't really like doing. |
| 2 only do occasionally. | 4 have never done. |

LISTENING

4 **▶ 18** Listen to three conversations. Answer the questions.

- Which free-time activities from Exercise 1 do they talk about?
- How often do Brenda, Domi and Frank do these activities?

5 **▶ 18** Listen again. Are the sentences true (T) or false (F)?

Conversation 1

- Both speakers have seen the play.
- One speaker goes to the theatre a lot more often than the other.

Conversation 2

- The weather wasn't very good at the weekend.
- Domi went sailing more in the past than now.

Conversation 3

- Frank had a late night last night.
- Frank's father doesn't like playing cards.

GRAMMAR

Habit and frequency

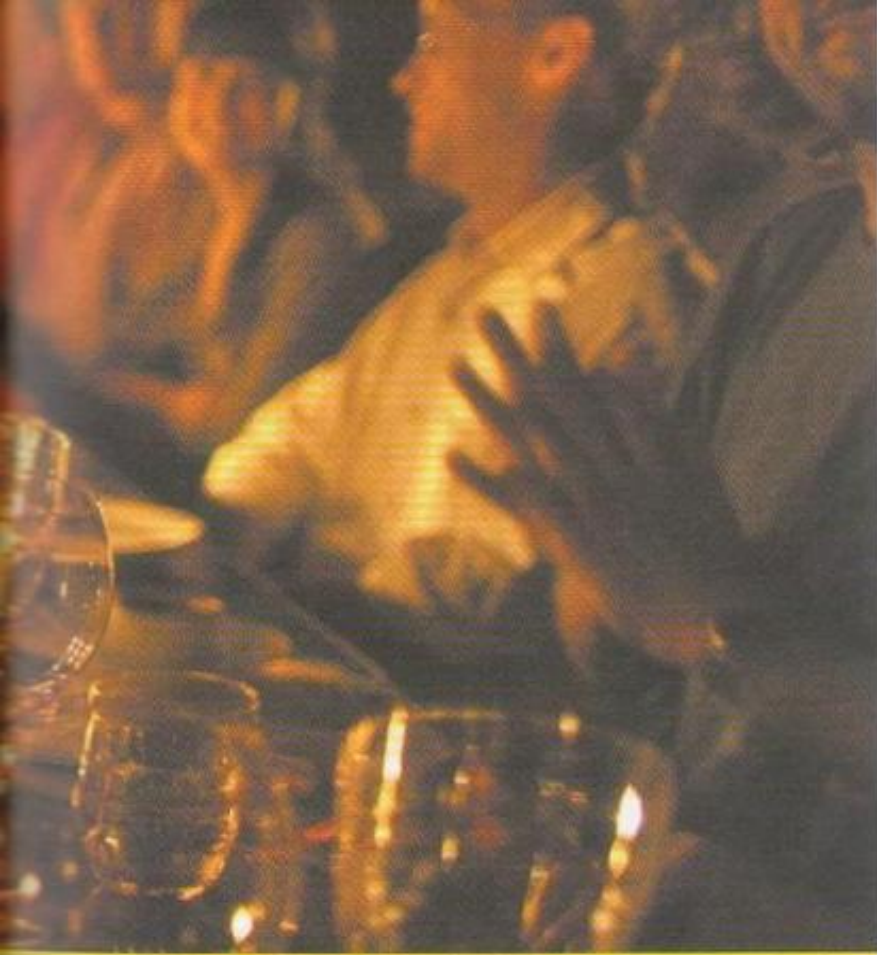
To talk about present habits, we use the present simple.

To talk about past habits, we use the past simple or *used to* + infinitive (without *to*).

We use these structures with a range of different frequency phrases.

6 **▶ 19** Work in pairs. Try to remember the missing words from the conversations. Listen and check your ideas.

- A: So ¹ _____ you go to the theatre a ² _____, then?
 B: Yeah, ³ _____ a lot, I guess. Maybe two or three times ⁴ _____ month.
- C: I didn't know you sailed. How ⁵ _____ do you do that?
 D: Not as much as I ⁶ _____ to, to be honest. When I was living in Brittany, I ⁷ _____ all the time, but I ⁸ _____ often get the chance now.
- E: Do you ⁹ _____ play poker?
 F: Yeah, quite ¹⁰ _____, actually.



7 Underline all the frequency phrases in Exercise 6. Then work in pairs and answer the questions.

- Which frequency phrase compares now with the past?
- Which frequency phrases mean the same thing?
- Do you know any other frequency phrases you could use to answer the questions in Exercise 6?

G Check your ideas on page 169 and do Exercise 1.

8 Complete the frequency phrases with these words.

| | | | |
|------|-------|----------|-------|
| all | every | hardly | quite |
| that | used | whenever | would |

- A: Do you go swimming a lot?
B: Yeah, **nearly** _____ **day**, unless I'm really busy.
- A: Do you eat out a lot?
B: **Not as much as we** _____ **to**. Before we were married, we went out all the time.
- A: So do you read much?
B: Yeah, _____ **the time** – at least a book a week.
- A: Do you go to the cinema much?
B: Yeah, _____ **a lot**. I probably go once every two weeks.
- A: How often do you play games on the computer?
B: **Not** _____ **often, actually**. I don't have time.
- A: So how often do you go to the gym?
B: _____ **ever** now, to be honest. Today was the first time in ages. I used to go more often.
- A: Do you ever try to read in English?
B: Yeah, _____ **I get the chance**. It's hard to find time, though. Work's so busy.
- A: Do you ever watch your favourite team play?
B: Yeah, but **not as much as I** _____ **like to**. I only went four times last season.

PRONUNCIATION

- 9** **20** Listen to the questions in Exercise 8. Practise saying the questions as quickly as you can.

- 10** Work in groups. Use the questions from Exercise 8 to ask each other about habits. Use frequency phrases to give true answers.

G For further practice, see Exercise 2 on page 170.

DEVELOPING CONVERSATIONS

Are you any good?

We usually use a short phrase to answer the question *Are you any good?* We then explain the phrase in more detail.

A: *I play cards sometimes too. Are you any good?*

B: **Yeah, I'm OK.** *I mean, I'm not a professional or anything, but I enjoy it.*

11 Choose the correct option.

- No, I'm useless. / I'm OK.* I can't even boil an egg.
 - Yeah, quite good. / No, not really.* I do good soups and I bake quite a lot as well.
- I'm OK. / No, not really.* I used to be OK when I was at school, but I lost interest.
 - No, I'm useless. / Yeah, quite good.* I usually hit the ball out of the court or into the net.
- Yeah, quite good. / No, not really.* Most people seem to trust me.
 - I'm OK. / No, I'm useless.* I usually end up telling everybody everything!
- Yeah, quite good. / No, I'm useless.* I mean, I can't even kick a ball in a straight line.
 - I'm OK. / No, not really.* I didn't enjoy it at school, but now I play tennis quite a lot.

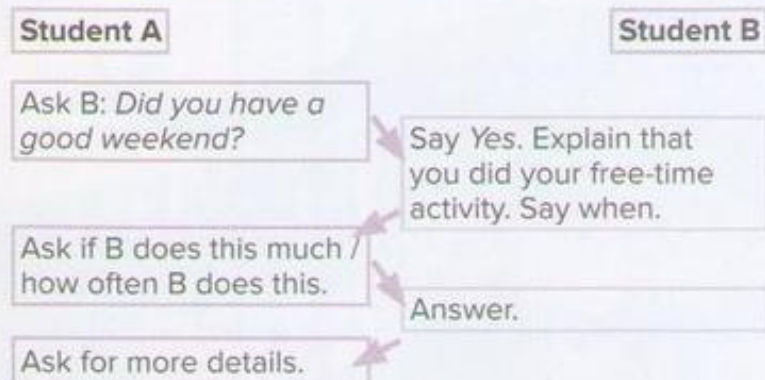
12 Match the questions (a–d) with the four pairs of answers in Exercise 11.

- Are you any good at sport?
- Are you any good at cooking?
- Are you any good at tennis?
- Are you any good at keeping secrets?

13 Write four more *Are you any good at ...?* questions. Then work in groups. Ask and answer the questions from Exercise 12 and your own questions.

CONVERSATION PRACTICE

- 14** Think of a free-time activity that you do quite a lot. Think about how often you do it, where you do it and if you're any good at it. Then have conversations with other students in the class. Use the guide below to help you.




6 To watch the video and do the activities, see the DVD ROM.

HIDDEN TALENT


LISTENING

1 Look at the photos of different martial arts on these pages and discuss the questions.

- What do you know about the martial arts in the photos?
- Why do you think people do martial arts?
- What abilities / qualities do you think you need? (e.g. strength, good balance, patience, etc.)
- Do you know anyone who does a martial art? Are they any good?
- What sports did you do at school? Did you like them? Why? / Why not?

2  21 Listen to a conversation between Rika and her colleague Ian, who is working in Japan for an international company. Answer the questions.

- 1 What is the surprising information Ian finds out?
- 2 Why is he so surprised?
- 3 Why is Rika annoyed?

3  21 Work in pairs. Decide if these sentences about the conversation are true (T) or false (F). Can you remember what Ian and Rika actually said? Listen again and check your ideas.

- 1 Rika gives someone her autograph.
- 2 Rika won the judo tournament she entered.
- 3 You need to be tall to do judo.
- 4 Rika started doing judo when she was a child.
- 5 Her teachers at school persuaded her to start doing it.
- 6 Rika boasts about how good she is.
- 7 She practises two or three times a week.
- 8 Rika was once national champion.

4 Work in groups and discuss the questions.

- Do you understand why Rika doesn't talk about her talent at work?
- Do you know anyone who has an unusual hobby or 'hidden' talent? What is it?
- Do you think learning a martial art is the best way to deal with bullying? Why? / Why not? What else could be done?

- Do you know anyone who is very competitive or a bad loser? Give examples.
- Have you ever taken part in a competition? What kind? When? Use some of the phrases below to talk about how well you did.

- I came first / second / 357th / last, etc.
- I lost in the first round / the second round, etc.
- I got to the quarter final / semi-final / final, etc.
- I did it in three hours ten minutes / under an hour, etc.

VOCABULARY Injuries and problems

5 Complete the sentences with these words.

| | | | |
|------------|--------|---------|-------|
| injury | pulled | injured | unfit |
| confidence | broke | banged | stiff |

- 1 I fell off my bike and _____ my head. Luckily, I was wearing a helmet.
- 2 I was playing football and _____ my leg. It was in plaster for six weeks.
- 3 I didn't really warm up before we started playing and so I _____ a muscle in my leg.
- 4 I'm so _____! I went running with a friend, but I had to stop after ten minutes.
- 5 We did a twenty-mile walk yesterday, so my legs are really _____ this morning.
- 6 I _____ my back skating. I tried to stand up and I slipped and fell backwards.
- 7 He beat me 6-0, 6-0. I lost a lot of _____ after that and it took a while to recover.
- 8 I got a really bad knee _____ a few years ago and it's never really recovered properly.

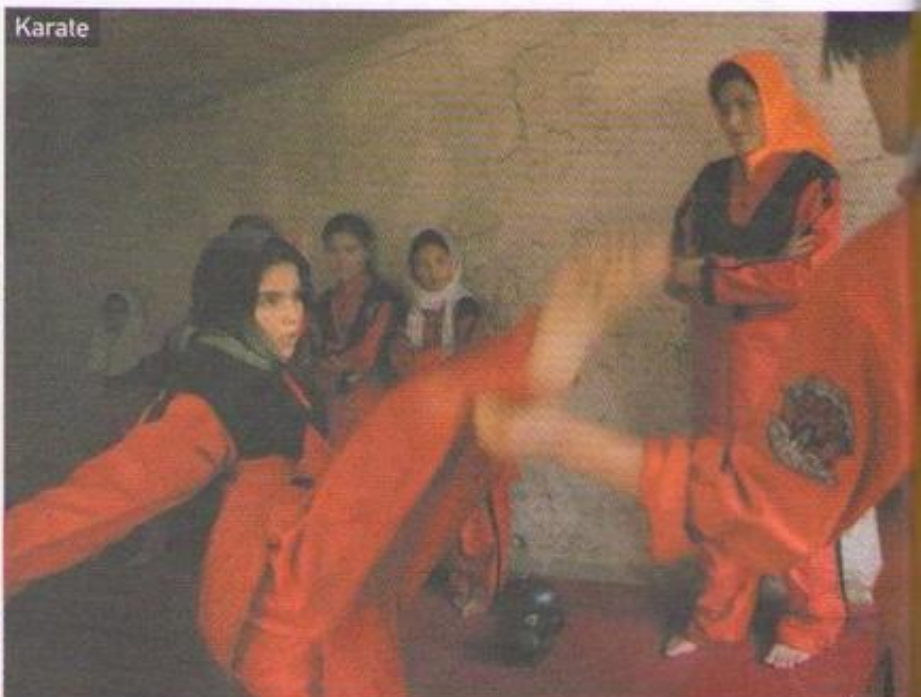
6 Work in groups. Rank the problems from Exercise 5 from 1 (= most serious) to 8 (= least serious). Explain your decisions.

7 Choose three problems from Exercise 5 that you have experienced. Then work in pairs and tell your partner what happened.

Sanda



Karate



GRAMMAR

Present perfect continuous and past simple for duration

We can use both the present perfect continuous and the past simple to talk about the duration (how long something lasts) of an activity or situation.

- 8 Look at these extracts from the conversation. Then work in pairs and answer the questions below.

I: *So how long **have** you **been doing** judo, then?*
(present perfect continuous)

R: *Ever **since** I was a kid.*

I: *Really? How long **were** you out of action?*

R: *Well, I **didn't do** anything **for** a couple of months.*
(past simple)

I: *How long **have** I **known** you now? Six years?*
(present perfect simple)

- 1 Does Rika still do judo?
- 2 Is Rika still out of action?
- 3 Does Ian still know Rika?
- 4 Why don't we say: *How long have I been knowing you now?*
- 5 What's the difference between *for* and *since*?

G Check your ideas on page 170 and do Exercise 1.

- 9 **▶ 22** Respond to these comments by writing a *How long ...?* question using the verb in brackets. Then listen and check your answers.

- 1 It's the first accident he's ever had. He's actually a very good driver. (drive)
- 2 I can't meet tonight. I have my kickboxing class. (do)
- 3 I used to be quite good at basketball before I gave up. (play)
- 4 He only started playing again after the injury two months ago. (be injured)
- 5 I need to stop. I think I've pulled a muscle. (warm up)
- 6 My parents are having a party for their wedding anniversary on Saturday. (be married)
- 7 Her Arabic is pretty good already. (learn)
- 8 At last! You're here. I was beginning to worry. (wait)

PRONUNCIATION

- 10 **▶ 22** Listen again to the questions from Exercise 9. Notice the contractions and weak forms of *have, has, been, did, you, etc.* when we speak fast. Practise saying the questions as quickly as you can.

- 11 Work in pairs. Have eight conversations starting with the comments and questions from Exercise 9. Continue each conversation for as long as you can.

A: *It's the first accident he's ever had. He's actually a very good driver.*

B: *I'm sure. How long has he been driving?*

A: *About five or six years.*

B: *Right. So how did the accident happen?*

A: *This car didn't stop at the lights and crashed into him.*

B: *Oh dear.*

G For further practice, see Exercise 2 on page 171.

SPEAKING

- 12 Work in groups. Find the answers to the questions below for your group. Find out two more details, such as *how long, when, where, how often, why or how.*

- 1 Who is the fittest person?
- 2 Who has run the longest distance?
- 3 Who has given up a hobby or sport?
- 4 Who plays a musical instrument well?
- 5 Who has got to this level of English the quickest?
- 6 Who has done the last homework the teacher gave you?
- 7 Who has been on the longest journey?
- 8 Who has experienced the longest wait for a plane or train?
- 9 Who has lived in their house for the shortest time?
- 10 Who has seen the longest film?
- 11 Who had the shortest journey to get here?

Judo



Kalaripayattu



THE SOUNDTRACK OF OUR LIVES


VOCABULARY Describing music

- 1 Check you understand the adjectives in bold in the sentences below. Think of songs or genres of music you could describe using these adjectives.
 - 1 If a song is **catchy**, you quickly want to sing it and can't stop.
 - 2 If music is **repetitive**, it has the same boom boom beat all the way through.
 - 3 If a song is **heavy**, it's very loud and has a strong beat.
 - 4 If a song is **soft**, it's quiet and relaxing to listen to.
 - 5 If we say the music or lyrics (the words to the song) are **sentimental**, they are romantic or sad in a bad way.
 - 6 If we say a song is very **commercial**, it is a negative way of saying it is written to sell a lot.
 - 7 If music or songs are **moving**, they make you cry.
 - 8 If music is **bland**, it's boring.
 - 9 If music is **uplifting**, it makes you happy or hopeful.
 - 10 If music is **depressing**, it makes you sad.
- 2 Work in pairs and compare your ideas. Say whether or not you like the songs / genres you thought of and explain why.

DEVELOPING CONVERSATIONS

Talking about tastes

We often move from asking about general tastes to more specific tastes. There are common questions we ask when talking about music, films and books.

- 3 Put the conversation into the correct order. The first one is done for you.
 - a Erm, I don't know ... Girls Rock, Soul Train, **stuff like that**.
 - b **All sorts really, but mainly** pop music and R&B.
 - c Oh right. **Anyone in particular?**
 - d Yeah, all the time.
 - e So **have you** heard **anything good recently?**
 - f **What kind of** music **are you into?**
 - g **Do you** listen to music **much?** 1
 - h Well, I downloaded this great song by K Boy. It's fantastic.
- 4  23 Listen and check your answers.
- 5 Talk to other students and have similar conversations about music, films and books. Try to use some of the expressions in bold from Exercise 3.

READING

- 6 Work in pairs. Look at the song titles and artists below. Do you know any of them? Do you like them?
 - *Hey Jude* (The Beatles)
 - *Stuck Me* (The Gimmies)
 - *Starships* (Nicki Minaj)
 - *The Four Seasons* (Vivaldi)
 - *Limón Y Sal* (Julieta Venegas)
 - *I Wanna Be Like You* (from *The Jungle Book*)
 - *Take My Hand* (Ivan & The Parazol)
 - *My Heart Will Go On* (Céline Dion)
 - *Gangnam Style* (Psy)
- 7 Read the article and find out if the readers like the songs in Exercise 6 or not – and why.
- 8 Read the article again. Which person / people in the article:
 - 1 likes different kinds of music to their father?
 - 2 finds some songs drive them mad?
 - 3 has good memories of time spent abroad?
 - 4 went to a concert by one of their favourite bands?
 - 5 predicts that one band will become famous?
 - 6 mention special ceremonies?
- 9 Correct the words in italics with words from the article. Then work in pairs. Discuss if any of the sentences are true for you.
 - 1 There's a song I dance to whenever it *puts* on in a club.
 - 2 If I'm sad, I like to play something sad to *same* my mood.
 - 3 I love singing *together* to songs. I like karaoke.
 - 4 I've seen lots of bands *lively*.
 - 5 I don't like *sensitive* songs about love and romance.
 - 6 There's a song which really *remembers* me of my father.
 - 7 I sometimes *make* stupid dances to some songs.
 - 8 I like to study with music on in the *behind*.
 - 9 Classical music doesn't *feel* anything for me. It's bland.
- 10 With your partner, discuss which person in the article you are most / least similar to – and why.

SPEAKING

- 11 Choose two playlist titles from below and make a list of three songs you want to include.
 - My current favourites
 - Music to fall asleep to
 - That reminds me of ...
 - Music for a romantic evening
 - Party music
 - I can't get it out of my head
 - Music I can't stand
- 12 Work in groups and compare your lists. Say as much as you can about the songs you have chosen. Ask extra questions to continue each conversation.

THE PLAYLIST OF YOUR LIFE

For generations, music lovers have made collections of songs to soundtrack their lives. Nowadays, technology makes it easier than ever to create, find and share playlists to suit every mood and occasion. We set our readers 'a playlist challenge'. Here is their response.

THAT WAS A GREAT YEAR PLAYLIST

Starships by Nicki Minaj reminds me of 2012, which I spent studying in Amsterdam. There were loads of other foreigners studying there and we became very close. We all worked hard, but we partied hard as well. Whenever this song came on at a party or club, we all jumped up and danced - it didn't matter how tired we were. There's a great video that goes with it too. I sometimes watch it online. [Corina, Germany]



Good Feeling FLO RIDA

Levels AVICII

Bom Bom
SAM & THE WOMP

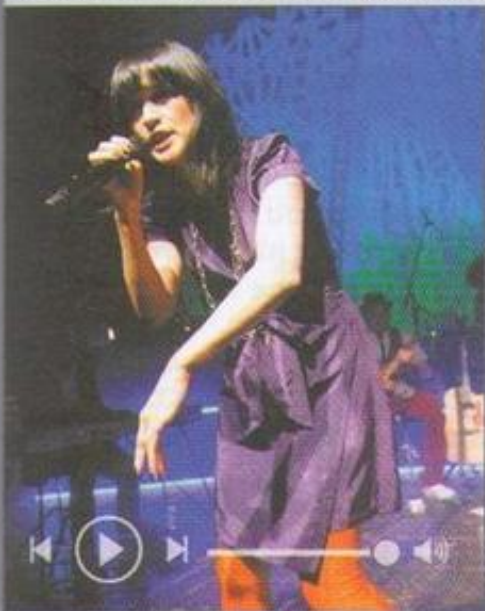
Don't You Worry Child
SWEDISH HOUSE MAFIA

NOW PLAYING
Starships
NICKI MINAJ

MUSIC WHEN I'M DOWN PLAYLIST

I've put Vivaldi's *The Four Seasons*, but I actually only play two seasons! The winter section is sad and moving and that sometimes matches my mood, but then I play the spring section because it's so uplifting. I'd actually like it played at my funeral! There was life before me, there will be life after me, like spring that comes again after winter.

Julieta Venegas' *Limón Y Sal* also cheers me up. My husband bought it for me. The lyrics basically say 'I love you however you are; you don't have to change anything.' [Kari, Chile]



The Four Seasons
VIVALDI

NOW PLAYING
Limón Y Sal
JULIETA VENEGAS

Bridge Over Troubled Water
SIMON & GARFUNKEL

Happy
THE ROLLING STONES

Someone Special
POETS OF THE FALL

ALL-TIME CLASSICS PLAYLIST

The top of any all-time classic list has to be *Hey Jude* by the Beatles. It's a song you immediately want to sing along to. The Beatles are the reason why I learnt English. *Stuck Me* is by The Gimmies, a Japanese band. I've seen them live and they were loud and energetic - incredible. [Toshi, Japan]



Hey Jude THE BEATLES

Stuck Me THE GIMMIES

NOW PLAYING
Communication Breakdown
LED ZEPPELIN

I Feel Good THEE BATS

Shake Some Action
THE FLAMIN' GROOVIES

MUSIC FOR MY WORST ENEMY PLAYLIST

This was difficult to choose. I hate that Céline Dion song that was used in the film *Titanic* - *My Heart Will Go On*. I can't stand commercial pop music - it's so sentimental. However, the worst is *Gangnam Style* by Psy. It reminds me of family weddings and people doing the stupid dance. The problem is it's so catchy! The other day I heard it as the ringtone on a mobile phone and I couldn't get it out of my head all morning! It was really annoying. [Kevin, Scotland]

My Heart Will Go On CÉLINE DION

Gangnam Style PSY

The Hamster Dance HAMPTON THE HAMSTER

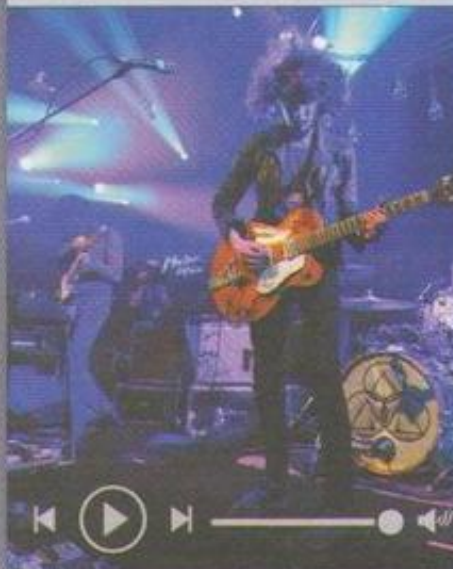
The Final Countdown EUROPE

Superstar TOY BOX

MY FAMILY PLAYLIST

My dad's a big jazz fan and always has music on in the background. Personally, jazz doesn't do anything for me. I just find it strange. However, he used to play one song for me - *I Wanna Be Like You* from the film *The Jungle Book*. Now we play it to my younger brother and it always makes him laugh.

Take my Hand is for my sister. We both love indie music and it's by a relatively new Hungarian band called Ivan & The Parazol that we've been listening to a lot recently. They're going to be big. [Natalia, Hungary]



I Wanna Be Like You
LOUIS PRIMA

Take My Hand
IVAN & THE PARAZOL

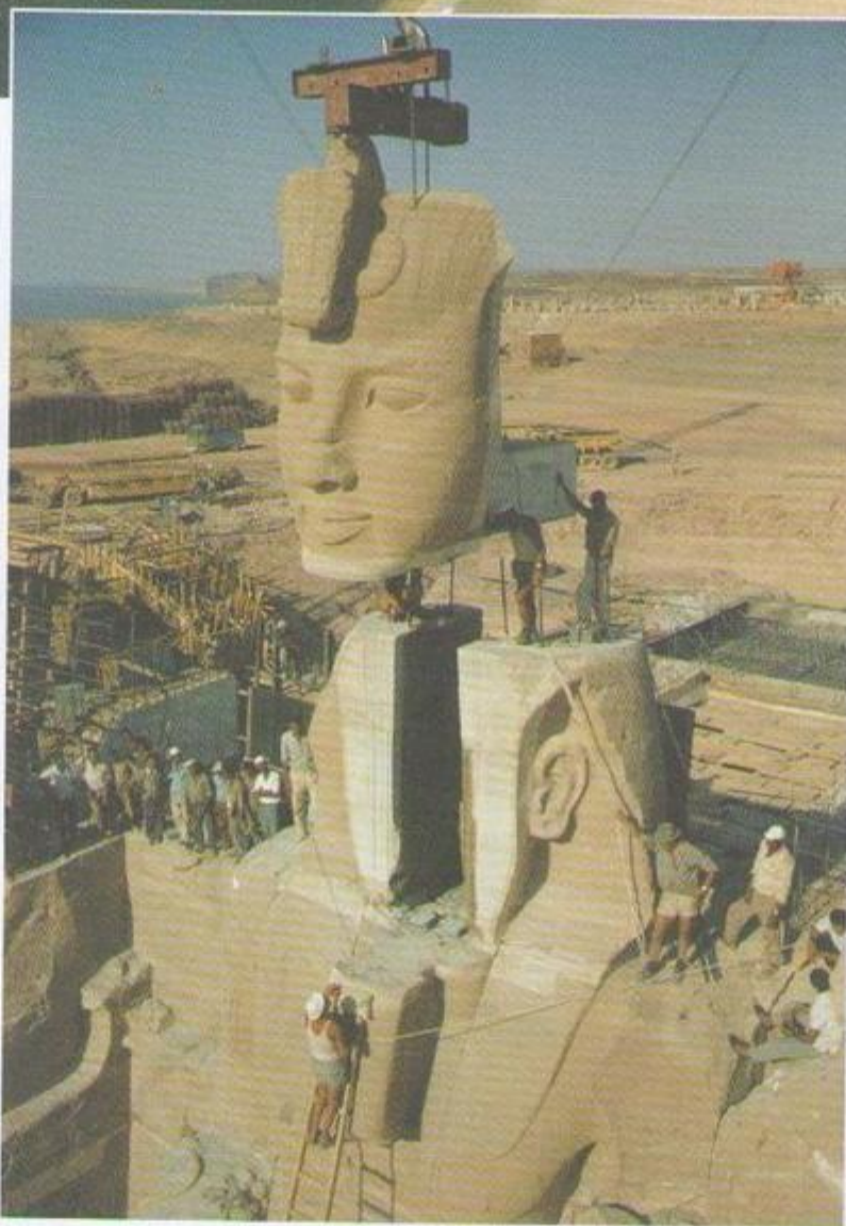
A Love Supreme
JOHN COLTRANE

NOW PLAYING
Move With The Season
TEMPLES

Not Quite Right
WOHLLEBE

VIDEO 2



WORLD HERITAGE QUIZ



- 1 Work in pairs. Look at the photos and discuss the questions.
 - Do you know where it is?
 - What do you think happened here? Why?
 - Do you know what World Heritage Sites are and who manages the list?
 - What kinds of places are included on the list?

- 2 Read this short article and find the answers to the questions in Exercise 1.

The idea of creating a list of World Heritage Sites began in the 1950s when the ancient ruins of Abu Simbel in Egypt were in danger from a plan to build a dam and create a huge lake. The lake was going to flood the Abu Simbel Temple and destroy it. However, several countries worked together to save the temples by cutting them up and moving them to higher ground. The work involved archaeologists, engineers and financial support from a number of governments internationally. After this, an agreement was signed by many countries to protect places which are very important culturally or environmentally. Since the 1970s, almost 1,000 places have been listed. These include islands, lakes, mountains and rivers, and everything from cave paintings to roman ruins, medieval towns to churches and mosques, and even early industrial buildings. The list is managed by the United Nations organisation UNESCO.

- 3  7 You are going to do a quiz. Work in teams. Watch the video and make notes to answer the twelve questions you hear.
- 4  8 Watch the video to find the answers. Write one new piece of information you hear for each. The winner is the team with the most points, but if it's a draw, the team with the most extra information wins.
- 5 Work in groups. Discuss the questions.
 - Which three places would you most like to visit? Why?
 - Are there any you wouldn't want to visit? Why?
 - Do you know any other World Heritage Sites? Why are they World Heritage Sites? Have you been to them?
 - What would you recommend as a new World Heritage Site? Why?

REVIEW 2

GRAMMAR

1 Complete the text with one word in each space.

In March, I'm ¹_____ to Taghazout in Morocco for a holiday. I'm really ²_____ surfing, and it's supposed ³_____ be one of the best places for surfing in the world. I've been surfing ⁴_____ about five years now, but nowhere that has big waves like they do in Taghazout, so I'm looking forward to testing myself. A friend of mine is thinking ⁵_____ coming with me, but he still hasn't ⁶_____. We've known each other ⁷_____ we were kids, but he only started surfing a few months ⁸_____, so he feels he's not quite ready. I've told him he could go sightseeing instead as there are lots of interesting places all ⁹_____ the area. It's warm and sunny ¹⁰_____ every day at that time of year, so he could just lie on the beach and get a suntan.

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between four and five words, including the word given.

- Before I started work, I read a lot more.
I don't read as _____. **USED**
- I go to the gym as much as I can.
I go to the gym _____. **CHANCE**
- I joined the club ten years ago now.
I _____ of the club for ten years now. **MEMBER**
- We might go to see a show while we're there.
We _____ to see a show while we're there. **ARE**
- I've never been there, but I've heard it's great.
I haven't been there, but it _____ great. **BE**
- When did you start working here?
How _____ here now? **WORKING**

3 Choose the correct option.

- A: Have you ever been to Europe?
B: Yeah, I *spent / have spent* some time in Spain a few years ago.
- A: What's the forecast for tomorrow?
B: They said it's *going to rain / raining* most of the day.
- A: *Do you have / Are you having* any plans for the weekend?
B: Yeah. *We're going to / We will* visit some friends who live in Milan.
- A: *Do you go / Are you going* to the cinema much?
B: Hardly *never / ever*. I usually just watch them on my computer.
- A: I *played / was playing* basketball a lot but I gave up after I injured my knee.
B: How long *have you played? / did you play for?*
- A: *Do you ever eat out? / Have you ever eaten out?*
B: Quite often – maybe once *a / every* couple of months.

4 24 Listen and write the six sentences you hear.

5 Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

6 Match the verbs (1–8) with the collocates (a–h).

- | | |
|----------------|--------------------------------|
| 1 go | a Roman ruins / a royal palace |
| 2 go for | b sailing / climbing |
| 3 pour | c by fire / in a storm |
| 4 hire | d my head / my leg |
| 5 restore | e with rain / down |
| 6 match | f my mood / the description |
| 7 bang | g a bike / a boat |
| 8 be destroyed | h a meal / a run |

7 Decide if these words and phrases are connected to places of interest, weather or sport.

| | | | |
|-----------|-----------|---------|----------|
| blow away | injure | gallery | stiff |
| lively | miserable | humid | freezing |
| unfit | medieval | warm up | stalls |

8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- It was absolutely _____ last month so I'm glad it's cooling down now. (boil)
- It's going to be nice and sunny, so we could go _____, if you like. (fish)
- My first _____ when I heard it was to start dancing. (react)
- It was a bit embarrassing because I'm _____ at dancing. (use)
- I can't get that song out of my head, it's so _____. (catch)
- I don't listen to much pop music. I find it too _____. (repeat)
- She thought the film was really _____, but I thought it was too _____. (move, sentiment)
- Since I had my _____ I've lost quite a lot of _____. (injure, confident)

9 Complete the text with one word in each space. The first letters are given.

I went to Istanbul on holiday last year. We were a bit stupid, because we didn't check the weather ¹fo_____ before we went – we just assumed it was going to be ²bo_____ hot. When we arrived though, it was quite ³gr_____ and cloudy and at night it turned out to be quite ⁴ch_____. We ended up going to a street market to buy some extra clothes! The city itself was fantastic. We stayed in the old ⁵di_____ where you have the Topkapi ⁶Pa_____ where the Sultan lived and we went to see and pray in the famous Blue ⁷Mo_____. We also went up the Galata ⁸To_____ which had fantastic views over the city. And also to Taksim Square, where there is a monument that ⁹co_____ the foundation of the Turkish Republic. There was also great ¹⁰ni_____ in and around Taksim. We stayed out till five in the morning one night. And I loved that mixture of old and new. We went to a quite trendy restaurant which had a glass floor over some ruins from the fifth ¹¹ce_____. I'll definitely go there again. Even the weather ¹²cl_____ u_____ by the end of our week and it was lovely and sunny.

5





IN THIS UNIT YOU LEARN HOW TO:

- talk about jobs and what they involve
- comment on people's experiences
- discuss rules and freedoms at work
- talk about getting used to changes
- say longer chunks better

SPEAKING

1 Work in pairs. Look at the photo and discuss the questions.

- What do you think the people are doing?
- Where do you think it is? Why?
- What might be good or bad about this job?

2 Work in groups. Which of these jobs are needed to get the tea leaves in the photo to a person drinking the same tea in another country? Explain why each job is needed.

| | | |
|---------------|------------------|----------------|
| labourer | graphic designer | trader |
| engineer | programmer | surgeon |
| truck driver | electrician | sales rep |
| civil servant | lawyer | security guard |
| plumber | accountant | estate agent |

WORKING LIFE



THAT MUST BE STRESSFUL

VOCABULARY Describing jobs

1 Work in pairs. Check you understand the words and phrases in bold in the sentences below. Then think of one job that each sentence could describe.

- 1 It's very **competitive**. Lots of people want to get into that **field** and hundreds of people **apply for** each job.
- 2 It's very **well-paid**. He gets £60,000 a year as well as a **bonus** at the end of the year.
- 3 It's quite **rewarding**. You really help people and that makes you feel good.
- 4 It's quite **insecure**. You're either **self-employed** or have a **temporary contract** and it's quite badly paid.
- 5 It's **easy**. You don't have any real **responsibility** like managing anyone. You do the job, go home and forget about it.
- 6 You need to be quite **creative**. You have to think of a lot of new ideas and new ways of doing things.
- 7 It's very **stressful**. You're **under a lot of time pressure**.
- 8 Physically, it's very **demanding**. You have to be strong and fit.
- 9 It's very **varied**. You get to do lots of different things.
- 10 It's a bit **dull**. It mainly involves **admin** and **paperwork**. I basically sit at a desk all day.

2 Work in pairs. Answer the questions.

- 1 What's involved in applying for a job?
- 2 What's the opposite of well-paid?
- 3 Why might someone get a bonus?
- 4 What other important responsibilities might a job have?
- 5 What's the opposite of a temporary contract?
- 6 What kinds of things might admin involve?

3 Work in groups. Look at the jobs on page 43 and discuss these questions.

- Are the jobs good or bad jobs to have in your country at the moment? Why?
- Do any of your friends or family do any of these jobs?
- Who do they work for? Do they enjoy it?

LISTENING

4 ▶ 25 Listen to two people – Amanda and Ivan – who have recently met. Answer the questions.

- 1 What do they do now?
- 2 What jobs have they done in the past?
- 3 What are Ivan's plans for the future? Why?
- 4 How old are they both now?

5 ▶ 25 Choose the correct option. Then listen again and check your answers.

- 1 I'm involved *in / on* designing what you see on the screen.
- 2 How did you *getting / get* into that?
- 3 Vodafone were recruiting people so I *applied / replied* and I got a job.
- 4 It's like any job. It has its boring *moments / minutes*.
- 5 It depends if we have a deadline to *complete / meet*.
- 6 That *can't / can* be easy.
- 7 I sometimes work better *under / in* pressure.

6 Work in pairs. Discuss the questions.

- What do you think of Amanda's job? Would you be any good at it? Why? / Why not?
- Would you ever work for little or no money like Ivan?
- Are there any jobs for life in your country? Do you think having a job for life is good?

DEVELOPING CONVERSATIONS

Doing what?

When people reply to the question *What do you do?* by talking about their company, place of employment or department, we often try to find out exactly what work they do by asking *Doing what?* Notice the other useful phrases in bold in the extract below:

I: *So what do you do, Amanda?*

A: **I work for** a mobile phone company.

I: *Oh yeah. **Doing what?***

A: **I work in** the design department. **I'm involved in** designing what you see on the screen.

7 Match the jobs (1–5) with the specific job descriptions (a–e).

1 I work in the warehouse.

2 I'm in the accounts department.

3 I work in human resources.

4 I'm in sales.

5 I work in the marketing department.

a **I mainly do** admin, but sometimes **I'm involved in** planning the campaigns.

b **I'm the rep for** the whole of the south of Italy.

c **I do** all the orders and get them ready for the delivery.

d **I'm responsible for** recruitment contracts and working conditions.

e **I deal with** all the pay and finances.

8 Use the language from the box above and Exercise 7 to have five conversations starting with *What do you do?*

GRAMMAR

Must and *can't* for commenting

9 Look at these extracts from the conversation. Then choose the correct option to complete the rules in the Grammar box.

A: *I was 25 when I joined, so eight years. Time goes so fast!*

I: You **must enjoy** it.

A: *Yeah, I **do** generally. It's quite varied.*

A: *Sometimes I do something like fifty or sixty hours a week.*

I: *Really? That **can't be** easy.*

A: *It's actually fine. I mean, it **is** a bit stressful sometimes, but you **get** used to it.*

I: *It's almost a job for life.*

A: *Really? That **must be** very competitive.*

I: *Yeah, it **is**.*

We often use *must* and *can't* + infinitive (without *to*) to comment on other people's experiences and feelings. *Must* and *can't* show that we think our comments are ¹*definitely true / probably true, but we're not 100% sure.*

In sentences with a positive meaning, we use ²*must / can't*. In sentences with a negative meaning, we use ³*must / can't*.

When we respond to comments using *must* or *can't*, we ⁴*often use / don't often use* the present simple. This shows we ⁵*know / believe but aren't sure* these things are true.

When responding, we ⁶*usually / don't often* repeat the verbs and adjectives used in the comments.

G Check your ideas on page 171 and do Exercise 1.

10 Write comments on these sentences using *must* and *can't*.

1 I'm the sales manager for Europe. I'm in charge of thirty reps.

2 I travel a lot round Europe and the Middle East.

3 I care for people who are dying.

4 His wife's a tax lawyer for a top accountancy company.

5 I really see my students develop and improve.

6 Basically, I just sit in front of a screen all day.

7 I don't have any work after this contract comes to an end next month.

8 They said they're going to give us all a bonus.

PRONUNCIATION

11 **▶ 26** Listen to some possible comments on the sentences in Exercise 10. Notice how we often don't pronounce the 't' in *must* or *can't*.

12 **▶ 26** Listen to the comments again and repeat.

13 Work in pairs. Practice having three-part conversations starting with the sentences from Exercise 10.

A: *I'm the sales manager for Europe. I'm in charge of thirty reps.*

B: *That must be interesting.*

A: *It is. I really love it.*

G For further practice, see Exercise 2 on page 172.

CONVERSATION PRACTICE

14 Choose one of these tasks.

a Work in pairs. Think of two jobs each. Take turns to use language from this lesson to describe the job without saying what it is. Your partner should guess the job.

b Have conversations with other students and find out about their jobs. Use language from this lesson. Comment on what others say using *must* or *can't* at least once.

▶ 9 To watch the video and do the activities, see the DVD ROM.

IT'S AGAINST THE RULES

LISTENING

- 1 Look at the sentences below about rules at work. Then work in groups and discuss these questions.
 - Why do you think companies have these rules?
 - Do you think they are sensible and fair?
 - 1 Women have to wear skirts or dresses at work.
 - 2 We have to agree holidays with our boss. We can't just take time off when we want.
 - 3 We have to ask the admin assistant to make photocopies for us. We can't just do them ourselves.
 - 4 We have to take our breaks at set times.
 - 5 We have to wear a hard hat at all times.
 - 6 We can't surf the web on company computers.
 - 7 We can't install any software on the company's computers.
 - 8 We can't talk to each other while we're working.
 - 9 We can't wear watches in the warehouse.
 - 10 We can work from home one day a week.
- 2 ▶ 27 Listen to three conversations about rules at work. Match each conversation (A–C) to one of the rules in Exercise 1.
- 3 ▶ 27 Choose the correct option. Then listen again and check your answers.
 - 1 Apparently, he's been given a *writing* / *written* warning.
 - 2 He was always sending *person* / *personal* emails.
 - 3 He somehow got a computer virus and then it infected the *whole* / *all* system.
 - 4 I've got this new job working in a *law* / *lawyer* firm.
 - 5 What if you can't wear something for *religion* / *religious* or health reasons?
 - 6 I don't know. I guess they *make* / *give* an exception.
 - 7 Can I have a *quick* / *fast* word?
 - 8 Listen, I'd like to take the day *out* / *off* on Friday.
 - 9 I've asked you at *short* / *recent* notice before and it hasn't been a problem.
- 4 Work in pairs. Who do you have more sympathy with in each conversation – the company or the workers? Why?

GRAMMAR

Talking about rules

When we talk about rules we generally use *have to*, *can* / *can't*, *be (not) allowed to*, *be (not) supposed to*. We prefer to use these forms instead of *must* / *mustn't* because *must* / *mustn't* can sound too direct and rude.

- 5 Look at these sentences from the conversations. Complete the statements below with the structures in bold.
 - a We're **certainly allowed to** do it in our breaks.
 - b Apparently, you're **not allowed to** use the company computers like that.
 - c You **can't** even wear smart trousers.
 - d You **have to** wear skirts!
 - e You're **supposed to** arrange time off with me a month in advance.
 - 1 We often use _____ or _____ instead of *must*.
 - 2 We often use _____ or _____ instead of *mustn't*.
 - 3 We often use _____ instead of *can*.
 - 4 We often use _____ when the rule has just been broken or is often not followed.
- G Check your ideas on page 172 and do Exercise 1.
- 6 Replace the words in italics with the correct form of *be allowed to*, *be supposed to* or *have to*.
 - 1 One other rule we have is that you *mustn't smoke* on any part of the company property – inside or outside.
 - 2 Is there a dress code? *Can I wear* make-up or jewellery?
 - 3 I *mustn't help* you. It's against the rules, but for you, I'll make an exception.
 - 4 Our contract says we *must be* in the office a minimum of 35 hours a week. They're very strict about it.
 - 5 *Must you work* at weekends, if the company asks you to?
 - 6 Other people *can't work* from home, but they made an exception in my case because of my heart problem.
 - 7 We sometimes *must work* late or at the weekend, but we *can take* time off the following week if we do.
 - 8 I'm sorry, but only senior staff *can use* these toilets. You *must go* to the ones downstairs.

7 Work in pairs. Decide if you are going to talk about rules where you work, where you study or at home. First, work on your own and think of the following:

- two rules you like / don't like – and why
- two rules which are often broken
- two questions for your partner about rules where they work / study

Now work with your partner, compare your ideas and ask each other questions.

G For further practice, see Exercise 2 on page 172.

VOCABULARY Work rules and laws

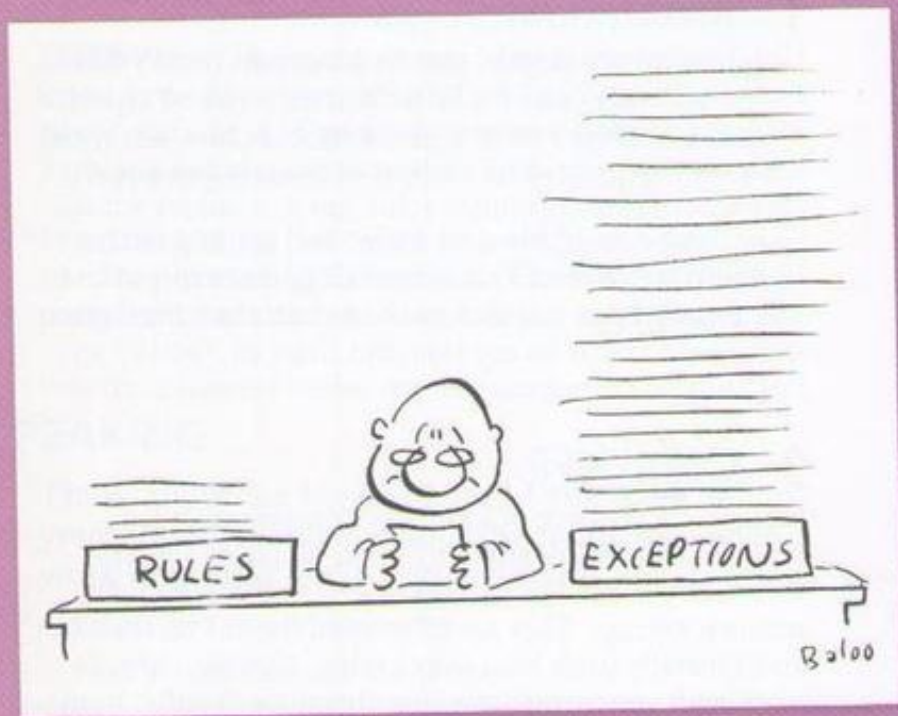
8 Complete the sentences below with these pairs of words. Underline the other words that go with each word. The first one is done for you.

| | |
|--------------------------|------------------------------|
| against + discrimination | fined + ignored |
| banned + unpopular | changed + fire |
| breaking + fine | requirement + enforce |
| court + won | introduced + reduce |

- 1 It is actually a legal requirement to pay the minimum wage, but the government doesn't do enough to enforce the law.
- 2 The company was found guilty of _____ environmental laws so they had to pay a huge _____.
- 3 The company _____ the use of social media during work hours, which was quite an _____ decision.
- 4 The government has _____ employment laws, so it is easier for companies to hire and _____ people.
- 5 The company was _____ because it had _____ health and safety rules and had put its workers at risk.
- 6 The workers took the company to _____ because they had been exposed to dangerous chemicals and they _____ their case.
- 7 They recently _____ new rules about accepting gifts because they're trying to _____ corruption.
- 8 It's _____ the law to discriminate against women, but it doesn't mean that _____ doesn't still happen at work.

9 Work in pairs. Discuss the questions.

- Have you heard of any companies being taken to court? Who by? Why? Who won the case?
- What employment laws do you know? Do you think they are good? Why? / Why not?
- How strict are health and safety rules in your country? Is that good or bad? Why?
- Would you like to see any rules / laws introduced or relaxed? Which ones? Why?
- Is there much discrimination in your country? Against who?



SOMEONE HAS TO DO IT

READING

1 Work in groups. Read the introduction of the magazine article below and discuss the questions.

- How much free time do you have? Is it more or less than in the past? Why?
- Give an example of one terrible job from the past that has disappeared. Why do you think it disappeared?
- Think of one job where you:
 - risk injury.
 - are exposed to chemicals or dirt.
 - might die of boredom.

2 Read the rest of the article about four terrible modern jobs. Match the sentences below to the jobs. Sometimes there is more than one possible answer. Underline the parts of the article that help you decide. Then work in pairs and compare your ideas.

- The hours are very long.
- Someone had a good relationship with their co-workers.
- People shout at and insult the workers.
- The workers risk catching a disease.
- Someone has an injury as the result of work.
- Someone feels stuck in their job.
- Someone finds the work rewarding.
- People are paid quite well for the hours they do.

3 Rank the jobs in the article from 1 (= best) to 4 (= worst). Then work in groups. Compare your lists and explain your decisions.

TERRIBLE JOBS NOT A THING OF THE PAST

For over a century, people have been predicting that technology would give us more free time: we could eat pills instead of cooking, robots would clean our houses, the Internet would mean none of us would have to waste time travelling to work. Technology would also solve other nasty problems, so no-one would have to do dangerous, dirty or dull work to earn money. That was the prediction! Sadly, it's not quite worked out that way. In many countries, people are working more hours than fifty years ago. Some terrible jobs may have disappeared: for example, we don't make the colour purple with rotting seafood anymore! However, there are still plenty of bad jobs left – jobs in which you may risk injury, be exposed to chemicals and dirt or maybe just die of boredom!

1 HUMAN GUINEA PIG

Hundreds of people take part in drug trials every year. For between €45 and €4,500, they take a new drug to test for any side effects, such as vomiting or headaches. Some students join these drug trials as a relatively quick and easy way of earning money. John Spiral, a history student from Dublin, regularly does them. 'You might go to the hospital three or four times, maybe eight hours 'work'. I had a really upset stomach once, and another time I got strange red marks on my skin, but that's all. Usually it's fine, and you're helping science, which benefits everyone!'

2 EMBALMER

Embalmers preserve dead bodies in preparation for funerals. They work anything up to 50 hours a week for a salary of around £15,000 a year, far less than the national average. They spend most of the day on their feet and generally work bent over a table. They also have to work with very strong-smelling chemicals. 'I suffer from backache, but the job's not as bad as you might think,' says Frank McCreary. 'I'm even used to the smell now – I don't even notice it. And of course the families of the dead are usually very grateful for the job I've done, which is obviously a big motivation for me.'

Stress-reducing plants in a Chinese call centre



Picking through the rubbish



4 The chunks in bold below are all used in the article. Find the missing words to complete them.

- 1 The company has developed a **relatively** _____ and _____ **way of** treating the disease.
- 2 I'm taking a course _____ **preparation** _____ the civil service exams.
- 3 Working in the warehouse **is not as bad as you** _____ . We have some fun.
- 4 Apparently, even low _____ **stress** can increase the risk of heart attacks.
- 5 I've been rushing around so much, I've **had** _____ **to think** about this meeting.
- 6 I'm working in a factory **for** _____ **minimum** _____ , so I can't afford to rent a flat on my own.
- 7 I'm surprised she's decided to accept a job there. She **could** _____ **better** _____ **herself!**

5 Work in pairs. Discuss the questions.

- What quick and easy ways of making money do you think there are?
- What are the three most important things you should learn in preparation for adult life?
- Do you know what the minimum wage is in your country? What do you think of it?
- Do you know anyone who could do better for themselves? In what way?

3 CALL CENTRE WORKER

Many banks and other companies have call centres abroad where customers can ring for information or to complain. Levels of stress among workers are very high. They often work in cramped conditions, have to stare at a computer all day, and have little opportunity to laugh or joke with their co-workers.

One worker, from an Indian call centre, said, 'We get quite a lot of abuse. I can't repeat what some people scream at us. Often there is nothing you can do about their complaint, so they slam down the phone, but then you have no time to think before another person calls you straightaway. I don't think I'll ever get used to it. I'd like to leave, but the money's quite good and there's a lot of competition for jobs here in Mumbai.'

4 RECYCLING PLANT WORKER

You're supposed to sort your own rubbish and put glass in one bag, paper in another, but unfortunately many people still don't do this. So workers in a recycling plant have to find the recyclable items from a big pile of rubbish, and all for the minimum wage. 'You're just dirty all the time and you go home smelling,' says Solomon Iwenofu, an ex-plant worker. 'I got used to it after a while, but my wife never did!' Apart from the smell, there are dangers in handling everything from dirty nappies to rotting meat and used syringes. 'I got on really well with my co-workers and we often joked about things we found, but we also knew you can get hepatitis or other serious illnesses if you're not careful.' Luckily for Solomon, it was only a temporary job. 'It helped me when I first came to America, but I always knew I could do better for myself and my family.'

UNDERSTANDING VOCABULARY

Be used to and get used to

Be used to shows a habit or situation is normal for us because of our experience, but others might think of it as difficult. *Be used to* can be followed by a noun or an *-ing* form.

I'm even used to the smell now – I don't even notice it.


Get used to shows a change from being difficult to becoming normal or easy.

I got used to it after a while, but my wife never did!

6 Complete the exchanges by putting the words in brackets into the correct order.

- 1 A: It must be difficult getting up so early.
B: Oh, _____ (to / I'm / it / used). I had to get up at five in my last job.
- 2 A: How are you finding the new job?
B: It is difficult, but _____ (getting / slowly / to / it / I'm / used). The people I work with are being very supportive.
- 3 A: How are you finding your new job?
B: Not that good, to be honest. I hate sitting at a desk all day, but I need the money, so I guess _____ (to / I'll / get / used / to / just / have / it).
- 4 A: How do you find working shifts?
B: OK, although it _____ (get / to / me / a / while / used / took / to) working nights. I couldn't sleep during the day to begin with, but it's fine now.
- 5 A: How do you find working nights? It must be quite difficult.
B: It was to begin with, yeah, but _____ (it / totally / now / I'm / to / used).
- 6 A: How are you finding your new job?
B: The job's OK, but I hate the journey to work. _____ (I'll / think / don't / ever / I / used / to / get) the crowded trains!

PRONUNCIATION

- 7  **28** When learning to say longer chunks, it helps to say them a bit at a time, starting from the end. Listen to and then repeat *I guess I'll have to get used to it* divided into bits.
- 8 Practise saying the other *be used to* and *get used to* phrases in Exercise 6. Then work in pairs and practise reading out the exchanges.

SPEAKING

- 9 Think about the biggest change you have had in your life. Make notes about the following. Then work in groups and tell your stories.
 - when and why it happened
 - how you felt about the change
 - what was good about the change
 - what was difficult and how you got used to it
 - how you feel about that change now

6

BUYING AND SELLING



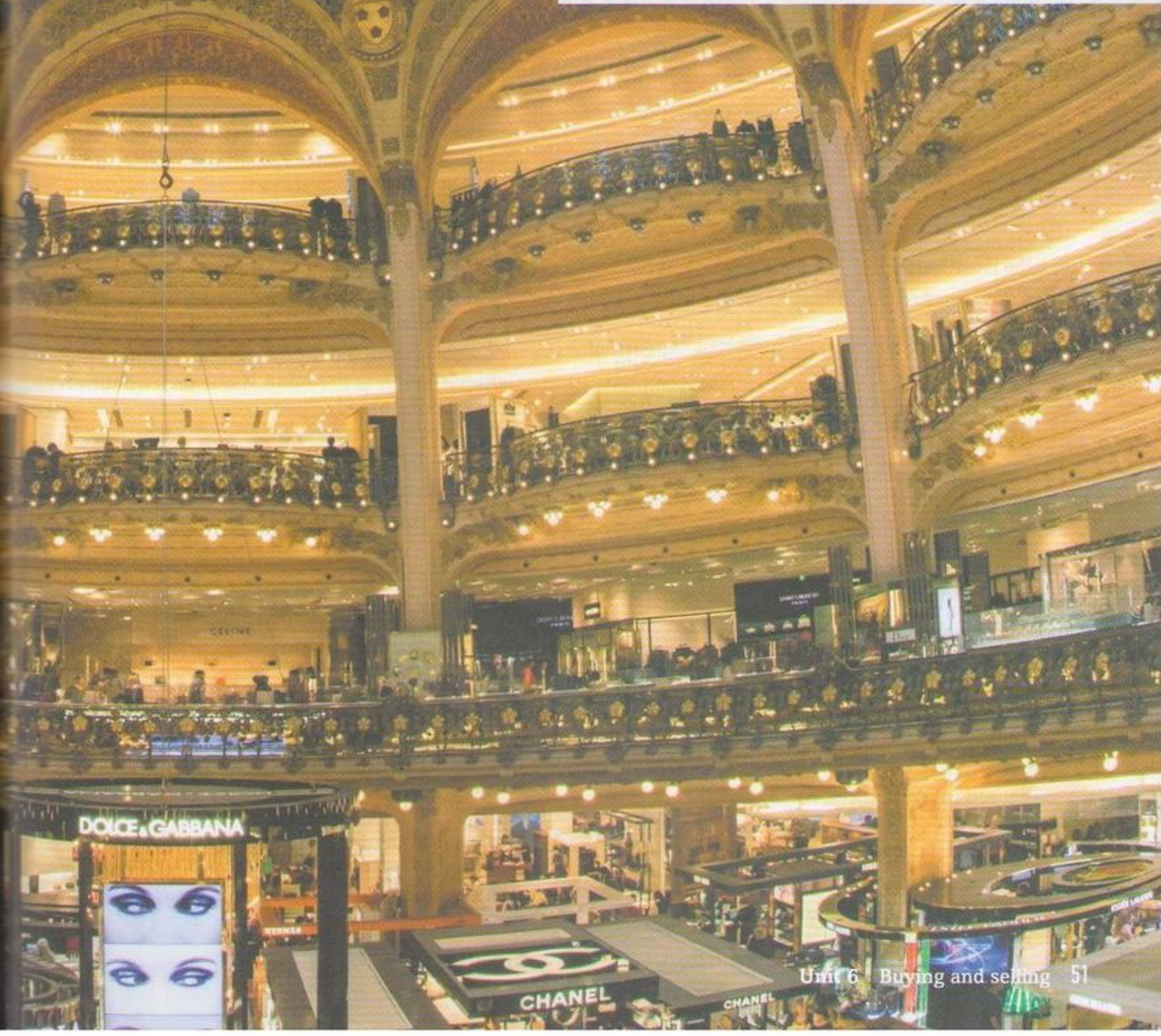
IN THIS UNIT YOU LEARN HOW TO:

- talk about phones and phone companies
- compare products
- describe what people are wearing
- discuss shopping habits
- describe souvenirs and presents
- negotiate a good price

SPEAKING

1 Work in pairs. Look at the photo and discuss the questions.

- Where do you think this photo was taken?
- Do you have any places like this where you live? Do you ever go there?
- What do you think is good / bad about shopping in a place like this?
- What kinds of things do you most / least like shopping for?
- What was the last thing you bought?





TIME TO UPGRADE

VOCABULARY Smartphones

1 Complete the sentences with the correct form of these verbs.

| | | | | |
|--------|----------|-------|-------|---------|
| charge | navigate | sign | swipe | tap |
| last | offer | store | take | upgrade |

- 1 My phone's out of date. I really want to _____ to the latest version. Its operating system is better.
- 2 It's not a bad phone, but the battery only _____ a few hours.
- 3 The camera on it is amazing. It _____ great high quality pictures.
- 4 It uses a touch ID system, so you don't need a password. You just _____ your finger across the screen to unlock it.
- 5 They persuaded me to _____ a two-year contract, but I really want to get out of it now.
- 6 Can I plug my phone in here? I need to _____ it. The battery's almost dead.
- 7 If you want to turn the voice recognition on, you just _____ this icon here.
- 8 The screen is beautifully designed. It's really easy to _____ your way round.
- 9 It can _____ up to 50 voicemails at a time.
- 10 I'm with Vodafone at the moment, but if another company could _____ a better deal, I'd switch.

2 Look at the chunks in bold in Exercise 1. Work in pairs and think of three ways each chunk could be changed.

- 1 I really want to upgrade to the latest version.
I **should** upgrade to the latest version.
I really want to upgrade to the **ePhone5**.
I'd like to upgrade to **business class**.

3 Work with a new partner. Discuss the questions.

- How often do you upgrade?
- How long does your battery usually last?
- Do you use the camera on your phone much? What do you take photos of most?
- Who are you with? Why did you choose that company?
- What kind of deal do you have?

LISTENING

4 29 Listen to a conversation in a mobile phone shop. Complete the table about the two different phones discussed. Then work in pairs and compare your answers.

| | S620 | N570 |
|--|--------------|------|
| Monthly payments | | |
| Screen | fairly small | |
| Battery life | | |
| Camera (megapixels) | | |
| Storage capacity | | |
| Speakers | fairly small | |
| Number of minutes / texts per month <i>first offered</i> | | |

5 What was the final deal the customer was offered? Would you accept this offer? Why? / Why not?

GRAMMAR

Comparisons

When we want to compare two things, we use a number of different patterns with adjectives or nouns. We can also modify comparatives with words like *far* and *slightly* to show how big the difference is.

6 Look at these sentences from the conversation. Answer the questions below.

- The camera is **much more powerful**.*
- It's **a bit easier** to navigate.*
- The other phone uses a polymer battery, which **isn't as good**.*
- The screen folds out, so it's **about twice the size of** your current phone's.*
- It's **about twice as big as** the speaker you currently have.*

- Why does the comparative adjective in a) use *more*, but the comparative in b) doesn't?
- Which word used before the adjective shows a big difference?
- Which phrase used before the adjective shows a small difference?
- Do you know any other words that show how big / small a difference is?
- Which sentence is a negative comparison? Which structure is used?
- How are the structures in bold in d) and e) different from each other? Why?

G Check your ideas on page 173 and do Exercise 1.

7 ▶ **29** The words in italics in these sentences about the two phones are factually incorrect. Correct them, then listen again and check your answers.

- The N570 offers a *slightly* better user experience.
- The N570 *isn't as easy* to navigate as the S620.
- The lithium-ion battery lasts a *tiny bit* longer than the other one.
- The camera on the N570 is *almost* twice as powerful.
- The S620 can store *far more* photos than the N570.
- The speaker on the N570 is *a bit smaller*.

8 Make the sentences below true for you by choosing the best words in italics. Then work in pairs and share your ideas. Explain as much as you can about each one.

- I'm *less / slightly more / much more* interested in technology than I was five years ago.
- Sending texts is *not as easy as / far easier than / a bit easier than* calling someone.
- Using mobiles while driving is *a lot more dangerous than / a bit more dangerous than / as dangerous as / not as dangerous as* drink driving.

4 I feel *far safer / a tiny bit safer / less safe* when I have my mobile phone with me.

5 For me, when it comes to choosing a phone, battery life is *a lot more important than / a tiny bit more important than / not as important as* the brand.

6 Now so many people have smartphones, the quality of life is *way better / quite a lot better / slightly better / a bit worse* than it was in the past.

G For further practice, see Exercise 2 on page 173.

DEVELOPING CONVERSATIONS

Avoiding repetition

To talk about the differences between things, we often use *one / ones* to avoid repeating the noun. To join contrasting parts of the sentences together, we often use *whereas / while*.

And then the camera is *much more powerful*. This **one** is 32 megapixels, **whereas** the **one** on the S620 is just 15.

9 Match the two parts of the sentences.

- This phone comes with a nice protective cover,
 - This one only has 100 megabytes of memory,
 - This one is only £43.99,
 - These phones are on special offer,
 - These ones all use a touch ID system,
 - You can store up to 500 messages on this one,
- whereas this one is £85.
 - whereas this one has 250.
 - whereas this one doesn't.
 - while that one only has room for 250.
 - while those just use a password, which isn't as secure.
 - while those ones aren't.

10 Work in groups. Compare the features of any phones you have. Find at least three ways in which each one is different from the others. Use *one / ones* and *whereas / while*.

CONVERSATION PRACTICE

11 Work in pairs. You are going to roleplay a conversation in a mobile phone shop.

Student A: you are a customer. Read File 4 on page 188.

Student B: you are a salesperson. Read File 8 on page 189.

12 Now roleplay the conversation. Use as much language from this lesson as you can.

10 To watch the video and do the activities, see the DVD ROM.

SHOP TILL YOU DROP

VOCABULARY Clothes and accessories

- 1 Work in pairs. Tell each other as much as you can about the clothes and accessories you are wearing at the moment. Think about:
 - why you chose them.
 - where you got them.
 - how long you've had them.
- 2 With your partner, decide which is the odd one out in each group. Explain your decisions.
 - 1 necklace / bracelet / chain / belt / ring
 - 2 top / shirt / jacket / skirt / jumper
 - 3 jeans / trousers / earrings / tracksuit bottoms / leggings
 - 4 slippers / trainers / sandals / boots / high heels
 - 5 scarf / gloves / T-shirt / wool hat / thick socks
 - 6 scruffy / trendy / smart / cool / nice
 - 7 colourful / stripy / tight / bright / plain / checked
- 3 How many of the things in Exercise 2 can you see in your classroom? Which do you like best? Why?
- 4 Work in pairs. Say what you think of the way the people in the photos are dressed. Use some of the language from Exercise 2 and the phrases below.

- That top / shirt doesn't fit him / her properly.
- Those trainers / socks (don't) really suit him / her.
- Those trainers (don't) really match / (don't) really go with that / those ...

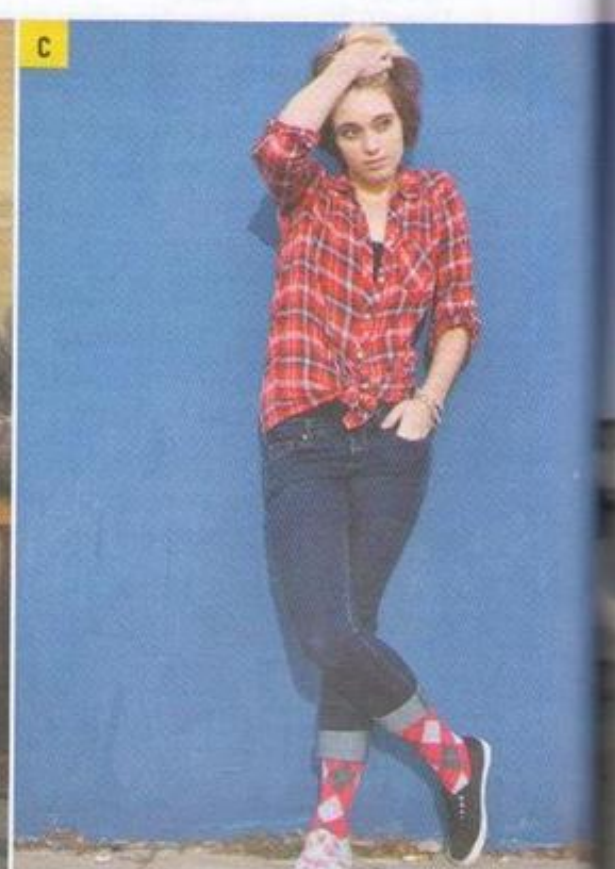
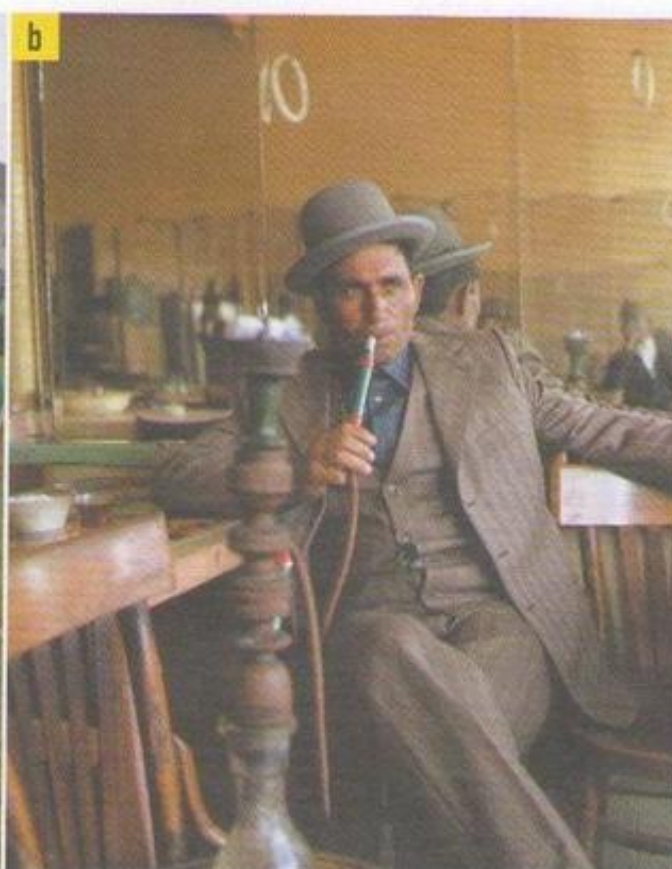
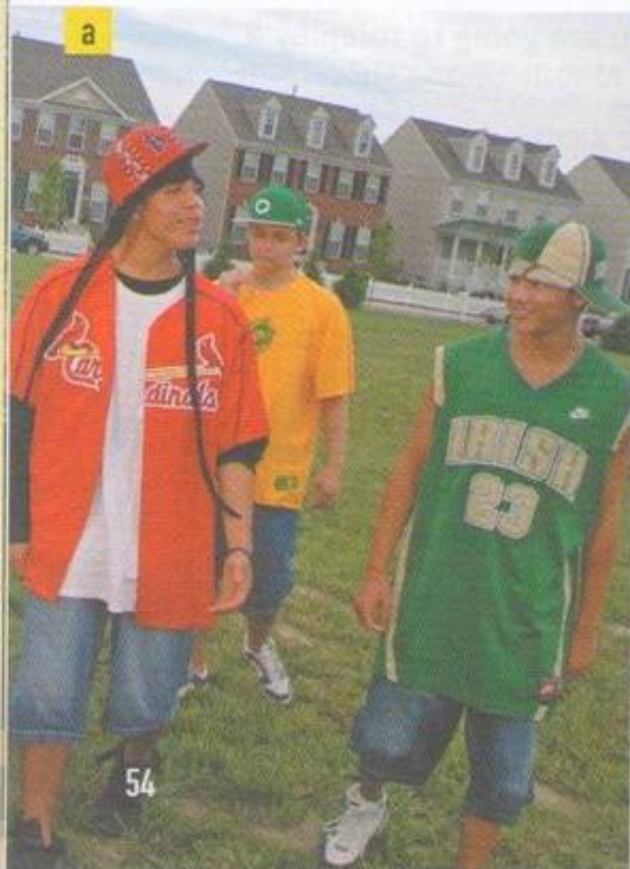
READING

- 5 Read the questionnaire opposite about attitudes to shopping, fashion and money. Circle the answers that are most true for you. Then work in pairs. Compare your answers and explain your choices.

- 6 With your partner, look at File 9 on page 189. Calculate your scores and read the descriptions. Is the description of you accurate? Why? / Why not?
- 7 Match the definitions below to the words in italics in the questionnaire.
 - 1 something that doesn't follow – or that breaks – a rule
 - 2 a set of clothes that you wear together
 - 3 buying things in order to make yourself feel happy
 - 4 something far more expensive than it should be
 - 5 without getting what you wanted
 - 6 old but valuable because it's in great condition and it's rare or unusual
 - 7 in a situation where you owe money
 - 8 unattractive and bad quality
- 8 Work in pairs. Invent a very short story using six of the words in Exercise 7. Then tell it to another pair.

SPEAKING

- 9 Work in groups. Discuss the questions.
 - How much pressure do you think there is on young people to have expensive products and designer brands? Where does the pressure come from? Do you worry about it at all? Why? / Why not?
 - Is debt an issue in your country? Why?
 - Do you ever check where / how the things you buy were produced?
 - Do you buy much online? Is online shopping having an effect on shops in your country? How?
 - Can you think of any shops that have had bad publicity because of the way they make / get their products – or the way they run their business? What happened?



Shop till you drop!

1 How keen on shopping are you?

- a Not at all. I find it boring and often stressful. I avoid it if I can.
- b It's OK if you go with friends, or have nothing else to do.
- c Very. I go all the time. I love it.

2 What's the most important thing when you buy clothes?

- a They're cheap.
- b They will last a long time.
- c They look good on me.

3 If you see something you really like, but can't really afford, what do you do?

- a I just do without it. I don't really need it anyway.
- b I save up and buy it when I have enough money or when it's in the sales.
- c I buy it with a credit card. I don't mind being *in debt* for a week or two.

4 If you go shopping and come back empty-handed, how do you feel?

- a A bit frustrated, but I like to shop around for the best bargains and sometimes it takes time.
- b I don't mind. Sometimes it's nice just to go window-shopping.
- c I never come back empty-handed! What's the point of going shopping if you don't buy anything?

5 Have you ever lied to someone about the price of something?

- a Yes. I didn't want them to realise how little I'd spent.
- b No, never. Why should I?
- c Yes. I didn't want them to realise how much I'd spent.

6 When you include trainers, boots and sandals, how many pairs of shoes do you own?

- a 5 pairs or fewer.
- b 6–19 pairs.
- c I've lost count. It must be at least 20.

7 Do you have any clothes you only wear at home?

- a Yes, they have holes in, but they're OK to wear around the house.
- b Yes. They're not fashionable, but they're comfortable.
- c No. You never know who will call at your house. I always look my best.

8 Do you have any clothing you haven't worn much?

- a Not really, but I have one *outfit* I only wear on special occasions.
- b Yes. It doesn't fit me at the moment, but it will once I lose some weight!
- c Yes. One piece still has the price tag on.

9 Are there any shops you normally avoid going to?

- a Yes, because I don't like the politics connected with the shop.
- b No, not really. I sometimes worry about how things were made, but I also love a bargain!
- c Not really. I don't really like shops full of cheap, nasty clothes, but they're still worth looking in.



10 Do you ever buy designer brands?

- a Never. They're a *rip-off*. You're just paying for the label.
- b Sometimes – especially if they are in the sales.
- c All the time. Designer brands are just better.

11 Do you believe in retail therapy?

- a Not at all. Buying things doesn't make you happy.
- b Shopping isn't the first thing I think of to cheer myself up, but it does work sometimes.
- c Absolutely. If I'm feeling down, going shopping or buying something always cheers me up.

12 Have you ever had to buy an extra bag to bring home all the purchases you made on holiday?

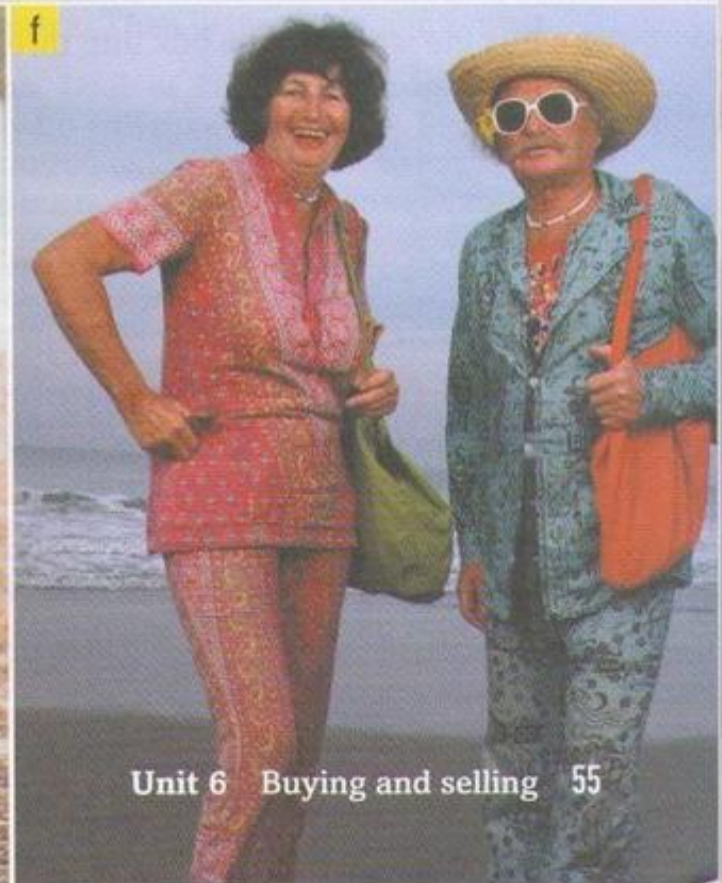
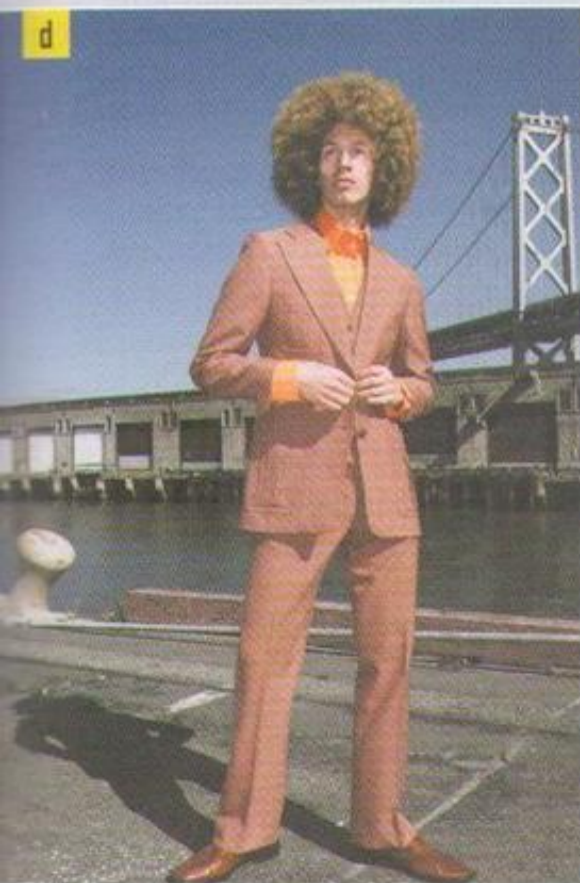
- a Never. Holidays are supposed to be relaxing and the last thing I want to do is go shopping.
- b Once I did, but it was an *exception*.
- c I usually make sure I have plenty of space in my luggage before I go because I know I'll do loads of shopping.

13 Do you ever buy second-hand clothes?

- a Only if they fit me OK and they're really cheap!
- b No. I can't stand the idea of wearing something that someone else wore before me!
- c Of course! You can find some incredible *vintage* clothes in second-hand shops.

14 How often do you look at fashion magazines?

- a Never. They are stupid. A complete waste of time.
- b Sometimes. If they are in a waiting room or someone else has bought them, I like to have a look.
- c I regularly buy them.

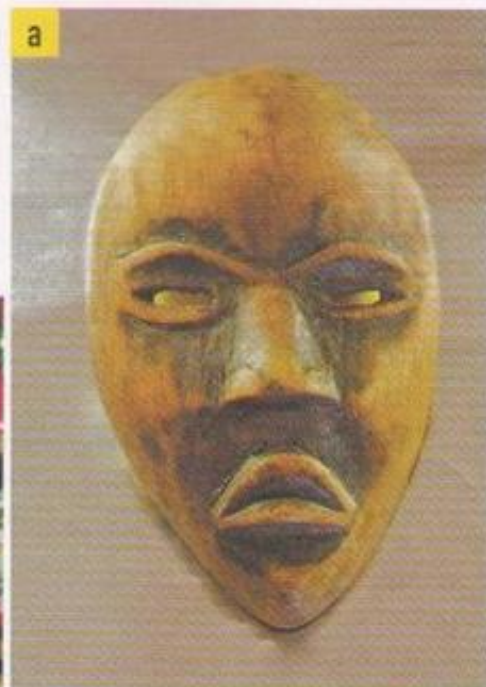


SOUVENIR SHOP

SPEAKING

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

- What part of the world do you think each of the souvenirs is from?
- How much would you pay for each of these things? Why?
- How would you put the souvenirs in order from the best to the worst?



VOCABULARY Describing souvenirs and presents

2 Put the words in the box into three groups:

- 1 material
- 2 how things are produced
- 3 object

| | | | | |
|--------|----------|---------|---------|-------|
| carved | leather | printed | silk | woven |
| clay | magnet | plastic | mask | straw |
| doll | pot | wood | glass | model |
| wool | handmade | rug | painted | scarf |

3 Work in pairs. Describe the things in the photos using words from Exercise 2.

4 Work with a new partner. What objects do you have that are made of the materials in Exercise 2? Tell your partner about them.

LISTENING

5 30 Listen to four people talking about gifts and souvenirs. Match each speaker (1–4) to one of the following. There are two you do not need. Which person:

- a threw away the gift?
- collects magnets to put on their fridge?
- wasn't pleased with a gift?
- was given a useful souvenir?
- prefers food or drink as souvenirs?
- talk about a souvenir breaking?

6 30 Work in pairs. Discuss which speakers had these souvenirs, where each souvenir was from and how the speakers described them. Listen again and check your ideas.

| | | |
|----------|-----------|---------------|
| an apron | a model | a paperweight |
| a drink | pannetone | a tie |

7 Work in groups. Discuss the questions.

- What are typical souvenirs from your country?
- Do you agree that the best souvenirs are things you can consume? Why? / Why not?
- Do you think the designer is being ungrateful not wanting the gifts?
- What's the most useful souvenir you've bought or been given?
- Have you ever got upset about breaking something? What was it? What happened?

GRAMMAR

Noun phrases

We often add information before and after a noun to help describe it. This longer group of words is called a noun phrase.

8 Look at how some nouns from the listening are added to. Then work in pairs and decide if the statements below are true.

- The student bought me a tie.*
 - My wife's student bought me a tie.*
 - My wife's student bought me a silk tie.*
 - My wife's student bought me a horrible silk tie.*
 - My wife's student bought me a horrible bright silk tie.*
 - My wife's student bought me a horrible bright silk tie with a picture.*
 - My wife's student bought me a horrible bright silk tie with a picture of the Great Wall on it.*
- 1 The compound noun *silk tie* describes a kind of silk – NOT a kind of tie.
 - 2 Both nouns in the compound noun *silk tie* can be made plural (i.e. *silks ties*).
 - 3 We use 's to talk about a particular person or thing belonging to or connected to a particular person, animal or organisation.
 - 4 The general rule for the order of adjectives is opinion first and then facts such as size or colour.
 - 5 We can add information after the noun using phrases that start with different prepositions (e.g. *with, of, from, in, etc.*)

G Check your ideas on page 173 and do Exercise 1.

9 Put the words in brackets into the correct order before the nouns. Add correct prepositions after the nouns where necessary.

- 1 My favourite piece of clothing is a _____ hat _____ Peru that my dad bought for me. (lovely / wool)
- 2 My most precious possession is my _____ ring. (gold / grandmother's / old)
- 3 People there often cook in _____ pots _____ a top like a kind of chimney. (clay / wonderful)
- 4 I recently bought this _____ coat _____ the winter. (leather / nice / brown)

- 5 My flatmates think I'm a bit weird because I keep a _____ bear _____ my bed, but I don't care. It means a lot to me. (teddy / cute / yellow)
- 6 When I was on holiday in Tanzania, I bought this _____ mask _____ a devil. It's on my wall at home. (hand-carved / wood / amazing)

10 Complete the sentences with your own ideas. Use a noun phrase. Then work in groups and share your ideas.

- 1 My favourite piece of clothing is ...
- 2 When I was on holiday in ... I bought ...
- 3 My most precious possession is ...

G For further practice, see Exercise 2 on page 174.

DEVELOPING CONVERSATIONS

Negotiating prices


When you buy souvenirs and other things, you may need to negotiate a price. Seller and buyers often use common phrases to justify the price they offer.

11 31 Decide if a seller or a buyer would say these phrases. Then listen to a negotiation about a leather jacket and check your ideas.

- 1 That's very expensive.
- 2 It's top quality.
- 3 It's genuine.
- 4 It'll last forever.
- 5 I won't make any money like that.
- 6 I've seen similar ones that are cheaper.
- 7 I don't have much money left.
- 8 Take it or leave it. I can't go lower than that.

12 Write three more things either the buyer or seller might say to justify their price.

PRONUNCIATION

- 13  32 Listen to some pairs of numbers and notice the change in intonation when we express surprise. Then listen again and repeat.
- 14 Work in pairs. Look at Track 31 on page 200 and decide who will take which role. Read out the conversation, using intonation to express surprise where necessary. Then change roles and repeat.

SPEAKING

15 Work in pairs.

Student A: you are a tourist thinking of buying one of the things in the photos in this lesson.

Student B: you are the seller.

Negotiate the price.

VIDEO 3



WHEELIN' AND DEALIN' ANTIQUES

- 1 Work in pairs and look at the photo. What kind of place do you think it is? What are the people selling?
- 2 Check you understand the words in bold below. Which of the following is good advice for selling in a place like this? Why? / Why not?
 - 1 Don't try to sell things that are broken or **'garbage'**
 - 2 Be quite **aggressive** and decisive when negotiating.
 - 3 Don't worry about having a **display** that is very organised or **disciplined**.
 - 4 Make sure you have a price **tag** on everything.
 - 5 Put the most expensive things at the front of the **stall**.
 - 6 Always give a price that is higher than you think it's worth.
- 3 11 Watch a reality TV show where two men are selling things in a flea market to raise money with the help of an expert. Complete the table for the two men.

| | Steve (man in white T-shirt) | Trent (man with cowboy hat) |
|----------------------|---|---|
| Raising money to ... | buy a boat | 1 _____ |
| Best sale | \$ ² _____ for ₃ _____ | \$ ⁴ _____ for ₅ _____ |
| Fails to sell | a trunk | ⁶ _____ white chairs Apollo 11 toy |
| Good salesman | negotiates well | good ⁷ _____ – organised and disciplined |
| Bad salesman | ⁸ _____ | not decisive enough shouldn't put ⁹ _____ on |

- 4 11 Work in pairs. Which of the things in Exercise 2 does the word **it** refer to in each sentence? Watch again to check your ideas.
 - 1 Someone ... turned **it** into a target and just started shooting at **it** ...
 - 2 ... there's some stickers that have an 'O' and a 'K' on them throughout the frame. Erm, I had four on **it**. I would probably take three on **it**.
 - 3 ... everything is set up right. **It's** organised. **It's** disciplined.
 - 4 I like the colour. I like the beat-up look. I think **it** was a fair deal.
 - 5 ... if you came here like an hour ago, **it** was empty or nothing sitting on top of **it** ...
- 5 Work in groups. Discuss the questions.
 - Are there any similar markets where you live?
 - Do you like looking round these kinds of markets? Why? / Why not?
 - Would you be any good at selling in a flea market?
 - What reality shows like this do you have on TV? Do you watch any? Why? / Why not?

UNDERSTANDING FAST SPEECH

- 6 12 Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.

I've ACTually seen OTHER things that are THIS / BULlet / SCULpted // KIND of appeal / and its JUST inCREdible that this / GOssamer OBject / HOLds toGETher AFter having been abUSED / for // you know / HUNdreds of YEARS // with BULlets shot through it / so // it's GREAT

- 7 Now you have a go! Practice saying the extract at natural pace.

REVIEW 3

GRAMMAR

- 1 Complete the dialogue with one word in each space. Contractions count as one word.

A: What do you do?

B: I work ¹ _____ a construction company.

A: Oh yeah, ² _____ what?

B: I'm an electrician.

A: Really? I thought most electricians are self-employed.

B: Yeah, they are. I mean I was, but with this job my hours are a ³ _____ more regular. I ⁴ _____ have to work weekends very often. Obviously, the money isn't ⁵ _____ good. But I don't mind that.

A: So do you do any private work?

B: We're not ⁶ _____ to, but I do occasionally – for people I know, usually.

A: So it ⁷ _____ be a big company you work for.

B: Yeah, it ⁸ _____. It's huge. They're involved ⁹ _____ all sorts of projects here and abroad, so I get to travel a bit.

A: You ¹⁰ _____ enjoy that.

B: I ¹¹ _____ sometimes, but it depends where it is and if I ¹² _____ get back home for the weekend.

- 2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and five words, including the word given.

1 The company dress code doesn't allow jeans. We _____ at work. **CAN'T**

2 When we go to the toilet we mustn't leave our desks for more than five minutes. We _____ a toilet break of more than five minutes. **ALLOWED**

3 I really shouldn't leave before six, but I could maybe go at five. I'm _____ until six, but I could maybe go at five. **STAY**

4 On this one, the design's nicer but the battery life is shorter than on that one. On this one, the design's nicer but the battery doesn't _____ on the other one. **LAST**

5 Paris has around ten million people, compared with about twenty million in Mexico City. Mexico city is _____ Paris. **SIZE**

- 3 Complete the sentences by putting the words in brackets in the correct order.

1 He bought me a _____ (nice / really / scarf / wool) yesterday.

2 They sell a lot of _____ (Big Ben / tacky / of / plastic / models).

3 She was wearing a _____ ('Peace' / blue / with / T-shirt / scruffy / written) on it.

4 I like the leather jacket, but I've seen _____ (that / ones / far / cheaper / similar / are).

5 His favourite piece of clothing is _____ (a / shirt / name / Barcelona / classic / with / Messi's) on it.

- 4 ▶ 33 Listen and write the six sentences you hear.

VOCABULARY

- 5 Match the verbs (1–8) with the collocates (a–h).

| | |
|--------------|---------------------------------------|
| 1 take | a to chemicals / to huge risks |
| 2 ignore | b 500 voicemails / up to 32GB |
| 3 introduce | c my phone / to the latest version |
| 4 sign | d a lot of abuse / used to it |
| 5 store | e the rules / health and safety |
| 6 upgrade | f a new rule / an offer for customers |
| 7 be exposed | g them to court / it or leave it |
| 8 get | h a six-year contract / below |

- 6 Decide if these words are connected to work, phones or clothes.

| | | | |
|-------|-----------|-----------|-------|
| admin | icon | gloves | tap |
| plug | rewarding | thick | bonus |
| plain | swipe | demanding | tight |

- 7 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- There's a legal _____ to give workers two weeks' holiday pay. (require)
- The government doesn't do enough to enforce the _____ laws. (employ)
- There's still a lot of _____ against women in the workplace. (discriminate)
- I could never be a security guard in a museum. I'd die of _____. (bore)
- Being a waiter isn't a great job but it's _____ well-paid when you include the tips. (relative)
- My main _____ is to make sure everyone gets paid on time. (responsible)
- We got this beautiful _____ painting on holiday. It really brightens up the room. (colour)
- I bought this amazing mask _____ from wood. (carve)
- I normally don't let my kids buy what they want, but I made an _____ this time. (except)
- I got into this field when it was still new, but it's far more _____ these days. (compete)

- 8 Complete the text with one word in each space. The first letters are given.

I'm a regional manager for a supermarket chain and I'm in ¹ch_____ of around 200 stores. It can be very ²st_____ as we are under ³pr_____ to improve sales year on year, but generally I love it because it's very ⁴va_____. – I travel and speak to lots of different people.

I'm quite unusual in that I left school when I was sixteen. I worked as a ⁵la_____ on building sites for a couple of years but I only had temporary work so it was very ⁶in_____. So then I got a job in one of the supermarket's ⁷wa_____. It was still quite hard but at least I had a permanent ⁸co_____. After a while I started ⁹ma_____ a small team. I always thought I could do ¹⁰be_____ for myself, so I ¹¹ap_____ for the company's management training scheme and they ¹²of_____ me a place. It's taken me twenty years to get to my current position.

7



The Whole Duty of Children
A child should always say what's true
And speak when he is spoken to,
And behave mannerly at the table;
At least as far as he is able.

God Save The Queen
God save our gracious Queen,
Long live our noble Queen,
God bless the Queen.
See her victorious,
Happy, glorious,
Long may she over us



EDUCATION



IN THIS UNIT YOU LEARN HOW TO:

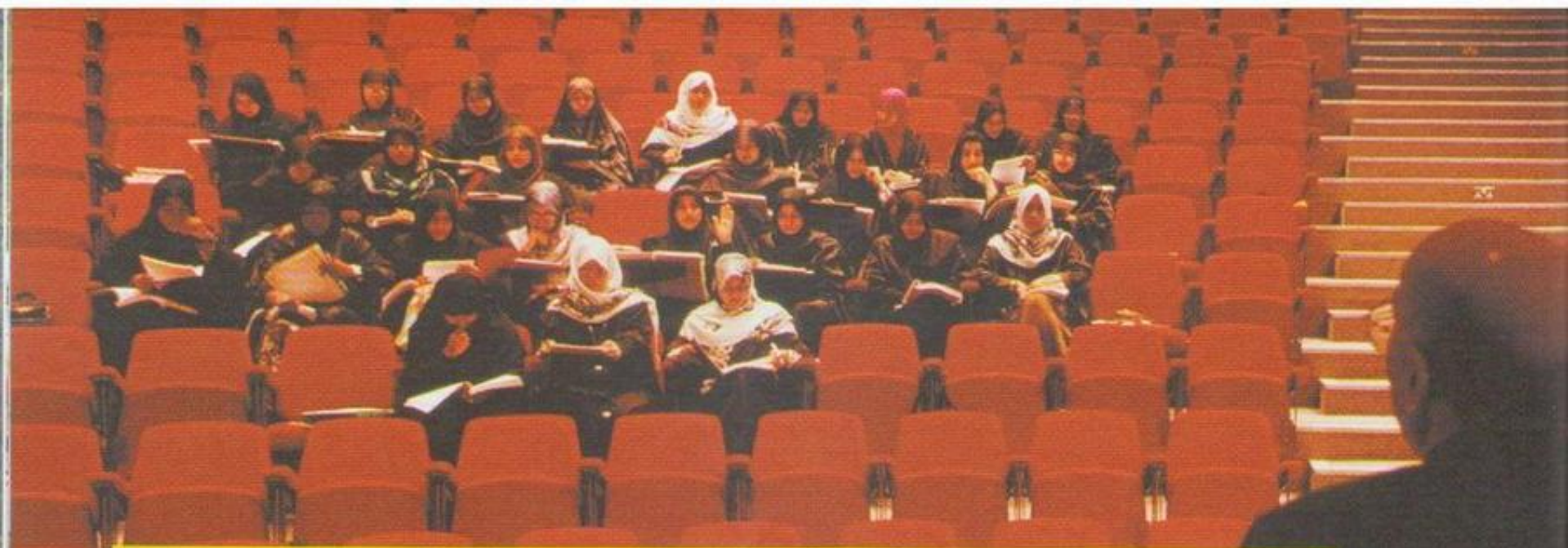
- describe courses, schools, teachers and students
- show you believe or sympathise with what people tell you
- talk about possible future plans or situations
- discuss different aspects of education
- form and say different words from the same root

SPEAKING

1 Work in groups. Look at the photo of an old Canadian schoolroom and discuss the questions.

- Why do you think these things are there?
 - the painting above the teacher
 - the piano
 - the pointed hat by the desk
 - the bell on the teacher's desk
 - the books on the teacher's desk
- Are there any similarities between this classroom and classrooms you've studied in?
- How has education changed over recent years?
- Do you think these changes have been for the better or for the worse? Why?





HOW'S YOUR COURSE GOING?

VOCABULARY Describing courses

1 Match the questions (1–8) with the answers (a–h). Check you understand the words and phrases in bold.

- 1 Why are you doing it?
- 2 How's it going?
- 3 How was it taught?
- 4 Did you enjoy it?
- 5 What were the **tutors** like?
- 6 Did you have much **coursework**?
- 7 Did you find it useful?
- 8 How is it **assessed**?

- a 25% of **the overall mark** is on the **coursework** and the rest is on the **final exam**.
- b They've introduced a new system at work so we're all **getting training in** how to use it.
- c I'm **struggling** a bit, to be honest. I failed my last **module** so I can't afford to fail another.
- d Yes and no. I guess it was **good for my CV**, but it wasn't **relevant** to my current work as I never use Excel.
- e They were very **encouraging** and gave us a lot of **feedback**.
- f It was all done through **workshops**, so it was all very **practical**.
- g Well, I started out quite **keen**, but I lost a bit of **motivation** as I wasn't making much **progress**.
- h Yeah, it was quite **demanding**. We had regular **assignments** and the **seminars** involved a lot of reading beforehand too.

2 Work in pairs and answer the questions. Use a dictionary to help you if you need to.

- 1 What might you do for an assignment? Apart from *have*, what other verbs can go with *assignment*?
- 2 Why might you struggle on a course? What's the opposite of struggling on a course?
- 3 If tutors are encouraging, what do they say to you? Think of two more adjectives to describe a tutor.
- 4 When do you get feedback? Why do tutors give you feedback?
- 5 Think of three ways you can be assessed.

- 6 Think of four things you might get training in at work.
- 7 What things might help you maintain or increase your motivation on a course?

3 With your partner, look at these different types of courses and training. Tell your partner about any that you have done. Ask each other questions like those in Exercise 1.

| | |
|-----------------------|-----------------------------|
| a degree course | IT training |
| a postgraduate course | first-aid training |
| an evening course | leadership training |
| an online course | training in using a machine |

LISTENING

4 34 Listen to two colleagues on a break at work. They talk about a course the woman is doing. Take notes about the following:

- 1 type of course
- 2 how they learn
- 3 tutors and students
- 4 length of course
- 5 assessment & qualification

5 Do you think the course will be good for her career or not? Why? / Why not?

6 34 Listen again and complete the sentences with three words in each space.

- 1 Well, you learn _____. You know, how to listen and guide people through problems.
- 2 It's very practical. I mean, we have some _____ which are about theory ...
- 3 Great. They're all very _____, but they present things in a very clear way.
- 4 Well, there are one or two guys that aren't as supportive _____.
- 5 I can imagine. You want _____!
- 6 I think there are eleven weeks left. It's _____ – an evening a week.
- 7 ... you could do more, but I don't have time _____ my workload here.



7 Work in pairs. Discuss the questions.

- Is encouragement always better than criticism?
- Do you think you would be good at counselling?
- Do you know anyone who has studied something that they don't use anymore?
- When do you think is a good time to stop studying?

GRAMMAR

Future time clauses

When we want to specify the time at which a future action will happen, we often use a clause starting with a time expression such as *when, after, once, etc.*

8 Look at these sentences from the conversation. Answer the questions below.

- a *I'm going back after I've had this coffee.*
- b *So what are you going to do when it ends?*
- c *I might do another course once I've finished this one.*
- d *As soon as I find a proper job, I'll probably stop doing any studying.*

- 1 What are the time expressions in each sentence?
- 2 Do you know any other time words like *when* and *after* that can join two parts of a sentence?
- 3 What tenses follow the time expressions?
- 4 Do the time clauses refer to now or the future?
- 5 Can the sentences start with the time clause?

G Check your ideas on page 174 and do Exercise 1.

9 Complete the questions with your own ideas. Then work in groups and take turns asking and answering your questions.

- 1 What are you going to do after ...?
- 2 Where are you going to stay when ...?
- 3 While you're on holiday ...?
- 4 What'll happen once ...?
- 5 How long is it before ...?

G For further practice, see Exercise 2 on page 175.

DEVELOPING CONVERSATIONS

I can imagine, I bet, etc.

When someone makes a statement about how they feel or how a situation is, you can show you believe them or sympathise with them by saying *I'm sure, It sounds it, I can imagine* or *I bet*.

P: *They can be a bit more critical than the others, which is a bit annoying.*

D: *I can imagine.*

10 Look at Track 34 on page 201 and find examples of the phrases in the box. What feelings or situations does Daniel show he believes?

11 Complete the sentences about courses with your own ideas. Then work in pairs. Take turns reading your sentences and responding with *I bet, etc.*

A: *We have to do a huge amount of reading at home every week so I'm struggling.*

B: *I bet. It must be hard.*

- 1 _____ so I'm struggling.
- 2 _____, which was annoying.
- 3 _____ so I'm really pleased.
- 4 _____, which is really helpful.
- 5 _____, so it's quite demanding.
- 6 _____, which is a pain.

CONVERSATION PRACTICE

12 Work in pairs. You are going to roleplay a conversation between two people who are doing degrees. Either use your own ideas or choose a roleplay card (Student A: File 5, page 188; Student B: File 10, page 190). Spend a few minutes deciding what you will say. Think about how to answer the questions below.

- What are you studying?
- And what does that involve?
- Why are you doing that?
- How's it going? Are you enjoying it?
- What are your tutors like?
- And what about the other people on the course?
- Do you have much coursework?
- How's it assessed?
- How long does the course last? When does it finish?
- And what are you going to do once it ends?

13 Now roleplay the conversation. Ask and answer the questions above. Use as much language from this lesson as you can.

13 To watch the video and do the activities, see the DVD ROM.

PAY ATTENTION

SPEAKING

1 Work in pairs. Look at the photo of a teacher and student and discuss the questions.

- Do you like the photo? Why? / Why not?
- What do you think it says about teachers and students?
- Look at these qualities connected to teachers. Are there any you would add? Are any of them not necessary to be a good teacher? What's the most important?

| | |
|-------------|--------------------------|
| patient | well-prepared |
| friendly | strict |
| encouraging | knows their subject well |

- Look at these qualities connected to students. Are there any you would add? Are any of them not necessary to be a good student? What's the most important?

| | |
|---------------|-------------------------|
| bright | pays attention in class |
| enthusiastic | ambitious |
| does homework | a keen reader |

VOCABULARY Education

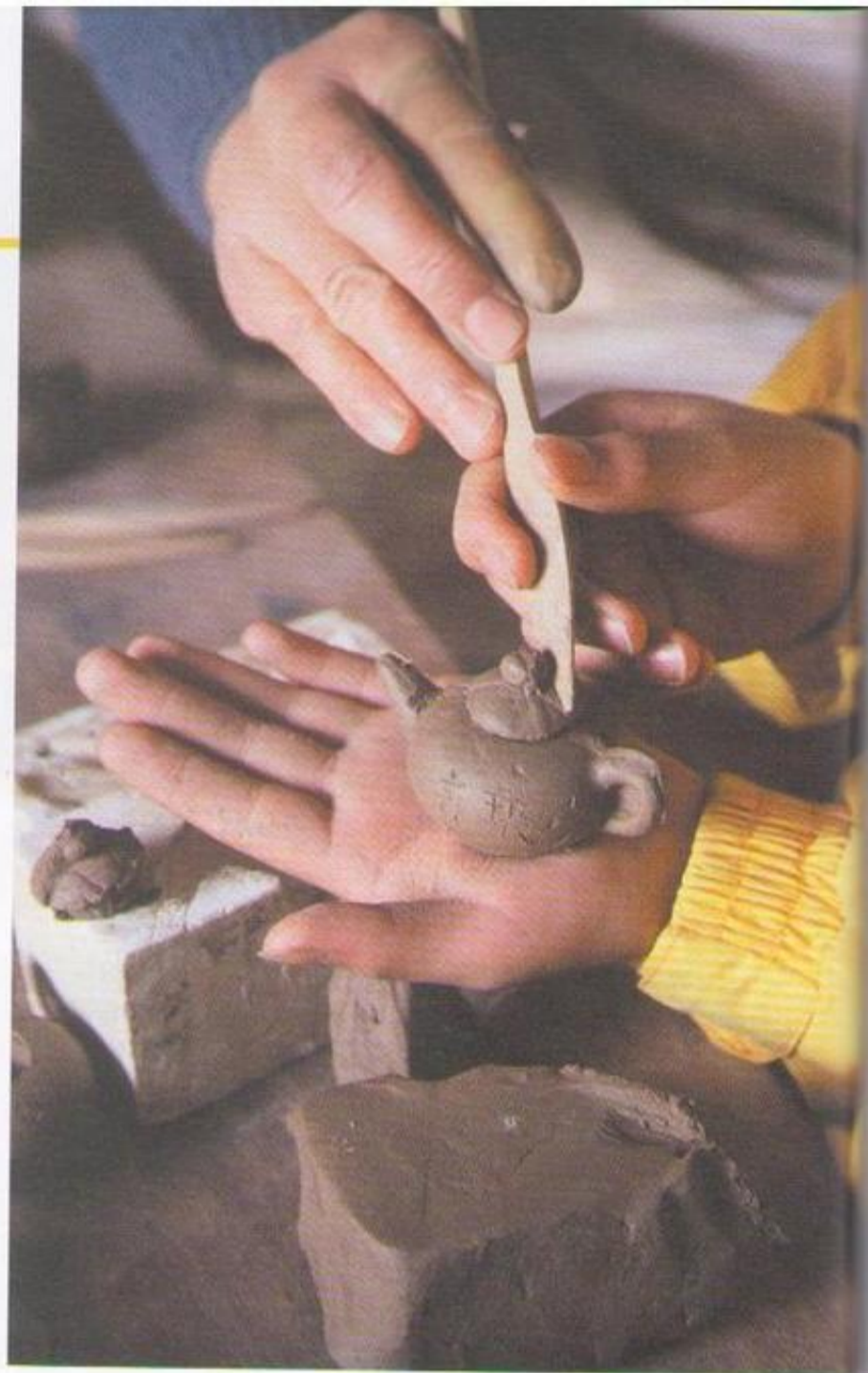
2 Complete the sentences below with these words. Then work in pairs and decide if each sentence refers to a school or a university.

| | |
|---------------------|------------------------|
| academic reputation | school fees |
| research facilities | alternative approaches |
| entry requirements | social problems |
| bilingual school | Master's programme |
| strict discipline | |

- 1 It's a _____, so some subjects like PE and science are taught in English.
- 2 It's very traditional. Pupils wear uniforms and there's very _____.
- 3 It has a big _____ that attracts a lot of international students.
- 4 It has a very good _____. They really push pupils to achieve high marks.
- 5 It's difficult to get into because the _____ are very high, especially for Medicine.
- 6 It's in quite a rough area, so they have to deal with quite a few _____.
- 7 Lectures are very crowded, and _____ are a bit limited.
- 8 They have some _____ to teaching and learning, which the headteacher introduced.
- 9 The _____ are so high that only wealthy families can afford to send their kids there.

3 With your partner, think of a word or phrase connected to each of the words in the box in Exercise 2. Use a dictionary to help you.

academic reputation – top university / hard to get into



4 Work in groups. Discuss the questions.

- How many of the sentences in Exercise 2 can you use to describe schools and universities you know or have heard of?
- What places have you studied at? What were they like?

LISTENING

5 35 Listen to four conversations about different aspects of education. Who is the main speaker in each conversation (1–4)? There is one person you do not need.

- a a parent
- a school teacher
- a university lecturer
- an overseas student
- a postgraduate student

6 35 Work in pairs and answer the questions. Then listen again and check your answers.

- 1 Why is the teacher annoyed? What advice is she given?
- 2 Why is the overseas student unhappy? What is she going to do?
- 3 What rule does the lecturer explain? Are there any exceptions to the rule?
- 4 Why is the parent happy?

7 With your partner, try to remember which verbs went with these nouns in the four conversations. Then look at Track 35 on page 201 and compare your ideas.

- _____ attention, _____ to each other, _____ their respect
- _____ one of the questions, _____ my score, _____ the test
- _____ a deadline, _____ an exception, _____ any excuses
- _____ the kids, _____ classes, _____ a good reputation

8 Work in pairs. Discuss the questions.

- What do you think the teacher in the first conversation should do? Why?
- How were difficult students dealt with in your school? Do you think it was a good approach?
- Have you ever made a stupid mistake in an exam / a test? If yes, what did you do?
- Do you know anyone who has changed schools? Why?

GRAMMAR

Zero and first conditionals

We use conditional sentences to talk about situations and their results. In zero and first conditionals, we use present tenses in the *if*-clause to talk about general, present and possible future situations.

9 Look at these sentences from the conversations. Then work in pairs and answer the questions below.

- If I **try** to explain something, they **sit** whispering to each other.
- If they **talk**, **send** them to the headteacher.
- If they **don't accept** me, I'll either **retake** the test or I **might look** for another Master's.
- If you **have** any problems which are affecting your coursework, you **should contact** the student counselling service.

- 1 Which sentence is about a situation that has already happened before and may happen again?
- 2 Which sentences show possible future situations? What tense is used in the *if*-clause?
- 3 What's the difference in meaning between *will* and *might*?
- 4 Which two clauses give advice about possible future situations?

G Check your ideas on page 175 and do Exercise 1.

In conversations, we often ask *What (happens) if...?* When we answer these questions, we don't usually repeat the *if*-clause. We generally only say the result clause.

- A: If you miss a deadline that your tutor has set, you will be given a zero.
- B: ... but **what if** you have a family crisis or something?
- A: Well, obviously **we'll make an exception for certain cases**.

10 Complete the sentences with the correct form of the verbs.

A: What are you going to do when you graduate?

B: It depends on my marks. If I ¹ _____ a good degree, I ² _____ a Master's in Business Administration. (get, probably / do)

A: And what if you don't?

B: I'm not sure. I ³ _____ travelling for a while if I ⁴ _____ in too much debt. (go, not / be)

C: What happens if I lose the key for my room?

D: ⁵ _____ the security guard to open it. (ask)

C: And what if he ⁶ _____ at the front desk? (not / be)

D: ⁷ _____ around. Just ⁸ _____ the emergency number. Someone from the main office ⁹ _____ . (not / wait, call, come)

11 Write answers to these questions.

- 1 What are you going to do in the summer holidays?
- 2 What happens if I'm struggling in class?
- 3 How do you think your life will change in the next few years?

12 Work in pairs. Take turns asking the questions in Exercise 11. Say the reply you wrote. Your partner should continue the conversation by asking *And what if ...?* How long can you continue each conversation?

G For further practice, see Exercise 2 on page 175.

SPEAKING

13 Work in groups. Look at the rules below connected to education from round the world. Discuss the questions.

- Do you have any of these rules – or similar ones – in your country?
- Which rules do you think are good and which do you think are bad? Why?
- Why do you think these rules were introduced?
- What results might these rules cause?
- Do you think any of these rules should be introduced (or reversed) in your country? Why?

IN THE UK, if a child skips school, the parents can be fined.

IN ITALY, if you fail three or more subjects, you have to repeat the whole year.

IN SOME STATES IN THE USA, teachers get increased pay if their students get good exam grades.

IN CHINA, you can't graduate (whatever the degree) unless you pass an English test.

IN CANADA, in some academic jobs you can't ever be fired unless you break a law.

MAKING A DIFFERENCE

READING

- 1 Work in groups. What do you think the following people worry or complain about when discussing schools and the education system?

| | | |
|-------------|-----------------|----------|
| parents | teachers | students |
| politicians | business people | |

- 2 Compare your ideas as a class. What do you think is the biggest education issue in your country at the moment? What solutions have been suggested? Do you agree with them?
- 3 Read a short article about the academic John Hattie, author of *Visible Learning*, and his research into achievement in schools. Find out:
- 1 if any of the worries or issues you thought of were investigated.
 - 2 why the following figures are mentioned: 15, 60,000, 250 million.
 - 3 what Hattie believes are the most important factors.
 - 4 why his work is called *Visible Learning*.
- 4 Work in groups of three. Below are nine factors Hattie studied that the article goes on to discuss. What do you think are the top two most effective factors and what are the bottom two?
- a Teachers having high levels of subject knowledge
 - b Programmes to extend students' vocabulary
 - c Setting up schools outside of government control
 - d Reducing class sizes by 50%
 - e Providing information on how students will be assessed and feedback on what they did
 - f Talking about students' expectations
 - g Practising what you have learnt over time
 - h Doing homework
 - i Summer holidays

- 5 Work with the same group. You are going to read about how effective the nine factors in Exercise 4 are.

Student A: read File 6 on page 188.

Student B: read File 12 on page 190.

Student C: read File 13 on page 191.

Then work together and rank the factors from 1 (= most effective) to 9 (= least effective).

- 6 With your group, discuss the questions.
- What do you think of the results of the research? Did you find anything surprising or obvious? Why?
 - How many of these factors were present in schools you have been to?
 - Do you think the results would be the same in all countries in the world? Why? / Why not?

WHAT WORKS IN EDUCATION

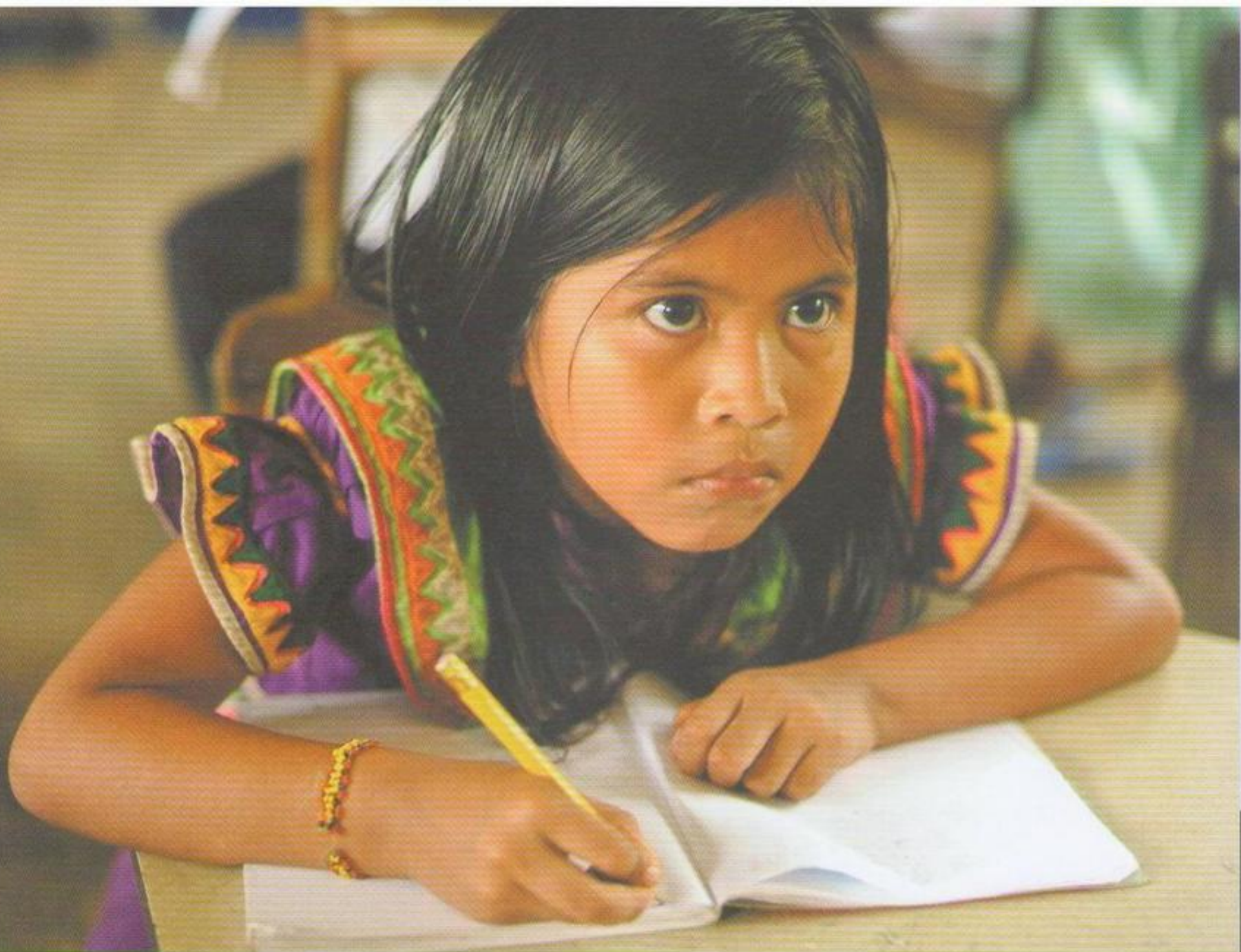
Few things cause more worry and debate than education. Wherever you go in the world, you will rarely find a place where everyone is happy with the education system they have. Parents worry about their kids' grades; businesses complain that students don't have the right skills; politicians look at other countries' education systems and see only failure in their own. All want to see higher achievement, but the debate is how to do it. Should it be smaller classes or more homework, wearing school uniform or better pay for teachers?

Not only are there a huge number of things that people say will make education better, but people also disagree about whether each factor actually improves learning or not. So who's right? This is the question that the New Zealand academic John Hattie tried to answer over fifteen years of work when he analysed 60,000 studies into student achievement carried out with around 250 million students, mainly from English-speaking countries around the world. It's an amazing piece of work and has produced some surprising results.

Hattie discovered that, with only very few exceptions, every factor which people think will improve students' achievement does work to some degree, when compared with doing nothing! He therefore quickly realised that rather than asking what policies and actions are positive, he needed to compare the size of the improvements. This resulted in a league table of over one hundred factors showing what really helps and what is less effective.

Hattie's interpretation of this table is that it is passionate teachers that make the big difference. These teachers don't have to be specialists in their field with MAs and PhDs, but they need to understand what level their students are at and show them how to exceed their expectations. In contrast, the things that often cause the loudest arguments or cost the most money – such as uniforms or reducing class sizes or investing in IT – have a relatively small impact. Hattie suggests they continue to get more attention because these are the things that parents and politicians can see, whereas we don't see teachers and students at work. This is why he calls his analysis *Visible Learning*: he wants to show those factors that can make a big difference.

So what are the specific factors that score best in improving performance and which ones are less effective?



UNDERSTANDING VOCABULARY

Forming words

One way to build your vocabulary is to learn the noun and the verb form of words, e.g. *achieve* and *achievement*. Common noun endings are: *-ment*, *-tion*, *-ation*, *-ance*, *-ence*, *-ist*. Many words, such as *worry*, are both nouns and verbs. Make sure you learn the pronunciation *and* collocations that go with the different forms to help you use them correctly.

7 Complete the phrases (1–8) with nouns from the article that are based on the verbs in bold.

- 1 need further _____ (**improve** standards)
- 2 get a good _____ in the exam (teachers **grade** the essays)
- 3 a _____ in data analysis (**specialise** in marketing)
- 4 a big _____ between them (the effects **differ** widely)
- 5 measure students' _____ (**perform** well in the test)
- 6 meet my _____ (**expect** great things of you)
- 7 the project was a _____ (**fail** an exam)
- 8 improve your _____ of the subject (**know** a bit of French)

PRONUNCIATION

8 36 Listen to ten verbs and nouns with the same root and underline the main stress. Notice how the position of the main stress can change.

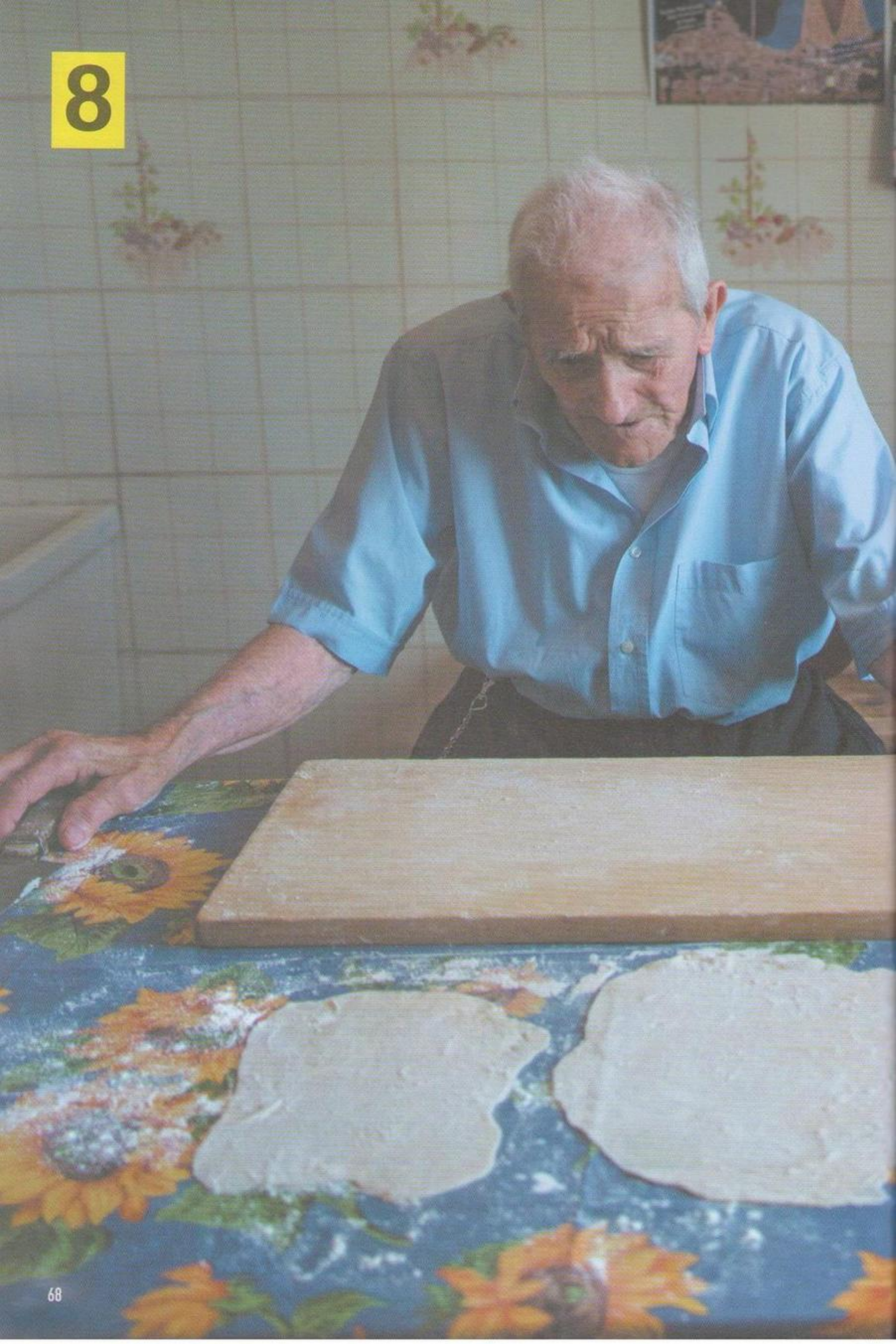
- | | |
|------------------------|------------------------------|
| 1 know – knowledge | 6 interpret – interpretation |
| 2 analyse – analysis | 7 worry – worry |
| 3 assess – assessment | 8 increase – increase |
| 4 define – definition | 9 refund – refund |
| 5 inform – information | 10 protest – protest |

9 Practice saying the pairs of words.

10 Choose three pairs of words from Exercise 8 and write short phrases like those in Exercise 7. Then work in pairs and read out your examples.

11 Work in groups. Discuss the questions.

- What improvements could be made in your education system? Explain why and how.
- Do you use the knowledge you gained at school in your life much? In what ways? Is there anything you think should be taught that isn't?
- What expectations do you have of your future life? Do you think they are high or low? Why?
- What protests have you heard about in education? What were the people protesting about?





IN THIS UNIT YOU LEARN HOW TO:

- describe different dishes and ways of cooking food
- explain what is on a menu
- discuss experiences of foreign food
- make generalisations
- describe restaurants

SPEAKING

1 Work in pairs. Discuss the questions.

- What do you think this man is making? Where do you think this photo was taken?
- Are you any good at cooking? If you are, how did you learn?
- What is the best dish you can cook?
- What kind of thing do you usually eat: in the morning? for lunch? in the evening?
- Are you a fussy eater, an unadventurous eater or an adventurous eater?
- Do you prefer to eat out at a restaurant or at home? Why?

EATING

I'LL GO FOR THAT

VOCABULARY Describing food

1 Label the picture with these cooking verbs.

| | | | | |
|----------|----------|-------|-------|-------|
| deep-fry | steam | mash | slice | grill |
| marinate | stir-fry | grate | boil | roast |

2 Work in groups. Discuss the questions.

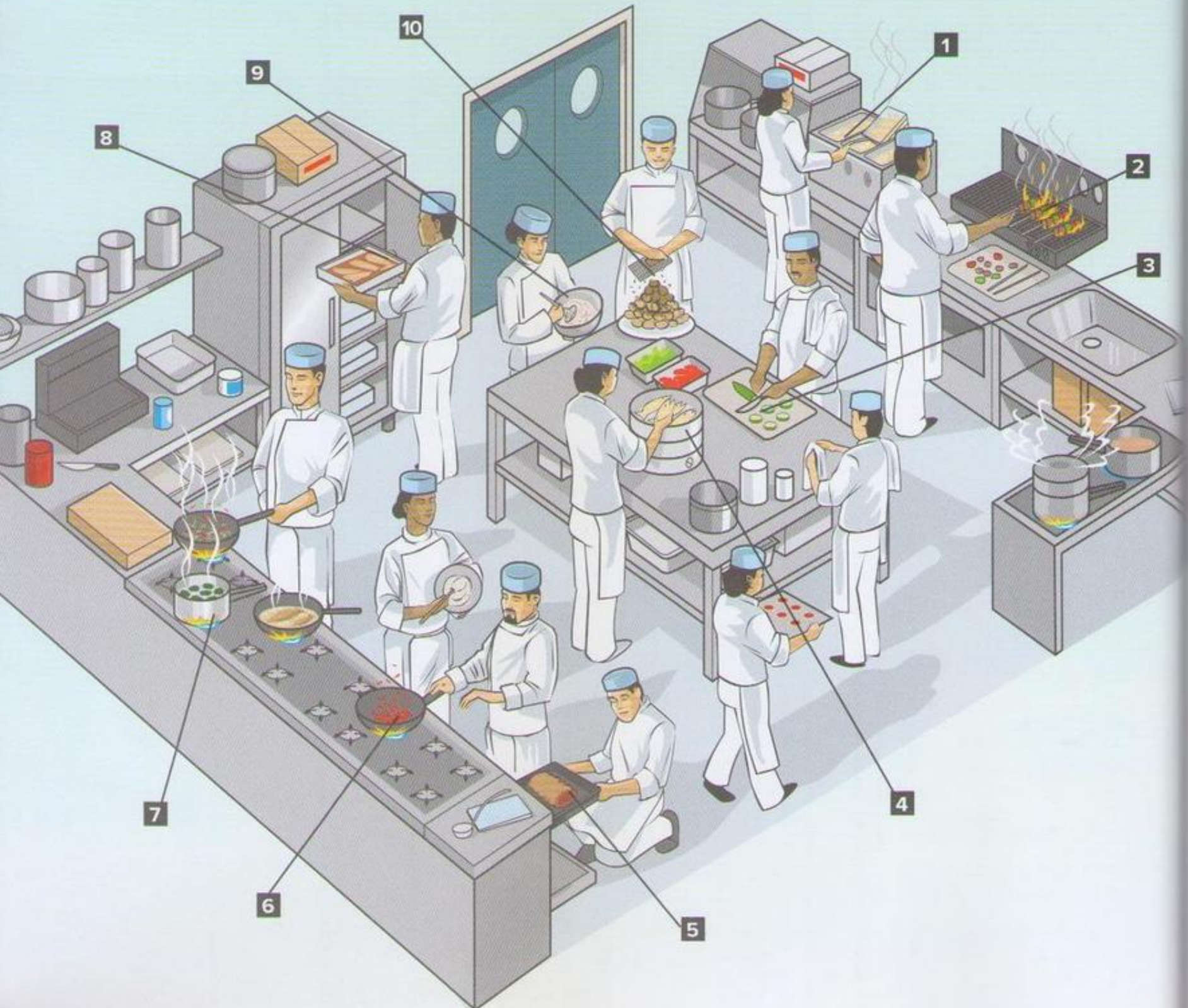
- Which of the ways of cooking in Exercise 1 are most used in your house? To cook what?
- Which do you think is the easiest to do? Which is the most complicated? Why?
- Are there any ways of cooking you can't do or have never tried?

3 Work in pairs. Think of two examples of food for each of the adjectives below. Can you see any food in the picture that could be described using these adjectives?

| | | | | |
|-----------|---------|-------|-------|--------|
| bland | filling | juicy | sour | tasty |
| fattening | greasy | raw | spicy | tender |

4 Work in pairs. Look at the photos in File 14 on page 191. Discuss the questions.

- Which of these things do you eat most often?
- Are there any things here you have never eaten?
- What's the best way to cook each one?
- Which could you describe using the adjectives in Exercise 3?
- Do you know anyone who can't – or doesn't – eat any of these things? Why not?



LISTENING

5 Look at the menu from a Peruvian restaurant. Do you know what kind of dishes they might be or what might be in them? Do any of the words sound similar to food or dishes in your language?

6 ▶ 37 Listen to a conversation between Aurora, a Peruvian businesswoman, and Claes, who is visiting Peru. Tick the dishes he decides to order and take notes on the reasons he gives for rejecting the dishes below.

- 1 Papa Rellena
- 2 Anticuchos
- 3 Lomo Saltado

7 ▶ 37 Listen again and complete the sentences with one word in each space.

- 1 They don't have an English menu, I'm _____.
- 2 You'll just have to talk me _____ it.
- 3 That's balls of mashed potato, _____ with beef, raisins and olives.
- 4 It's sliced cow's heart, very _____ and _____.
- 5 I'll go _____ that.
- 6 That's steak, sliced very _____ and then fried and _____ with rice.
- 7 It's a bit _____ a Spanish paella, but _____.
- 8 It's a _____ of stew with goat meat in.
- 9 They serve it with beans on the _____.
- 10 That sounds very _____.

8 Work in pairs. Discuss the questions.

- Would you order any of the dishes mentioned? If yes, which ones? If not, why not?
- Do you like steak? If so, how do you usually like it?
- Do any of the dishes sound similar to any dishes from your country?
- Do you think your country has a national dish?
- Did they mention any ingredients you often / never use in your own cooking?

DEVELOPING CONVERSATIONS

Describing dishes

When we have to explain different foods or dishes, we often use the patterns below.

It's a kind of vegetable / side dish / spice.

It's a bit like an oyster, but smaller / but not as big.

It's made from plums or pears / a special kind of bean.

It's cooked with tomatoes and onions and spices.

- 9 Think of four different kinds of drinks, dishes, fruit or vegetables from your country. Decide how to describe them using the structures above and any other useful language from this lesson.
- 10 Work in groups. Take turns to describe your food. Can the rest of the group guess what you are describing?

MENU

• Papa Rellena • • Sopa de Carne •

• Anticuchos • • Tallarín con Mariscos •

• Ceviche •



• Bistec Apanado • • Lomo Saltado •

• Arroz con Mariscos • • Seco de Cabrito •

• Arroz con Pato •



• Arroz con Leche • • Helado de Lúcumá •

• Crema Votada • • Mazamorra Morada •

CONVERSATION PRACTICE

- 11 Write a typical menu for a restaurant in your country. Write it in your own language. Include two or three dishes for each stage of the meal.
- 12 Work in pairs. Roleplay a conversation like the one you heard in Exercise 6.

Student A: you're visiting the country on holiday or on business. You don't speak the local language.

Student B: talk Student A through the menu.

Student A: reject at least two things. Explain why. Then decide what you'd like to eat for starter, main course and dessert.

When you have finished, change roles and have another conversation.

14 To watch the video and do the activities, see the DVD ROM.

CULTURE CLASH

LISTENING

SPEAKING

- 1 Work in pairs. Read the introduction of an article about foreign food culture and living abroad below. Then discuss these questions.
 - What foreign cuisines can you get in restaurants in your town / city? Do you ever eat in any of these places? If yes, what do you usually order?
 - Are there many specialist shops selling foreign food where you live? Why? / Why not?
 - Do you ever buy foreign / imported food? If so, what? If not, why not?
 - What food from your country would you miss if you went to live abroad? Is there anything you wouldn't miss?
 - Do you agree with the author's opinions?

- 3 Now work in pairs: one Student A and one Student B. Ask and answer the questions in Exercise 2 about the texts you read.
- 4 With the same partner, complete the sentences with words and phrases from all four texts. The definitions in brackets will help you.
 - 1 Ian said 'stinky tofu' smells like sweaty socks and rotting fish and it's really _____. (making you not want to eat it)
 - 2 Ian said Americans usually just _____ the bill. (divide equally)
 - 3 Isabella didn't like having dinner at six in the evening. She was always _____ by bedtime. (really hungry)

FOOD FOR THOUGHT

Look around most big cities and you'll find a wide range of restaurants serving foreign food and shops selling specialist products from abroad.

Some of them have perhaps been set up by adventurous locals trying to introduce something fresh and new. However, in most cases they were probably set up by foreigners who simply couldn't cope with the food of their host country. These places represent everything their owners miss about their home countries. Essentially they say 'I may love your people, your job opportunities, your climate, but let me show you what *real* food is!' In fact, maybe we can say that you have only fully integrated into your new country when you have accepted its food culture. So if you're living abroad, how are you finding its food culture? Are you used to it yet, or is full integration some way off?



IAN (American)

I moved to Taiwan five years ago because my wife is from Taipei, and I love it here. We eat out a lot and there are lots of good, cheap restaurants and street snacks. I'm vegetarian and there's a long tradition of veggie food here so it's great for me. Having said that, I'll never get used to 'stinky tofu'. The name is very accurate – it smells like sweaty socks mixed with rotting fish! I tried it once. The sauce was actually OK, but that smell is just so off-putting!

When you go to restaurants here, generally speaking, you all just order lots of different dishes and then everyone shares, which is nice. The first time I went out with my wife's family, my father-in-law insisted on paying, which is pretty normal I suppose. What is still a bit strange for me, though, is when you go out with people of your own age and all the men always offer to pay for everything. There's sometimes almost a fight to get hold of the bill first! Generally speaking, back home we just split the bill between everyone.

One final thing I find a bit annoying here is how surprised everyone is that I can use chopsticks. I mean, just because you're foreign, it doesn't mean you can't learn how to use chopsticks!

READING

- 2 Work in groups of four: two As and two Bs. You are going to read the rest of the article.

Student As: read the texts on these pages.

Student Bs: read the texts in File 15 on page 192.

With the person who read the *same* texts, answer the questions.

- 1 Where are the two people in your texts from?
- 2 Where are they living now? Why?
- 3 What do they like about the food and the way people eat there?
- 4 Is there anything they miss about their home?
- 5 Is there anything they still find strange or annoying about the host country?
- 6 Is there anything they'll never get used to? Why?

- 4 She said she was _____ about eating new food before going to Scotland. (not brave)
- 5 Ya-Wen described blue cheese as _____ cow fat. (rotten)
- 6 She said she sometimes ordered things that didn't _____ very nice. (end up being)
- 7 Alan is now happy either pouring olive oil or _____ butter on his bread. (putting)
- 8 He says people in Britain eat a lot of _____ meals instead of cooking fresh food. (pre-cooked)

5 Work in groups. Discuss the questions.

- Have you ever experienced any of the foods or eating habits mentioned in the texts?
- Does your country share any of the foods or eating habits mentioned in the texts?
- What do you think was the strangest thing mentioned?
- What food and eating habits in your country do you think foreigners might find strange?



ISABELLA (Spanish)

I've been studying in Glasgow for two years now, and it's a great city. When I first moved here, I spent six months living with a host family and they provided me with my first experience of the food. British food has got a bad reputation, but they served great stuff. They introduced me to some really interesting things like the Scottish national dish, haggis. It's a bit like a Spanish blood sausage called *morcilla*, but bigger.

There were a couple of things I just couldn't get used to, though. The first thing was that they always ate everything with bread and butter. It really made me miss olive oil! The other thing was that they used to have dinner at six o'clock every evening. I was starving by bedtime and it didn't give me time to do anything beforehand!

Another cultural difference is that lots of people here go for a drink after work. They tend not to eat while they're drinking, and only get something to eat when the pub finally closes: usually fish and chips, pizzas, that kind of thing. I've even seen deep-fried bars of chocolate! With food like that, it's no wonder there are so many foreign restaurants here!

Having said that, I think I was actually quite unadventurous before coming here, but the Scottish have introduced me to food from other countries – Indian, Thai, Mexican – all of which I love now.

GRAMMAR

Generalisations and *tend to*

We can show that something is generally true by using the structure *tend to* (+ infinitive without *to*), an adverbial phrase like *generally speaking*, or an adverb like *usually* or *hardly*.

6 Look at these sentences from the texts. Answer the questions below.

- a *The portions here tend to be enormous.*
- b *They tend not to eat while they're drinking.*
- c *People usually order things individually for themselves.*
- d *Generally speaking, back home we just split the bill.*

- 1 How do you make the negative of *tend to*?
- 2 Where does an adverbial phrase like *on the whole* or *in general* go in the sentence?
- 3 Where does an adverb like *normally* go in positive sentences?

G Check your ideas on page 175 and do Exercise 1.

7 Rewrite the sentences using the words in brackets.

- 1 As a rule, I eat ready meals, because I can't be bothered to cook. (tend)
- 2 We don't normally keep food which is left over after dinner. (tend)
- 3 People here tend to eat food with their hands. (general)
- 4 On the whole, I skip breakfast during the week unless I wake up particularly early. (normally)
- 5 Generally speaking, our family doesn't eat out unless it's a special occasion. (hardly ever)
- 6 People don't usually leave tips here unless it was an exceptionally good meal. (rule)
- 7 I hardly ever have a dessert when I go out for dinner. (tend)
- 8 Most of the time people here avoid making any noises while they're eating. It's seen as bad manners. (normally)
- 9 I don't usually have time to have a big lunch, so I normally just have a sandwich. (whole, tend)

8 Work in pairs. Discuss which of the sentences in Exercise 7 are true / not true for you and your country.

*I tend not to eat ready meals unless I'm really busy.
I normally buy fresh food and cook most evenings.*

9 Write five sentences about the culture of your country using *tend (not) to*. The sentences could be about food, eating, shopping, work, education or character. Then work in groups and compare your ideas. What ideas do you agree with? What ideas are you surprised by?

In the villages, people tend to eat with their right hands, rather than with forks or spoons.

If they have money, most people tend to do most of their shopping in big malls.



WHAT A PLACE!

SPEAKING

- 1 Work in groups. Discuss the questions.
 - How often do you and your family eat out? Where do you usually go? Why?
 - What's the best / worst restaurant you've ever eaten in? What was so good / bad about it?
 - Are there any restaurants you've never been to but would like to try? Why?

VOCABULARY Restaurants

- 2 Work in pairs. Read the sentences below and discuss whether you would like to visit each of the restaurants described. Explain your ideas.
 - 1 It's always **packed**.
 - 2 It's always **deserted**.
 - 3 It **looks out over** the sea.
 - 4 It's got very **trendy décor**.
 - 5 The **portions** are very **generous**.
 - 6 The food is beautifully **presented**.
 - 7 The food's very **rich**.
 - 8 It's all **organic**.
 - 9 It's **home-style cooking**.
 - 10 It only does **seafood**.
 - 11 It's very fancy, very **posh**.
 - 12 The **service** is outstanding.

- 3 Work with a new partner. Think of places you know that fit the descriptions in Exercise 2. Say as much as you can about them to your partner.

LISTENING

- 4 38 Listen to four conversations about restaurants. Match each conversation (1–4) to one of the topics below. There is one topic you do not need.
 - a the restaurant's poor service
 - b a crime that's maybe happened
 - c sending food back to the kitchen
 - d noticing a health issue
 - e the quality of the dishes they're eating
- 5 38 Work in pairs. Choose the correct option. Then listen again and check your answers.
 - 1 a I was wondering if it might be a *screen / front* for something.
b I don't think I've ever seen *a single / an only* person eating there.
 - 2 a The sauce is quite rich so it really *overcooks / overpowers* the taste of everything else.
b I think I'll *stick / stay* with my one.
 - 3 a It's been in the papers quite *a bit / little*.
b We arrived and sat down and *demanded / asked* for the menu.
 - 4 a The restaurant doesn't *deserve / merit* the money.
b The portions weren't very *great / generous*.

GRAMMAR

Second conditionals

We use second conditionals to speculate about situations and possible results. They usually have two parts: an *if*-clause referring to the situation and a second clause showing results or consequences.

6 Look at these sentences from the conversations. Complete the rules below.

- It wouldn't surprise me if it was.*
- I guess it might be better if it didn't have so much sauce on it.*
- You wouldn't go there if you were paying yourself.*
- What would happen if they called the police?*

- The *if*-clause uses _____ or past continuous.
- The *if*-clause refers to a situation in the _____ or future which is impossible to change or is not going to take place.
- The other clause explains the imagined results or consequences. You use _____ + infinitive (without *to*) for a more likely result or _____ + infinitive (without *to*) for a less likely result.

G Check your ideas on page 176 and do Exercise 1.

7 Complete the exchanges with the correct form of the verbs.

- A: How's the soup?
B: It's a bit bland, to be honest. It _____ (be) better if it _____ (have) some spices in it.
- A: Would you like any more?
B: No. Honestly! I couldn't eat another thing. I _____ (explode) if I _____ (eat) any more!
- A: They told us we'd have a table in five minutes, but we had to wait for an hour.
B: That's awful! I hate it when that kind of thing happens. If they just _____ (tell) the truth at times like that, everyone _____ (be) far happier.
- A: They should do something about the décor. It looks so cold and bare in there.
B: I know. It _____ (look) a lot more inviting if they _____ (paint) it a warmer colour and _____ (change) the lighting.
- A: I tasted this crunchy thing in my pasta and spat it out – and then saw it was a fingernail!
B: Seriously? Oh, that's disgusting! I _____ (die) if that _____ (happen) to me.
- A: Do you like it? Is it OK?
B: Yeah. It's delicious! If I _____ (cook) as well as you, I _____ (open) my own restaurant!

PRONUNCIATION

- ▶ 39** Listen and write down the six sentences you hear. Look at Track 39 on page 203 and check your answers.
- ▶ 39** Listen again and notice the contraction of *would*. Then practise saying the sentences as quickly as you can.

10 Complete the sentences so they are true for you.

- If I had to wait half an hour to pay the bill, I'd ...
- If I spilt cola all over someone's clothes, I'd ...
- If a waiter was being very rude to me, I'd ...
- If I forgot my wallet and couldn't pay for my meal, I'd ...
- If I was undercharged, I'd ...

11 Work in pairs. Ask each other what you would do in each of the situations in Exercise 10. Then ask and answer four more questions starting with *What would you do if ...?*

G For further practice, see Exercise 2 on page 176.

SPEAKING

12 Below are eight sentences connected to food and drink. Decide if you agree or disagree with each one – and why. Think about what the results of each could be.

If they banned the sale of chocolate, ...
... shops would lose a lot of money
... it might damage the economy
... people might lose their jobs, etc.

- If they want to improve public health, they should ban the sale of chocolate and ice cream.
- School students should be given two free pieces of fruit a day at school.
- The legal age for drinking should be raised to 21.
- All the extra food produced in rich countries should be donated to developing countries.
- Children should discuss issues connected to nutrition more in school.
- Fast food restaurants should be taxed more – and the money should go towards health care.
- The government should stop telling me what to eat and how to live. It's not their job!
- People who get ill because they eat or drink too much should pay more for health care.

13 Work in groups. Compare your opinions about the sentences in Exercise 12. Use second conditionals and some of the language below.

- It's not a bad idea.
- I agree with this up to a point.
- That's completely mad! / That's a stupid idea!
- Can you imagine what would happen if they did that?
- If they did that, they'd create all kinds of problems. For example, ...
- It'd solve a few problems. For example, ...

VIDEO 4

THE BUSINESS OF CRANBERRIES

1 Work in groups. Look at the photo and discuss the questions.

- Do you eat much fruit or drink much fruit juice? Why? / Why not?
- What fruits are grown in your country? In what area?
- Have you ever eaten cranberries? Did you like them?
- What do you know about where they grow and what the tree / plant is like?
- How do you think they are harvested?

2 15 Watch the first part of the video (0.00–2.20). Are the sentences true (T) or false (F)?

- 1 Mary's job starts at dawn.
- 2 Mary always wanted to have both a career and a family.
- 3 The cranberry vines live on average for seventeen years.
- 4 Mary is the boss of the cranberry business.
- 5 Cranmoor is the biggest producer of inland cranberries in the world.
- 6 To grow well, cranberries like water, acid conditions and sand.
- 7 Mary inherited the cranberry farm.

3 Work in pairs. Discuss the questions.

- In what ways is Mary lucky?
- Do you know anyone who is similar to Mary in any way? How?
- Would you like to be her? Why? / Why not?

4 15 Read the short summary of how they harvest the cranberries. Then watch the second part of the video and complete the summary with one or two words in each space (2.21–4.04).

When the berries ripen in early fall, the growers ¹ _____ the marsh beds. They use machines called ² _____ to remove the berries, which then float to the surface and are collected together.

They have to keep an eye on ³ _____ because a hard frost can destroy the crop.

When the berries are in danger of ⁴ _____, the growers turn on an irrigation system to keep the temperature above ⁵ _____ and to produce a bumper crop.

⁶ _____, dykes and ditches store water to provide an adequate supply at a ⁷ _____.

Mary thinks the cranberry harvest is not just good for her business but also good for ⁸ _____. She sees herself as a mother to both her children and the environment in which she lives.

5 Work in groups. Discuss the questions.

- In which areas of your country is there most farming? What are the main crops?
- Have there been any problems for crops in recent years because of the weather? What happened?
- Do you think farming benefits or damages wildlife in your country? In what ways?

UNDERSTANDING FAST SPEECH

6 16 Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.

when PEOple would ASK me / what I WANTED to BE / when I grew UP / I KNEW / all aLONG / there were TWO things I WANTED to DO // um / be a MOM // and WORK outSIDE.

7 Now you have a go! Practice saying the extract at natural pace.

REVIEW 4

GRAMMAR

- 1 Complete the text with one word in each space. Contractions count as one word.

Generally ¹ _____, when I was growing up we had a traditional Sunday lunch. As a ² _____, my mum cooked some roast meat like chicken or beef served ³ _____ some boiled vegetables and a sauce which we call *gravy*. I loved it, but now I live on my own I ⁴ _____ ever have a Sunday lunch ⁵ _____ I visit my parents. Basically, cooking a roast dinner takes a long time and I'm usually too tired on Sunday as I ⁶ _____ to go out till late on Saturday. Maybe if I ⁷ _____ cooking for more than one person I ⁸ _____ make an effort, but it's not worth it just for me. Maybe ⁹ _____ I ever get married and ¹⁰ _____ my own family, ¹¹ _____ make them a proper Sunday lunch, but I bet it ¹² _____ taste as good as my mum's.

- 2 Choose **all** the correct options.

- If you are ill, *take / you should take / you would take* a day off.
- If they *improved / improve / have improved* the décor, maybe more people would come in.
- Hopefully, I'll get a job after *I graduate / I'll graduate / I have graduated*.
- If I don't find anything soon, *I might look / I'll look / I look* for a job abroad somewhere.
- I *almost never / tend not / don't tend* to eat out. It's just too expensive.
- I'll let you know *as soon as / when / if* I hear anything.
- I'll call you *when / once / if* I'm ready.
- What if he *finds out / found out / will find out*?

- 3 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and five words, including the word given.

- My main meal of the day tends to be lunch.
_____ my main meal in the middle of the day.
WHOLE
- First, I'm going to speak to this gentleman. Then I'll deal with your problem.
I'll deal with your problem _____ to this gentleman. **ONCE**
- He'll never pass his final exams because he hardly ever goes to class.
If he _____ classes, he might actually pass his final exams. **SKIP**
- The only reason you are allowed to miss a deadline is serious illness.
We _____ if you are seriously ill. **EXTEND**
- My plan is to retire at the age of 60.
I'm _____ I'm 60. **WORK**
- I'm lucky that my parents can afford to pay for my university fees.
I _____ university now if my parents didn't have the money to pay the fees. **BE**

- 4 **40** Listen and write the six sentences you hear.

- 5 Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

- 6 Match the verbs (1–8) with the noun (a–h) they both collocate with.

- | | |
|------------------------|--------------------------|
| 1 make / slow my | a an excuse |
| 2 pay / give plenty of | b progress |
| 3 make / accept | c an assignment |
| 4 ask for / split | d the bill |
| 5 have / hand in | e my motivation to study |
| 6 lose / increase | f the fish |
| 7 give / receive good | g attention to someone |
| 8 marinate / steam | h feedback from my tutor |

- 7 Decide if these words are connected to food / restaurants or teachers / courses.

| | | | |
|------------|---------|---------|------------|
| bland | fee | mash | patient |
| deserted | grate | module | raw |
| discipline | lecture | organic | supportive |

- 8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- The university has lowered its _____ requirements to attract more students. (enter)
- I have to say, the course didn't really meet my _____. (expect)
- It's more important to be _____ and have passion than have high _____. (enthusiasm, qualify)
- The school has faced a lot of _____ over its pupils' poor exam _____. (criticise, perform)
- It needs to adopt an _____ approach to improve students' grades. (alter)
- The headteacher went on a course to improve his _____, but he's still not very good! (leader)
- The initial results of the changes are quite _____ and there are many signs of _____. (encourage, improve)
- They said her coursework was _____ – some of the best they'd had. (stand out)

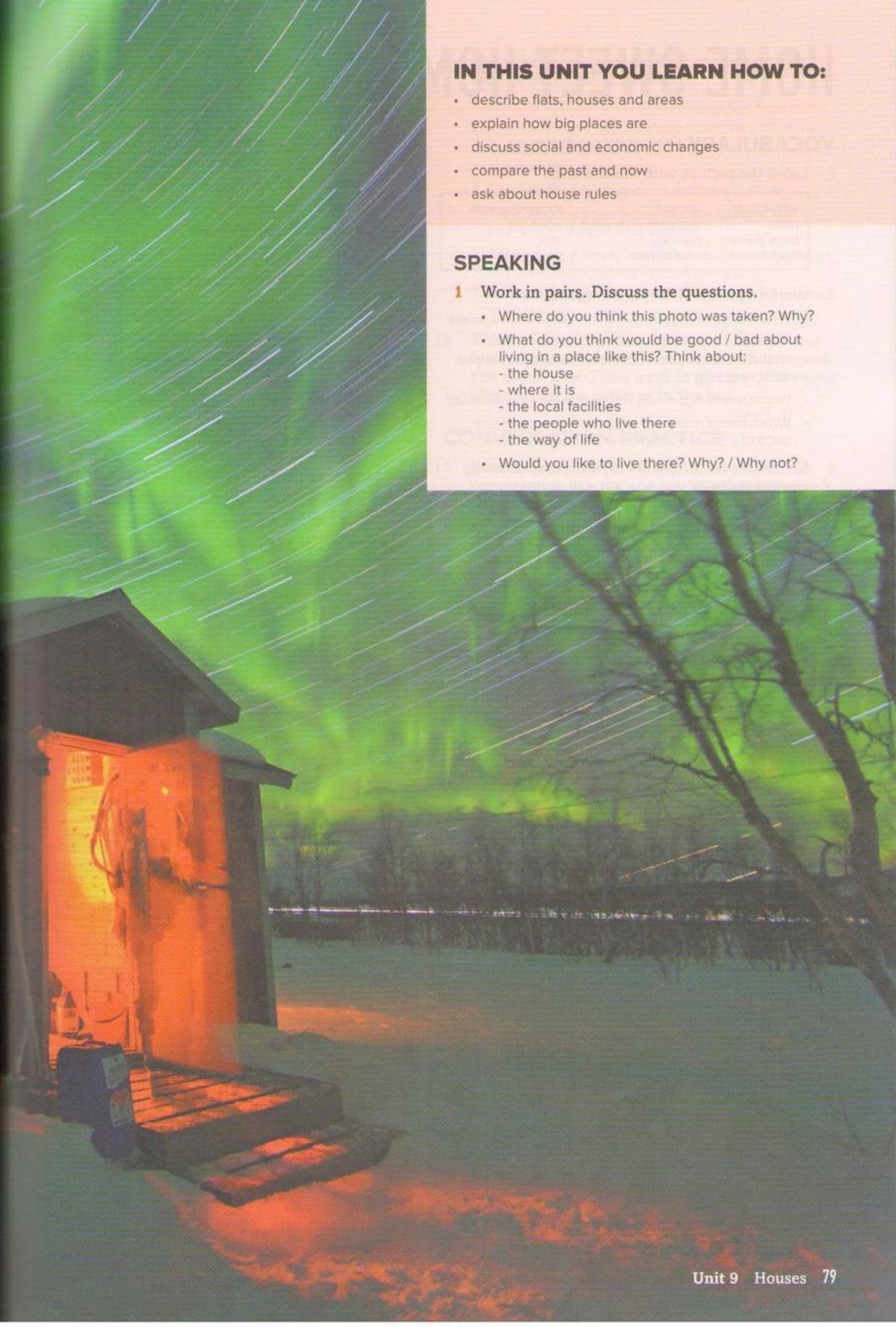
- 9 Complete the extract from an email with one word in each space. The first letters are given.

Did I tell you Tim's gone back to college to ¹tr_____ as a chef? As you know, he ²str_____ at school, but he's doing really well on this course. Obviously, the course is very ³pr_____ so most of the lessons are ⁴wor_____ to learn the skills they need such as ⁵sl_____ vegetables quickly without chopping your fingers off! But he's even enjoying the more ⁶ac_____ subjects like maths and biology. I guess it's because they make them ⁷re_____ to what he wants to do, which is to have a good business and not poison anyone! Anyway, the college has a restaurant and we went last week. It doesn't look very ⁸fa_____ – I don't think they've changed the décor for years – but the food was amazing. I had this lamb which had been ⁹ro_____ really slowly, so it was so juicy and ¹⁰te_____. And it came with a lovely ¹¹ri_____ sauce – fantastic. The meal was actually part of Tim's ¹²as_____ and of course he passed! I was so proud of him.

9



HOUSES



IN THIS UNIT YOU LEARN HOW TO:

- describe flats, houses and areas
- explain how big places are
- discuss social and economic changes
- compare the past and now
- ask about house rules

SPEAKING

1 Work in pairs. Discuss the questions.

- Where do you think this photo was taken? Why?
- What do you think would be good / bad about living in a place like this? Think about:
 - the house
 - where it is
 - the local facilities
 - the people who live there
 - the way of life
- Would you like to live there? Why? / Why not?

HOME SWEET HOME

VOCABULARY Describing homes

1 Label the picture with these words.

| | | |
|-------------|---------------------|---------------|
| wood floor | garage | swimming pool |
| patio | gas central heating | open fire |
| back garden | balcony | attic |
| tiled floor | roof terrace | basement |

2 Work in groups. Discuss the questions.

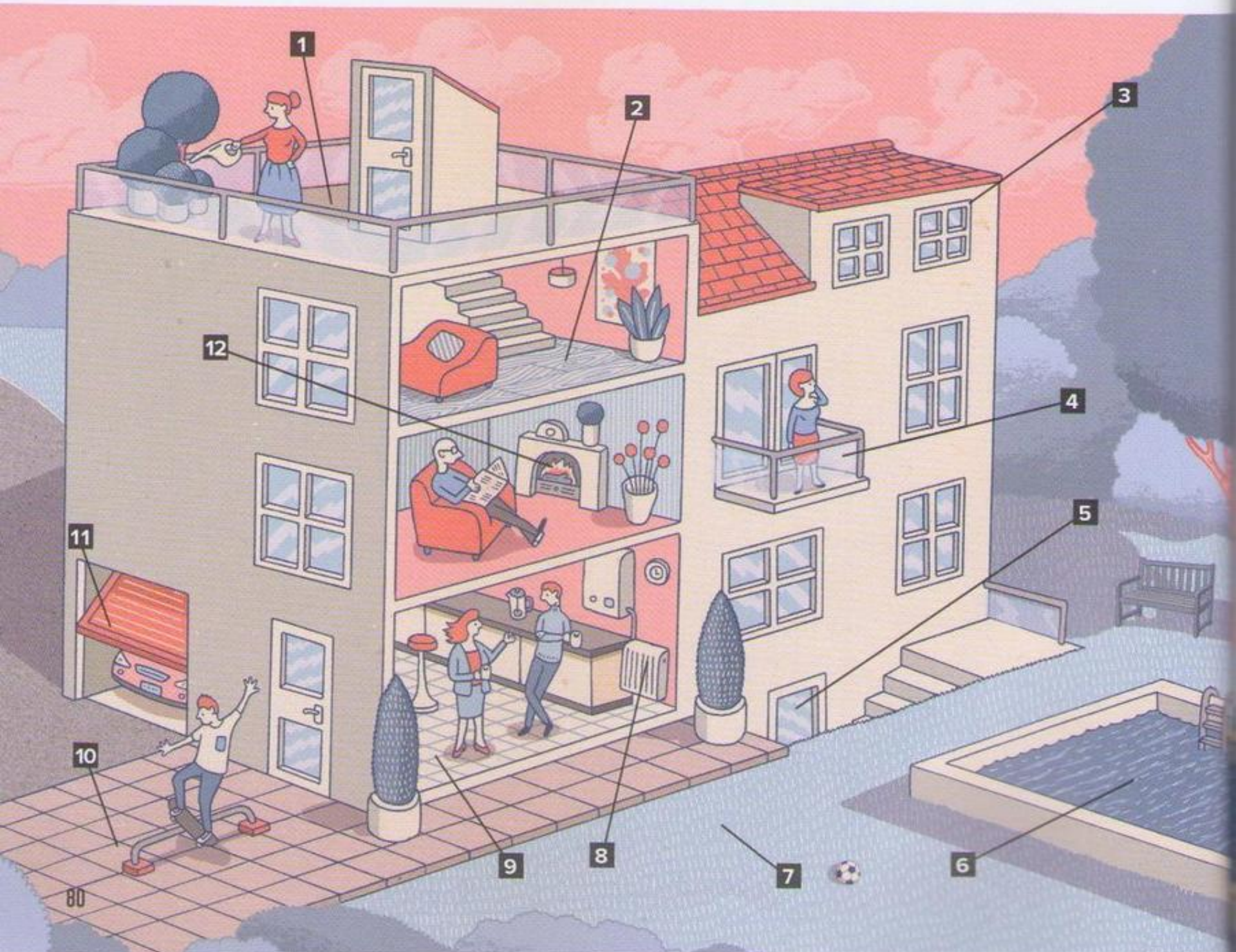
- Which of the things in Exercise 1 do you have where you live?
- Of the things you don't have, which two would you most like? Why?
- Which two things could you most easily live without?
- Which things make the biggest difference to the price of a house / flat in your country?

3 Match the sentences (1–10) with the follow-up comments (a–j).


- 1 It's lovely and **bright** in the summer.
- 2 It's nice and **compact**.
- 3 It's very **central**.
- 4 It's very **convenient** for transport.
- 5 It's very **spacious**.

- a It's the biggest place I've ever lived in by a long way!
- b I don't need that much space and it's easy to keep clean.
- c I'm only paying €80 a week plus bills.
- d Luckily, I get on OK with the five other students.
- e I can walk into town in ten minutes.
- f I mean, it's only a two-bedroom flat and there's only one bathroom.
- g It's great – and obviously I don't need to do any work on it!
- h It faces south, so we get a lot of sunlight.
- i We'll need to do some work on it.
- j There's a station five minutes' walk away and several buses go into town.


4 Work in pairs. Discuss which of the words in bold in Exercise 3 describe where you live. Explain why.



LISTENING

- 5  41 Listen to two people – Gavin and Lynn – talking about their friends' new apartment. Answer the questions.

- 1 Why did Nick and Carol move?
- 2 What is nice about their new place?
- 3 What are the problems with the new place?


- 6  41 Listen again and complete the sentences with two words in each space.

- 1 Did I tell you I _____ to see Nick and Carol the other day?
- 2 I haven't seen them _____.
- 3 They said _____ 'hello' to you.
- 4 That must be nice for them now the kids are _____.
- 5 They wanted _____ for the kids.
- 6 It's on the _____ of an old block.
- 7 It has got _____, though.
- 8 I must go round and see them _____.

- 7 Work in groups. Discuss the questions.

- How many times have you moved in your life? Why?
- Have you ever done any work on your place? What?
- Have you ever shared a room? How was it?

PRONUNCIATION

- 8  42 Listen to six phrases said slowly. They all have an added /j/ sound to make it easier to move from one vowel sound to another. Practise saying the phrases in the same slow way. Then practise saying them as quickly as you can.

DEVELOPING CONVERSATIONS

Explaining how big a place is

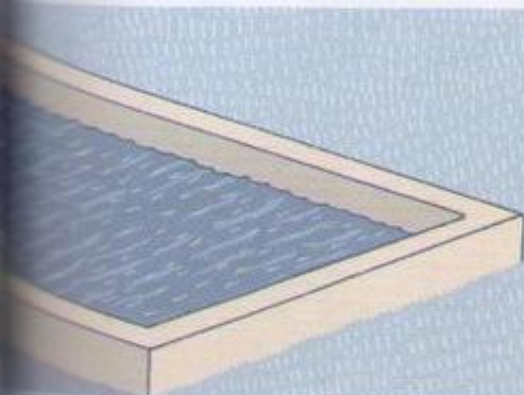
We often explain the size of places by comparing them with things both speakers know, including the room we are in. We may also point and use gestures. Look at the patterns we often use:

*The front room is huge. It's **about twice the size of** this room.*

*It's got a great kitchen. It's **a similar size to** yours – **maybe a bit bigger**.*

*Her garden's nice. It's **about the size of** mine. / **It's about the same size as** mine.*

*Their bathroom is enormous. It's **about from that wall over there to here**, I guess.*



- 9 Correct the mistakes in these sentences. You may need to add extra words.

- 1 His bedroom's tiny. It's about half size of this room.
- 2 The kitchen is huge. It's three times the size of my.
- 3 The bathroom's OK. It's about same size as yours – maybe a little bit bigger.
- 4 They've got a huge garden. It's twice the size of your.
- 5 They've got a small basement. It's a similar size of this room – maybe a bit smaller.
- 6 They've got a lovely front room. It's twice as wide as this room and maybe a little bit more long.
- 7 It's not that big – maybe about from here where that desk is.


- 10 Think of how large the different rooms in your house / apartment are compared with the room you are in now. Then work in groups. Share your ideas, using the patterns in the box.

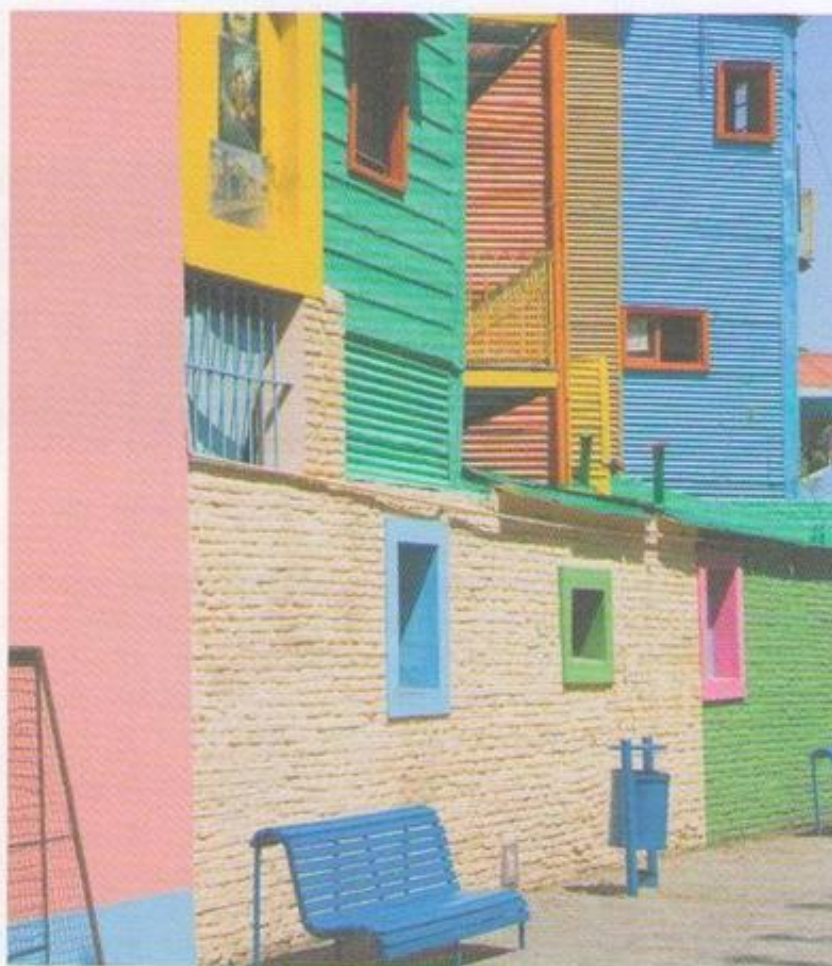
CONVERSATION PRACTICE

- 11 Work in pairs. You are going to roleplay a conversation like the one you heard in Exercise 5. Together, invent a person and details about their new home. Think about the following:

- the location: where they live, who with, when they moved there, and why
- the best / worst things about where they live
- the size of the place – and of the individual rooms
- the local area and facilities

- 12 Now work with a new partner and roleplay the conversation. Start by asking *Did I tell you I went round to see ... the other day?* When you have finished, change roles and have another conversation.

 17 To watch the video and do the activities, see the DVD ROM.



HOUSING BUBBLE

SPEAKING

- 1 Work in pairs. Discuss the questions.
 - What age would you normally expect to do the following things? Does your partner agree?
 - leave home
 - meet your partner for life
 - buy a home
 - earn a good salary
 - start a family
 - Do you think the average age to do these things has changed in your country? Since when? In what way?

READING

- 2 Read this article from 2015 about housing in the UK and China. Then work in pairs. In what ways are the situations in the UK and China similar to your country now or in the past? In what ways are they different?
- 3 Work in pairs. Decide if the sentences below are about the UK, China or both. Read again and check your answers.
 - 1 Many young people don't have the money to buy a home even if they're working.
 - 2 Property prices have risen quickly in the last year.
 - 3 There aren't enough places for people to live.
 - 4 In general, people prefer not to live too close to others.
 - 5 Wages are generally increasing for middle-class people.
 - 6 A lot of foreign people are buying property as an investment.
 - 7 The current situation will probably change soon because of economic reasons.
 - 8 Many people try to stop big building projects near where they live.
- 4 Work in groups. Discuss the questions.
 - What do you think of the following solutions to the problems talked about in the article? What consequences might there be to each of these solutions?
 - Let house prices crash.
 - Make it more difficult for foreigners to buy housing.
 - Let poor people live in empty homes for free or at a discount.
 - If houses are empty for more than six months, the government can take them.
 - The government gives money to help young people buy a home.
 - Can you think of one more solution?
 - How much do house prices vary in your town / city / country? Where is the best place to buy?
 - If you could live anywhere you wanted, where would you choose? Why?

VOCABULARY Social issues

- 5 Complete the sentences with these words and phrases.

| | | |
|----------------|----------------|--------------|
| climate change | cost of energy | house prices |
| immigration | crime rate | divorce rate |

- 1 The sharp rise in _____ is largely because of the economic problems in nearby countries.
- 2 I heard the increase in the _____ is mainly due to conflicts going on in oil-producing regions.
- 3 The fact that couples work such long hours may have something to do with the high _____.
- 4 _____ must have something to do with all this recent strange weather.
- 5 The sharp fall in _____ has something to do with the fact that banks are lending less money.
- 6 The _____ is going down due to better policing and the fact that the economy is doing well.

WAITING FOR THE BUBBLE TO BURST

Priced out of the market

Li Jian is a 28-year-old salesman from Guangzhou, China. He is a member of China's growing middle class, who are highly educated and in good jobs with rising salaries, but who cannot afford to buy a home. Property prices in China have been rising steadily for over a decade and the price of a home is currently 25 times the average wage. Li Jian is frustrated by the situation:

'It's impossible for me to buy a home now. I will need the help of my parents, but I also need to find a wife and that's not easy if all I can offer is life in a tiny apartment. I have seen one or two places on sale with a discount, so maybe now the market is beginning to slow down, but then that is a new problem. When do you know the market has hit the bottom? I don't want to buy somewhere and find it's worth less a year later!'

The Shanghai building boom



GRAMMAR

Present perfect simple and present perfect continuous

The present perfect simple and the present perfect continuous can be used to talk about changes or trends from some time in the past to now.

6 Look at these sentences from the article. Then work in pairs and answer the questions below.

- Property prices in China **have been rising** steadily for over a decade.
- Over the last year prices **have increased** sharply.
- I **have seen** one or two places on sale with a discount.

- Which two phrases show a period of time when the change took place?
- Can both the present perfect simple and continuous be used with these phrases?
- Why is the continuous used in sentence a)?
- Which of the two forms is used to show finished events before now?

G Check your ideas on page 176 and do Exercise 1.

7 Write sentences about trends using the prompts below and a word from each box.

Population / 57 to 60 million / 10 years

The population has been rising gradually over the last ten years.

fall go down rise go up

gradually slightly dramatically a lot

- The crime rate / 250,000 to 170,000 / twenty years
- Unemployment / 8% to 15% / two years
- House prices / down 27% / year
- The birth rate / down from 2.4 to 1.9 / ten years
- The average wage / up €2 / three years
- Petrol prices / up one dollar a litre / two months

G For further practice, see Exercise 2 on page 177.

SPEAKING

- Think of four social or economic changes that have taken place in your country. Then work in groups. Discuss the changes you thought of. Use some of the phrases in bold in Exercise 5 to say what caused them.

A worldwide problem

China is not alone in experiencing problems with house prices. From London to Seoul and Oslo to Taipei, young people in work are finding that their opportunities in life are being limited by high housing costs. Research in the UK has found a growing gap between reality and people's expectations for 'life goals'. In general, young people expect to earn £30,000 a year by the time they're 31. However, over 70% fail to reach this target. Interestingly, even when they do, most people can still not afford to buy the house of their dreams because property prices have risen so much faster than wages. It is, therefore, not surprising that although the average person expects to leave home before they're 22, nearly 10% of adults aged between 30 and 34 still live with their parents. Similarly, while most people hope to have found love by the age of 25, one third are actually still single 15 years later.

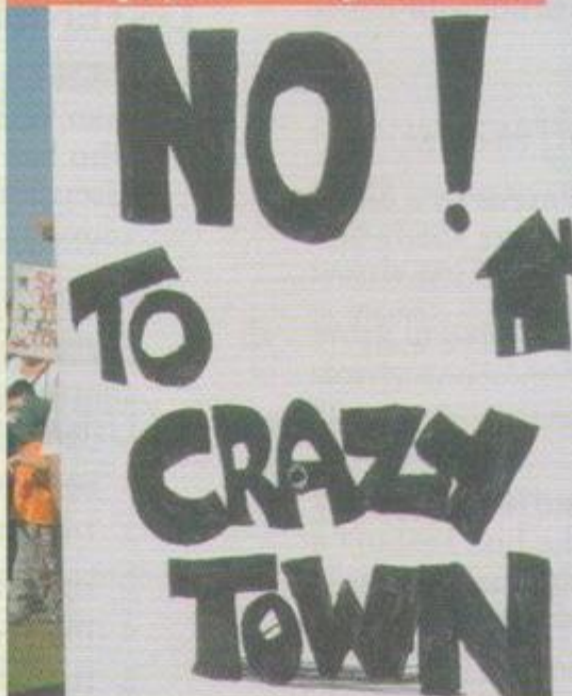
Hope in a crash

So what hope is there for people like Li Jian? Well, there are people who believe that the best hope is for the property bubble to burst. Some believe that the current high price of real estate is not good for standards of living or the economy and with over 20% of all homes in China's urban areas currently empty, it is entirely possible that prices could crash in the near future.

Economics correspondent Tim Gordon

January 29 2015

Protesting to preserve the Englishman's castle



Cultural barriers to change

In the UK, the problem is different. There is a shortage of housing which generally keeps prices high and over the last year prices have increased sharply – to 15 times the average income. The problem is particularly bad in London, where investors from abroad are buying huge amounts of property. However, there are also cultural attitudes that prevent change. Take, for instance, the saying 'An Englishman's home is his castle.' As it suggests, many people in the UK like their space and privacy and will fight for it. As such, most buyers prefer to own a house with a garden, rather than live in an apartment block. Finally, when there are plans to build new large blocks, many local people often protest, to protect their homes from the shadows of large buildings and the increased people, noise and traffic they bring. Without a change of attitudes, falling house prices are less likely than in China.

ROOM TO RENT



SPEAKING

- 1 Work in pairs and look at the photos of Berlin. What do you know about the city?
- 2 Read the adverts for six host families for foreign students studying in Berlin. Rank them from 1 (= best) to 6 (= worst) according to your opinion.

Close to U-Bahn underground station.

8km from the city centre – near airport, Lake Tegel and woodlands. Huge and beautifully decorated house. This very friendly family offers half board (€260) or self-catering (€190) accommodation.

BRIGHT APARTMENT

in the up-and-coming area of Freidrichshain. Self-catering rooms for two single students sharing with a friendly lady owner. Relaxed atmosphere. Within walking distance of lively nightlife. (€180)

COMPACT ROOM with access to own kitchen facilities. Large old house owned by a retired couple offering quiet, comfortable accommodation. Very central. (€220)

This cheerful household consists of a young couple, two-year-old boy and baby. Breakfast and evening meal included. Lovely, spacious room in a flat in smart residential area near Tiergarten Park and embassies. (€290)

Beautiful country house

in village 35km from Berlin. Very green! Young and friendly homeowner. Internet access. 15 minutes to train station. (€170 with breakfast)

Good-sized room

in lovely big apartment. A 45-minute bus ride from the centre. A very pleasant family of four (children 16 and 20). The flat is beautifully decorated. Half board (very good cuisine). Two dogs. Non-smoking girls only. (€200)

- 3 Work in groups. Discuss the order you chose and why.

VOCABULARY Describing areas

- 4 Complete the descriptions of areas in a city with these words.

| | | | |
|-------|---------------|-----------|--------|
| rough | isolated | connected | smart |
| dead | multicultural | filthy | lively |

- 1 There are a lot more bars and restaurants than there used to be, so it's quite _____ at night now.
 - 2 There's a lot of crime and quite a few social problems, so it's a bit _____.
 - 3 A lot of immigrants have settled there so it's a lot more _____ than it was in the past.
 - 4 It used to be a fairly cheap, working class place, but it's become a very _____ residential area – and very expensive!
 - 5 It's in the middle of nowhere. You basically need a car or you'll be a bit _____.
 - 6 The streets are _____. They're covered in litter and there's graffiti everywhere.
 - 7 There's absolutely nothing to do around there so it's pretty _____ at night. There isn't even a café.
 - 8 It's better _____ than it was thanks to the new tram line.
- 5 Write a list of areas you know. Then work in pairs. Swap your papers and ask *What's X like?* Answer using language from Exercise 4.

LISTENING

- 6 **▶ 43** Listen to a conversation between an English man, Shola, and a German woman, Anastasia, who has a room to rent. Work in pairs and discuss the questions.
 - 1 Which of the places in Exercise 1 is he visiting?
 - 2 Do you think he'll rent the room? Why? / Why not?
- 7 **▶ 43** With your partner, decide which of these sentences are true based on what you heard. Listen again and check your answers.
 - 1 Shola walked to the area to meet Anastasia.
 - 2 The flat is on a main road.
 - 3 The area has changed over recent years.
 - 4 The weather is sunny and warm on the day they meet.
 - 5 The building where the flat is is old.
 - 6 Anastasia's been looking for a tenant for a while.
 - 7 Anastasia suggests they can share the cooking.
 - 8 Shola really likes rap music.

GRAMMAR

Comparing now and the past

We often make comparisons between situations and things as they are now and as they were in the past.

There are **a lot more bars and restaurants than there used to be.**



8 Look at these sentences from Exercise 4 and the conversation. Then work in pairs and answer the questions.

- a There are fewer cars on the road than before.
- b There's much less crime now.
- c It's more popular than it used to be.
- d I'm much thinner than I was.
- e It was so much worse in the past.
- f I'm not as fit as I used to be.

- 1 Which sentences use nouns in the comparisons? Which use adjectives?
- 2 When do you use *fewer* to compare and when do you use *less*?
- 3 What time words and phrases are used to refer to the past?
- 4 What usually comes first in the sentence – the situation now or the situation in the past?
- 5 What do you remember about the rules for comparative adjectives from Unit 6?

G Check your ideas on page 177 and do Exercise 1.

9 Work in groups. Discuss the questions.

- What's better and what's worse about your area now compared with the past?
- What's better and what's worse about the city or region you live in?
- What's better and what's worse about your country now?
- What's better and what's worse about your life compared with five years ago?
- What's better and what's worse about the world than it was twenty years ago?

G For further practice, see Exercise 2 on page 177.

DEVELOPING CONVERSATIONS

Asking about rules

In the conversation, you heard Shola check the rules of the house. For example:

S: **Is it OK if I** cook here whenever I like?

A: Sure – **as long as** I'm not preparing something.

When we reply, we often say 'no' using *I'm afraid not* or we suggest limits using *as long as*, *it depends* or *within reason*.

10 Match the questions (1–6) with the replies (a–f). Notice the phrases in bold.

- 1 **Would it be OK if** I have friends to visit?
 - 2 **Would you mind if** I cooked for myself sometimes?
 - 3 **Do I have to** be home before a certain time?
 - 4 **Can I** use the washing machine whenever I like?
 - 5 **Would it be possible to** move a table into my room?
 - 6 **Is it OK if** I play music in my room?
- a **No, not at all – as long as** you're quiet if you're back late.
 - b **I'm afraid not**, no. The two we have are needed downstairs.
 - c **Not at all – as long as** you clean up after yourself.
 - d **It depends how long for**. It's fine if it's just a few days.
 - e **Of course, within reason**. Obviously, you shouldn't play it too loud.
 - f **Within reason**. Obviously, I don't want you washing clothes in the middle of the night!

PRONUNCIATION

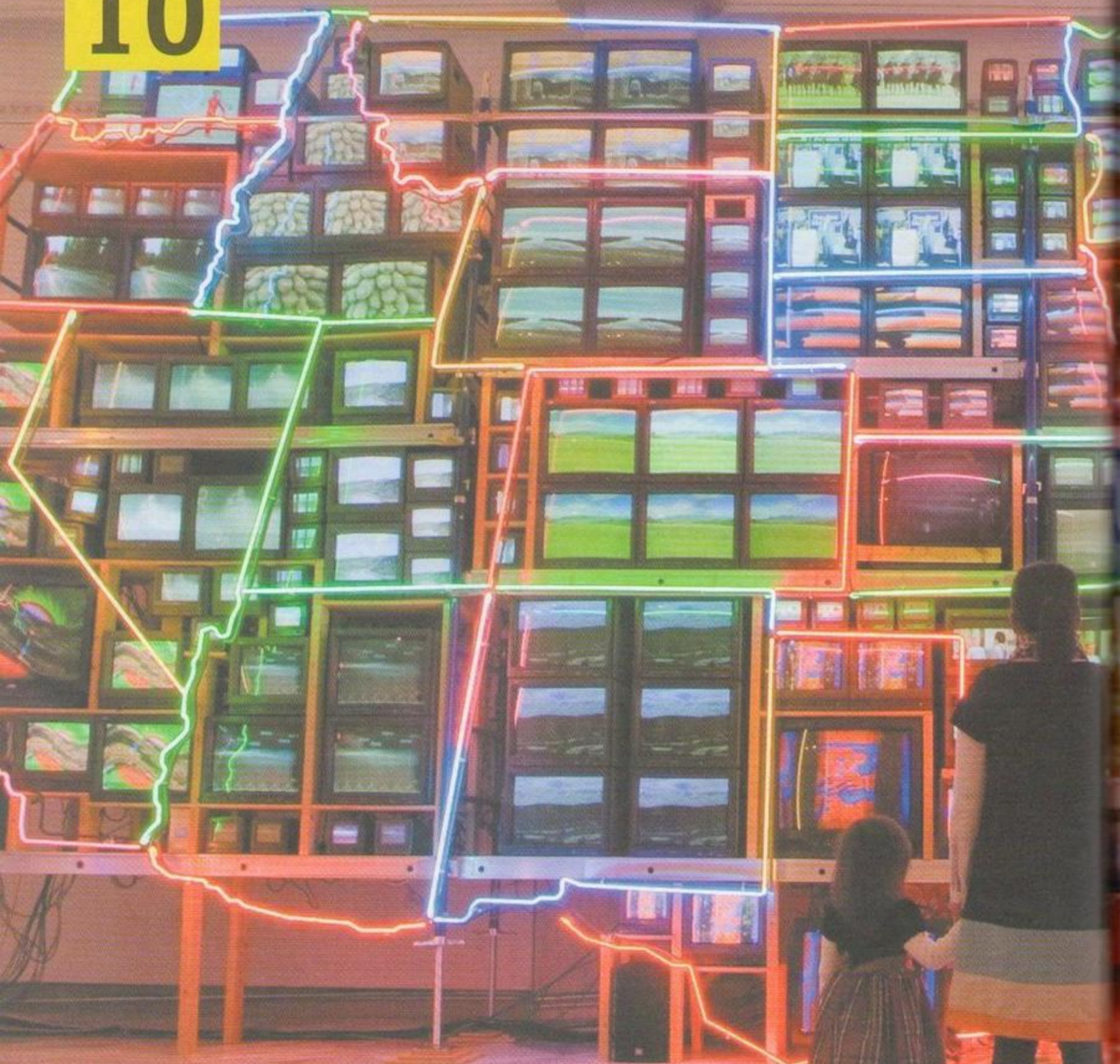
- 11 **44** Listen to the exchanges from Exercise 10 and check your answers. Notice how some words are linked together.
- 12 Work in pairs. Practise saying the exchanges slowly and concentrate on linking the words. Then practise saying them as quickly as you can.
- 13 With your partner, roleplay a phone call between a student and a host family. Use as much new language from this unit as you can. When you have finished, change roles and have another conversation.

Student A: you are the student. Ask questions about:

- the house.
- the area.
- rules.
- any special requests.

Student B: you are a member of the host family.

10



GOING OUT



IN THIS UNIT YOU LEARN HOW TO:

- talk about exhibitions, films and the theatre
- explain exactly where places are
- discuss nights out
- use idioms connected to different parts of the body
- describe different kinds of events
- talk about plans that failed to happen and explain why

SPEAKING

1 Work in pairs. Discuss the questions.

- Do you like the art in this photo? Why? / Why not?
- What point do you think the artist is trying to make with this piece?
- How often do you go to art exhibitions / the cinema / the theatre?
- What kind of art / films / theatre do you like?
- Are there any exhibitions / plays on at the moment that you would like to see?

2 Work with a new partner. Can you think of an example of each of the different kinds of people below? Do you have any favourites?

a painter
a director
a stand-up comedian

a sculptor
a DJ
a singer-songwriter



WHAT'S ON?

VOCABULARY Exhibitions, films and theatre

1 Work in pairs. Decide what the words in each of the groups below have in common.

- 1 a thriller / a classic / a documentary / a comedy
- 2 a musical / a tragedy / a historical play / a drama
- 3 an installation / a landscape / a portrait / a sculpture
- 4 soundtrack / special effects / photography / plot
- 5 acting / costumes / lighting / staging

2 With your partner, give examples of as many of the things in Exercise 1 as you can.

A: One of my favourite thrillers is 'Shutter Island'. Do you know it?

B: No, I don't think so. Who's it by?

A: Martin Scorsese. It came out maybe five or six years ago.

3 Match each question (1–6) with two possible answers (a–l).

- 1 What's on in town at the moment?
- 2 What kind of exhibition is it?
- 3 What's it about?
- 4 When's it on?
- 5 Who's in it?
- 6 What was it like?

- a They've got showings at 6.00, 8.50 and 11.00.
- b Johnny Depp and Morgan Freeman.
- c It's a drama about life in a rural community.
- d Not much, really. There's a musical on at the theatre that might be OK.
- e It's a collection of historical objects from Central America.
- f It's on till next week and the gallery's open between 10.00am and 8.00pm.
- g It was great. The staging and the lighting were amazing.
- h Nobody I've heard of.
- i I think it's some kind of romantic comedy.
- j There's the new film by that Swedish director Lukas Moodysson.
- k It's a series of installations by a Danish artist called Jeppe Hein.
- l It was brilliant. The special effects were amazing.

4 Work in pairs. Think of one more possible answer for each of the questions in Exercise 3.

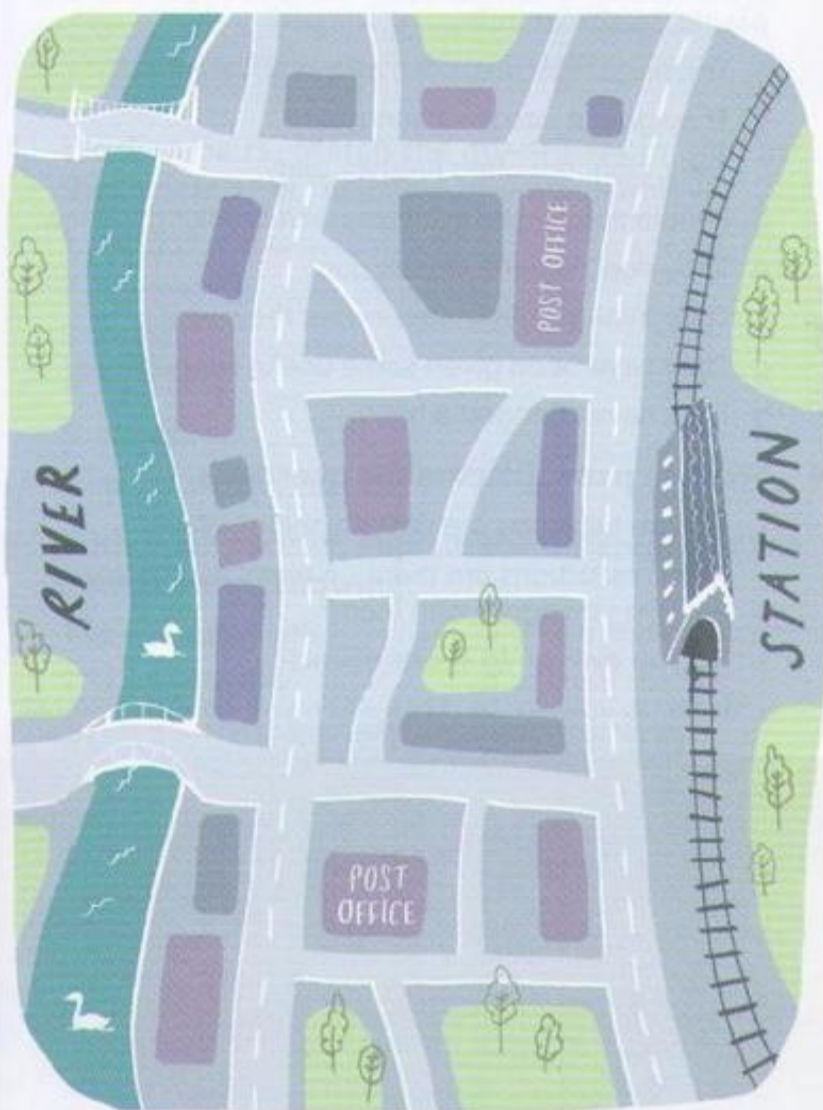
LISTENING

5 ▶ **45** Listen to the first part of a conversation between two friends, Dan and Jason. Answer the questions.

- | | |
|--------------------|------------------|
| 1 What's on? | 3 When's it on? |
| 2 What's it about? | 4 Where's it on? |

6 ▶ 46 Listen to the rest of the conversation. Answer the questions.

- 1 Where is the cinema? Mark it on the map below.
- 2 What time do they arrange to meet? Why?



coming back towards out facing

- 6 If you have your _____ to the station, you turn left.
- 7 If you're _____ the station, the shop will be on your right.
- 8 If you're _____ down the road away from the station, Church Street's the second turning on the left.
- 9 If you're going up the road _____ the station and away from the river, Pemberton Road's the second on the right.
- 10 When you come _____ of the building, you'll see the cinema right opposite.

PRONUNCIATION

- 8 ▶ 47 Listen to the sentences from Exercise 7 and check your answers.
- 9 ▶ 47 Listen again. Notice the pauses at the punctuation marks. Practise saying the sentences in the same way.
- 10 Work in pairs. Take turns to draw small maps to illustrate each of the ten descriptions in Exercise 7. As you draw, explain what your map shows. How good are your partner's drawings?
- 11 Think of three places near where you live or study that you can describe using language from Exercise 7. Then work in groups and describe where these places are. Can the rest of your group guess the places you mean?

DEVELOPING CONVERSATIONS

Explaining where places are

When explaining where places are, we often start by mentioning places that we think will be known and give directions from there. For example, in the conversation you heard:

You know Oxford Road, yeah? Well, that's the main street which goes past the railway station. Well, if you have your back to the station, you turn right down Oxford Road.

7 Complete the sentences with the words in the boxes.

front off next at halfway

- 1 You know Columbus Avenue? Well, the restaurant's about _____ down there.
- 2 The bus stop is right in _____ of the main entrance to the station.
- 3 You know the post office? Well, St Ann's Road is the _____ turning down from there, on the other side of the road.
- 4 You know the cinema? Well, there's a car park _____ the back.
- 5 You know the main square? Well, Hope Close is one of the streets _____ there.

CONVERSATION PRACTICE

- 12 Work in pairs. Think of a film / exhibition / play you want to invite other students to tonight. It can be a real event or you can invent details. Decide what it is, why you think it'll be good and where and when it's on.
- 13 Work with a new partner. Have conversations similar to the one you heard in the listening. Take turns being A and B. Use the guide below to help you.

Student A

Student B

Ask Student B if they fancy going out tonight.

Ask what's on.

Explain and say why you think it'll be good.

Ask some other questions.

Answer. Suggest where / when to meet.

Agree to go. Ask where it is exactly. Don't accept the first meeting time that A suggests.

18 To watch the video and do the activities, see the DVD ROM.

BIG NIGHT OUT

READING

1 Work in groups. You are going to read an article about typical nights out around the world. First, discuss the questions.

- Which day of the week is the main night out for you?
- What do you normally do?
- What time do you go out and get back home?
- How expensive is going out where you live?
- What do you know about the places in the photos? What do you think the nightlife might be like?

2 Now read the article. With the same group, discuss your answers to these questions.

- Which night out sounds most like where you live?
- Which night out sounds the best to you? Why?
- Which sounds the worst? Why?

3 Match the sentences below to the people and places in the article.

- a The nightlife is restricted by the government.
- b They go out into the countryside.
- c Their night out often finishes early.
- d People sometimes get away with breaking the law.
- e They don't like the wealth gap.
- f They think carefully about what they wear.
- g They have been given some useful suggestions.
- h They have changed a habit.

4 Work in pairs. Discuss the questions.

- Do you think you are past anything? Why?
- What restrictions are there on nightlife where you are? Do you agree with them?
- Do you ever go to sports events?
- How do you like to dress when you go out at night?

A Friday night out here in the summer is quite special, as the sun never sets. I usually start with a light meal – a little sushi or something like that – and then around midnight, I'll go and play eighteen holes of golf. I'm normally back around four a.m. Saturday I sleep in till the afternoon and have an early dinner – some puffin or whale. I usually go for a swim in one of the natural hot springs till midnight. It depends on my mood what I do next, but these days I'm a bit past clubbing, so I tend to go for a walk and just enjoy our amazing landscape instead.



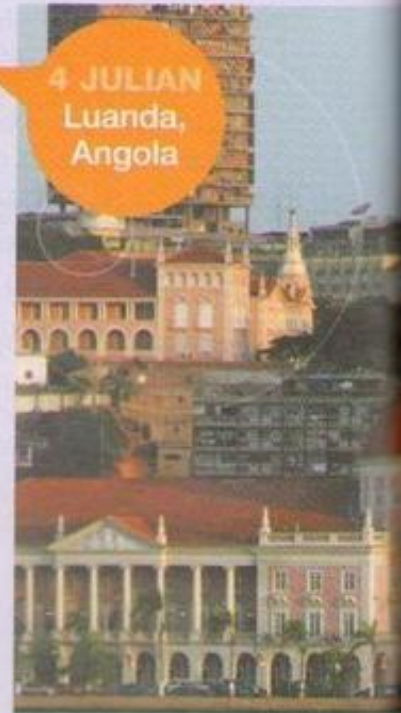
1 HERDIS
Akureyri,
Iceland



3 LINDA
Busan,
South
Korea

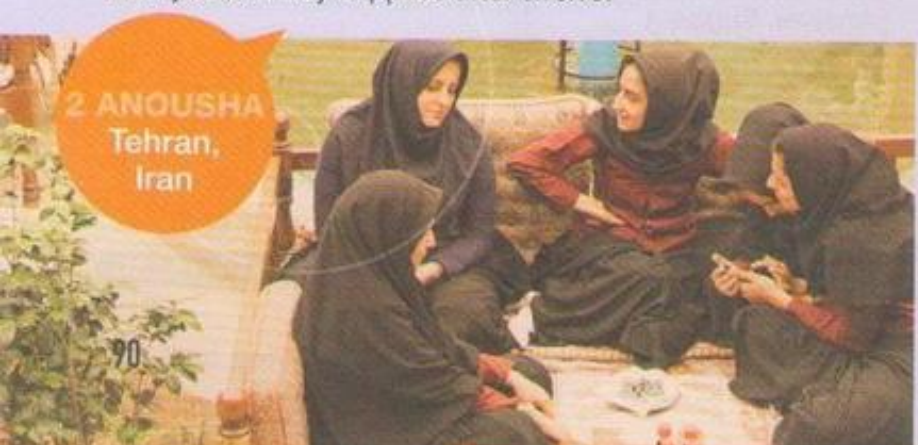
During the summer months, a Friday or Saturday night out will normally mean a trip to see the Lotte Giants baseball team. Before I came here, I'd had **little** interest in any sport, but one trip to a game here was enough to convert me to baseball. I go to **every** game now. The atmosphere is incredible. From start to finish, **most** people are cheering and singing the team song, even when the team is getting beaten badly. There's dancing, food, drink, good company – everything you need for a good night out. It usually finishes around nine, but by then I'm exhausted and head home rather than going on somewhere else.

I came to Luanda to teach English. Since the discovery of oil, the economy has boomed and attracted a large foreign community. When I first came here we used to go to restaurants along the bay and they cost an arm and a leg! Even a simple burger is upwards of \$20. It's pretty shocking when so **few** local people could afford it and there is still so **much** poverty. Recently, I started doing some volunteer work in a school. Through my colleagues I've been introduced to some places where locals eat, which are miles cheaper. Afterwards, we might go on to a party in someone's backyard and dance till the early hours.



4 JULIAN
Luanda,
Angola

Thursday is the big night out in Tehran. Many students like me start the evening by going for a coffee or maybe sharing a hookah pipe. By twelve, the streets are dead, though. The law says that **no** shops, cafés or restaurants are allowed to open past midnight, but don't be fooled by the silent streets – the city's heart is still beating! We have a saying that what happens behind a closed door is no-one's business, so a lot of people have parties at home and generally the police won't disturb you. There are also a **few** places like Super Jordan where the police turn a blind eye and you can buy supplies after twelve.



2 ANOUSHA
Tehran,
Iran

GRAMMAR

Quantifiers

Quantifiers are words that go before nouns, for example *no chance*, *a lot of places*, *few people*, etc. We use quantifiers to show the quantity of the noun we are talking about.

5 Work in pairs. Match the quantifiers in bold in the article with the basic meanings below.

- 1 not any _____
- 2 almost no _____, _____
- 3 some _____, _____
- 4 a lot of _____, _____
- 5 almost all _____
- 6 all _____

6 With your partner, explain the difference in use between the following:

- 1 *a few* and *a little* 3 *much* and *many*
- 2 *a few* and *few* 4 *no* and *not*

G Check your ideas on page 178 and do Exercise 1.

7 Decide which of the sentences below are true for where you live now. Rewrite the other sentences using different quantifiers to make them true. Then work in groups and compare your ideas.

A lot of people go out on Friday night, but I think most people usually go out on Saturday. Of course, some people go out both nights!

- 1 Friday is the night that most people go out at night.
- 2 There's very little entertainment at night round here.
- 3 There are a lot of good clubs near here.
- 4 Not many people are interested in cinema here.
- 5 There are a few good restaurants here.
- 6 Not many parents go out on their own once they've had kids.
- 7 There are no buses at night so most people drive.
- 8 Women don't get much hassle when they go out at night here.

G For further practice, see Exercise 2 on page 178.

UNDERSTANDING VOCABULARY

Idioms

An idiom is a fixed group of words that mean something different to the meaning of the individual words. You can sometimes work out the meaning of an idiom from the words and the context. If you look up the idiom in a dictionary, it's usually listed under the entry for the noun.

In the article, you read *It cost me an arm and a leg* and *The police often turn a blind eye*. We often use parts of the body in idioms.

8 Complete the definitions with these parts of the body. You will need to use some of the words more than once.

arm back eye face feet hand leg

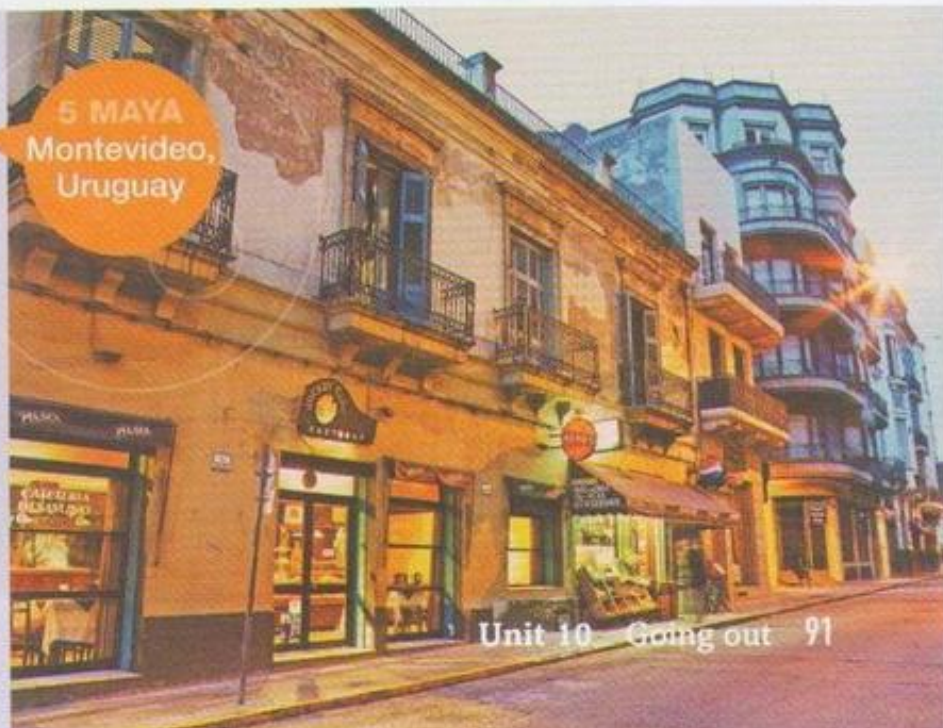
- 1 If you **turn a blind** _____, you know people might be doing something wrong, but you ignore it.
- 2 If something **costs an** _____ **and a leg**, it is very expensive.
- 3 If you **give someone a** _____, you help them.
- 4 If you **are on your** _____ for a long time, you are standing. Afterwards, you will probably want to **put your** _____ **up** – sit or lie down and relax.
- 5 If you **try to catch someone's** _____, you try to get their attention.
- 6 If you **can't take your** _____ **s off** someone or something happening, you keep looking because the person or thing is so attractive or interesting.
- 7 If you talk or do something **behind someone's** _____, you say or do something unkind when the person doesn't realise what you're doing.
- 8 If you **make or pull a** _____, your expression shows you don't like something.
- 9 If you say '**I'm just pulling your** _____', it means that you are not being serious, you're just joking.
- 10 If a situation or argument **gets out of** _____, it becomes a problem that is difficult to control.

9 Work in pairs. Think of a night out you might have. Give examples of when you could use the idioms in bold in Exercise 8.

When I go to a restaurant, I try to catch the waiter's eye to ask for the bill.



Thursday nights I occasionally go and see a stand-up comedy show, but at the weekend I mainly go clubbing as I love dancing. Because of the way I am and the way I want to live, I dress in a certain way, which sometimes attracts people's attention. But I'm not going to change – as Oscar Wilde said, you can never be overdressed or overeducated! The only things I don't wear are high heel shoes. I can't dance like I want to in them, and if you're out all night your feet hurt too much by the time you get home!



A CHANGE OF PLAN

SPEAKING

1 Write down three places you have been to in the evening recently and think about the following:

- where each place is
- who you went with
- how often you go there
- what it was like

Now work in groups. Talk about your places and ask each other questions to find out more.

VOCABULARY Describing events

2 Match the sentences (1–8) with the follow-up comments (a–h).

- 1 It was a great exhibition, but the paintings were quite **weird**.
- 2 It's not a bad film, but I thought it was a bit **overrated**.
- 3 It was really **moving**.
- 4 **It was completely sold out**.
- 5 It attracts a much older crowd.
- 6 The **headline band** were rubbish – just very dull.
- 7 It was **boiling hot** in there.
- 8 It was an **amazing** night. There was **such a great atmosphere**.

- a Honestly, we were really sweating and we could hardly breathe.
- b I can't really describe them or say why I like them.
- c It **wasn't as great as** everyone's been saying.
- d It was **absolutely packed** in there.


- e I was **in tears** by the end.
- f The music, the audience, everything.
- g I **felt a bit out of place**, actually.
- h We actually **left halfway through**.

3 Work in pairs. What are the opposites of the words and phrases in bold in Exercise 2?

4 Work in groups. Think of examples of the following:

- 1 two artists / musicians / films that you think are quite weird
- 2 two famous films / sports stars that you agree are overrated
- 3 two films / TV shows / news events that you found really moving
- 4 two situations when you might feel a bit out of place
- 5 two other things you could leave halfway through, apart from a concert

LISTENING

5  48 Listen to three conversations about what people did last night. Answer the questions about each of the conversations.

- 1 What kind of event was it?
- 2 Did they change their plans? If so, why?
- 3 Did they have a good night? Why? / Why not?
- 4 Did their experiences match what other people had said about the event they went to?



6 ▶ 48 Listen again and complete the sentences with three words in each space. Contractions count as one word.

- 1 a Really? I'd heard it _____ .
b Maybe it's because I didn't think it'd _____ .
c And then you go and you just end up thinking it was _____ .
- 2 a Oh, we didn't go _____ .
b Well, that's _____ really good. It's quite trendy, isn't it?
c Oh dear. Maybe you just went on _____ .
- 3 a I thought you said you were going to have a _____ .
b She mentioned she had _____ for this play in town.
c It's had _____ in the papers.

7 Work in pairs. Discuss the questions.

- Who do you think had the best night? Why?
- Can you think of any recent films that had a lot of advance publicity?
- Do you ever go to concerts? If yes, what was the last one you went to? Was it any good?
- Can you think of anything that's had great reviews in the papers recently?

GRAMMAR

The future in the past

There are several different ways of talking about plans, promises or predictions made in the past. Often the reason these things are mentioned is because they then failed to happen or to come true.

8 Look at these sentences from the conversations. Answer the questions below.

- a *Hans was going to pick me up at seven.*
 - b *I was going to stay in.*
 - c *It was brilliant – much better than I thought it'd be.*
 - d *I didn't think it'd be anything special.*
 - e *I said I'd go with her.*
- 1 In sentences a) and b), did the plans actually happen? Why? / Why not?
 - 2 What structure is used in sentences a) and b)?
 - 3 What were the original thoughts / promises that sentences c), d) and e) are describing?
 - 4 What is 'd short for in sentences c), d) and e)?
 - 5 What tense is used in sentences c), d) and e)?

G Check your ideas on page 178 and do Exercise 1.

9 Make sentences using the prompts below. Link the ideas using *but* and *so*.

I / go out / feel exhausted / just stay in and go to bed early

I was going to go out, but I felt exhausted so I just stayed in and went to bed early.

- 1 They / have a barbecue / start pouring with rain / have to cook indoors instead
- 2 We / go to the beach for the day / miss the train / end up going to the park instead
- 3 She / give me a lift / car not start / get a taxi instead
- 4 I / walk here / start pouring with rain / have to drive
- 5 I / stay in and study / a friend call me / go out / meet him

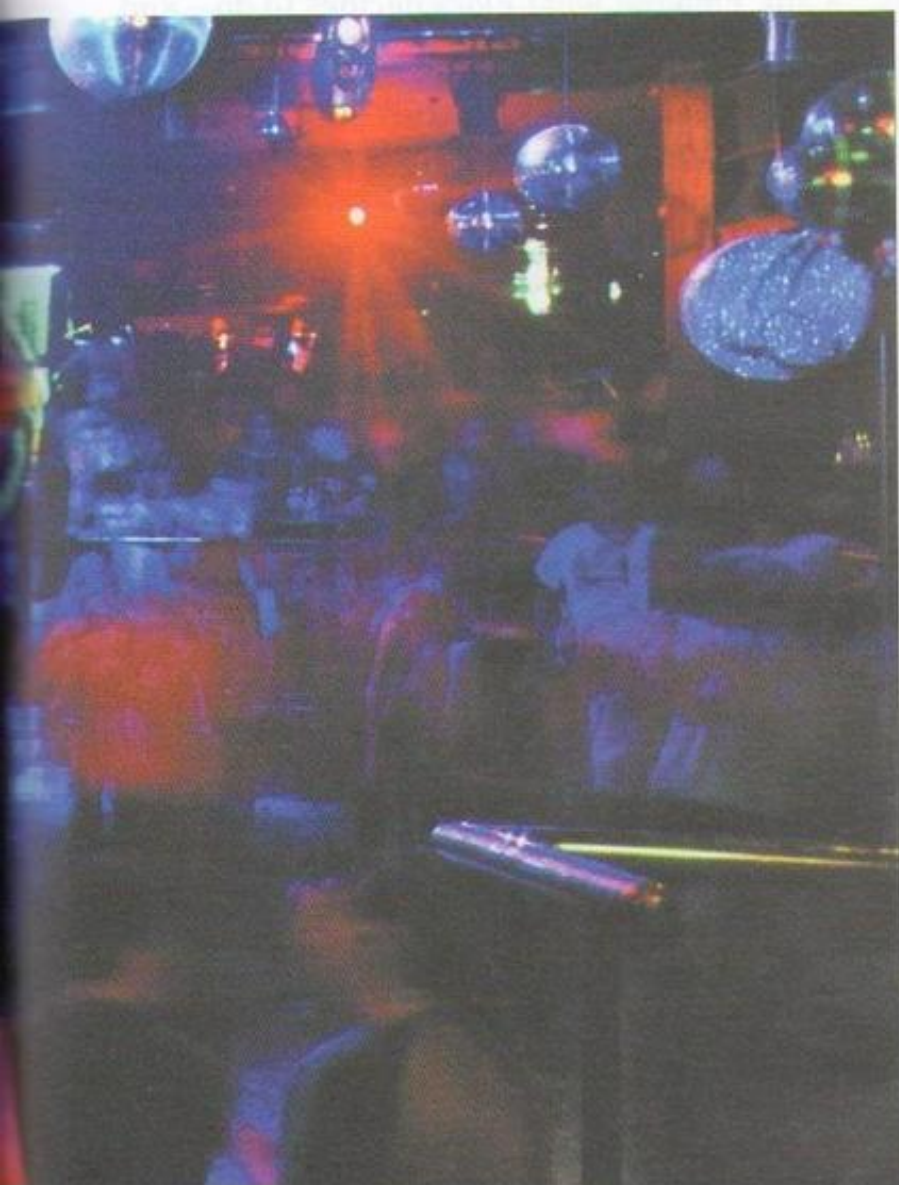
10 Work in pairs. Think of as many different endings for each sentence as you can.

- 1 We were going to stay with friends, but ...
- 2 I was going to stay in last night, but in the end ...
- 3 She said she was going to call me, but ...
- 4 I was going to buy a new one, but in the end ...
- 5 I really thought we were going to crash, but ...

11 Work in groups and discuss the questions. Use the future in the past to explain your ideas.

- Can you think of a time you had a last-minute change of plan? What happened? Did it turn out well / badly?
- Have you ever been very disappointed or pleasantly surprised by a film, party etc. you went to? Why?
- Can you think of any predictions that have failed to come true?
- Have your parents ever promised to do something and then not done it? How did you feel about it?
- Has the government / local council in your country broken any of its promises? What did they say they would do?
- Have you ever broken a promise? What happened?

G For further practice, see Exercise 2 on page 179.



VIDEO 5

ONE WOMAN'S CHOICE

1 Work in pairs. Discuss the questions.

- Where do you think this photo was taken?
- What do you think life there is like? What problems might people have?
- Why might people from an area like this move to a city?
- Why might people from a city move to live there?

2 19 Watch the first part of the video about a woman, Flora, who lives near where the photo was taken (0.00–2.34). Are the sentences true (T) or false (F)?

- 1 Flora grew up in the city.
- 2 Flora is uneducated.
- 3 She had an arranged marriage.
- 4 The village they live in has no electricity or water.
- 5 Most of the Dorobo people raise cattle and farm crops.
- 6 Her husband is often away from home.
- 7 Flora regularly sees her own parents and family.
- 8 She sometimes regrets the decisions she has made.

3 Work in groups. Discuss what you think of Flora and her situation and what you think she will do.

4 19 Watch the next part of the video, where Flora visits her mother (2.35–4.26). Answer the questions.

- 1 What kind of place is Arusha and why is it important?
- 2 How do you think Flora feels about the city?
- 3 When was the last time Flora saw her mother?

4 Did Flora have a good or bad relationship with her mother?

5 What does her mother think she should do?

6 What do you think Flora will do?

5 19 Watch the final part of the video (4.27–5.20). Find out what Flora decides to do – and the reasons she gives for her decision.

6 Work in pairs. Discuss the questions.

- What do you think of Flora's decision and reasons?
- Could you live where Flora does? Why? / Why not?
- In your country, where would you rather live: in the city or in the country? Why?
- Do you know anyone who has made a big change in their lives? Why? What happened?

UNDERSTANDING FAST SPEECH

7 20 Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.

FLOra's FAMily KNEW / that she was LEAVing the COMforts of the City // for a WORLD without Electricity / or ALmost ANY / MODern conVENiences // a WORLD where it TAKES a FORTy-MINute WALK / JUST to get WATER

8 Now you have a go! Practice saying the extract at natural pace.

REVIEW 5

GRAMMAR

1 Complete the text with one word in each space.

In general, the crime rate ¹ _____ fallen quite dramatically ² _____ recent years. There are ³ _____ robberies than there ⁴ _____ five years ago and there's ⁵ _____ violent crime. There were ⁶ _____ any murders last year. This may well have something to do with the fact that there are ⁷ _____ policemen on the street than there ⁸ _____ to be.

However, online crime has ⁹ _____ increasing steadily over the ¹⁰ _____ few years. ¹¹ _____ bank account is completely safe anymore and ¹² _____ bank is working hard to improve online security.

2 Choose the correct option.

- House prices have *increased* / *been increasing* 50% in the last six months.
- I have *little* / *few* interest in politics.
- All the* / *Every* people I work with really love the new boss we've got.
- It was much better than I thought it *will* / *would* be.
- The cost of energy isn't *as* / *more* low as it used to be.
- We *are* / *were* going to go and see a movie, but we didn't in the end.
- It's not a bad area, but it's not as *well* / *good* as it used to be.
- Unemployment *has* / *has been* fallen steadily over recent years.
- Would you like a *few* / *little* more cake?
- I'm a bit fitter than I *would be* / *was* this time last year.

3 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and five words, including the word given.

- It's better now than it used to be.
It was _____ than it is now. **PAST**
- There are fewer jobs available these days.
There _____ jobs available. **BE**
- I was really surprised by how good it was.
I honestly didn't _____ anything special, but it was amazing. **THINK**
- They said they don't expect to find any survivors.
They said there's not _____ finding any survivors. **HOPE**
- I usually do portraits, but I also occasionally do landscapes.
_____, I do portraits, but I also do some landscapes occasionally. **TIME**
- Inflation was 5% at the start of the year and now it's almost 18%.
Inflation _____ the start of the year. **DRAMATICALLY**

4 49 Listen and write the six sentences you hear.

VOCABULARY

5 Match the verbs (1–8) with the collocates (a–h).

- | | |
|---------|----------------------|
| 1 feel | a north |
| 2 rent | b the waiter's eye |
| 3 face | c a face |
| 4 catch | d a blind eye |
| 5 pull | e halfway through |
| 6 give | f out of place |
| 7 turn | g you a hand |
| 8 leave | h a shared apartment |

6 Decide if these words and phrases are connected to houses, the arts or areas.

| | | | |
|-------------|----------|----------------|---------|
| cramped | an attic | lively | rough |
| a classic | compact | a patio | staging |
| a landscape | a plot | well connected | dead |

7 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- We went to see this really funny new stand-up _____ last night. (comedy)
- It was an interesting _____. It was a series of _____ that all use mirrors in different ways. (exhibit, install)
- It was good. It was a _____ play set in the 1930s. (history)
- It's an amazing play. The acting's wonderful and the _____ is very clever. (light)
- I'd like to study _____ at art college if I can. (photograph)
- It's a nice place. It's much more _____ than her old flat. (space)
- It's not a cheap place to live, but it is quite _____. (centre)
- The government has recently changed its position on _____. (immigrant)

8 Complete the email with one word in each space. The first letters are given.

Hi Ian,

How are you? Hope you're well.

We're all on our last legs here. We've been looking at houses for the last few weeks and it's a very tiring process. We saw a lovely ¹pl_____ yesterday, though. Do you know Church Street? Well, it's in a little street ²o_____ there, about halfway ³d_____ on the left. It's only two minutes from the station, so it's ⁴co_____ for transport and the area's quite smart as well – not much ⁵li_____ on the streets and no ⁶gr_____ on the walls or anything. Amazingly, though, the place itself is still quite ⁷af_____. I was expecting everything round there to cost an ⁸a_____ and a leg. Anyway, it's very modern – newly-⁹b_____, I think – and it's lovely and ¹⁰br_____, with great big windows facing south. There's a ¹¹ga_____ for the car and a back ¹²ga_____ for the kids to play in.

We put an offer in this morning and we're waiting to hear if it's been accepted.

11

THE NATURAL WORLD

IN THIS UNIT YOU LEARN HOW TO:

- tell and participate in telling stories
- describe animals
- show emotions through pronunciation
- talk about challenges and achievements
- discuss natural resources and the economy

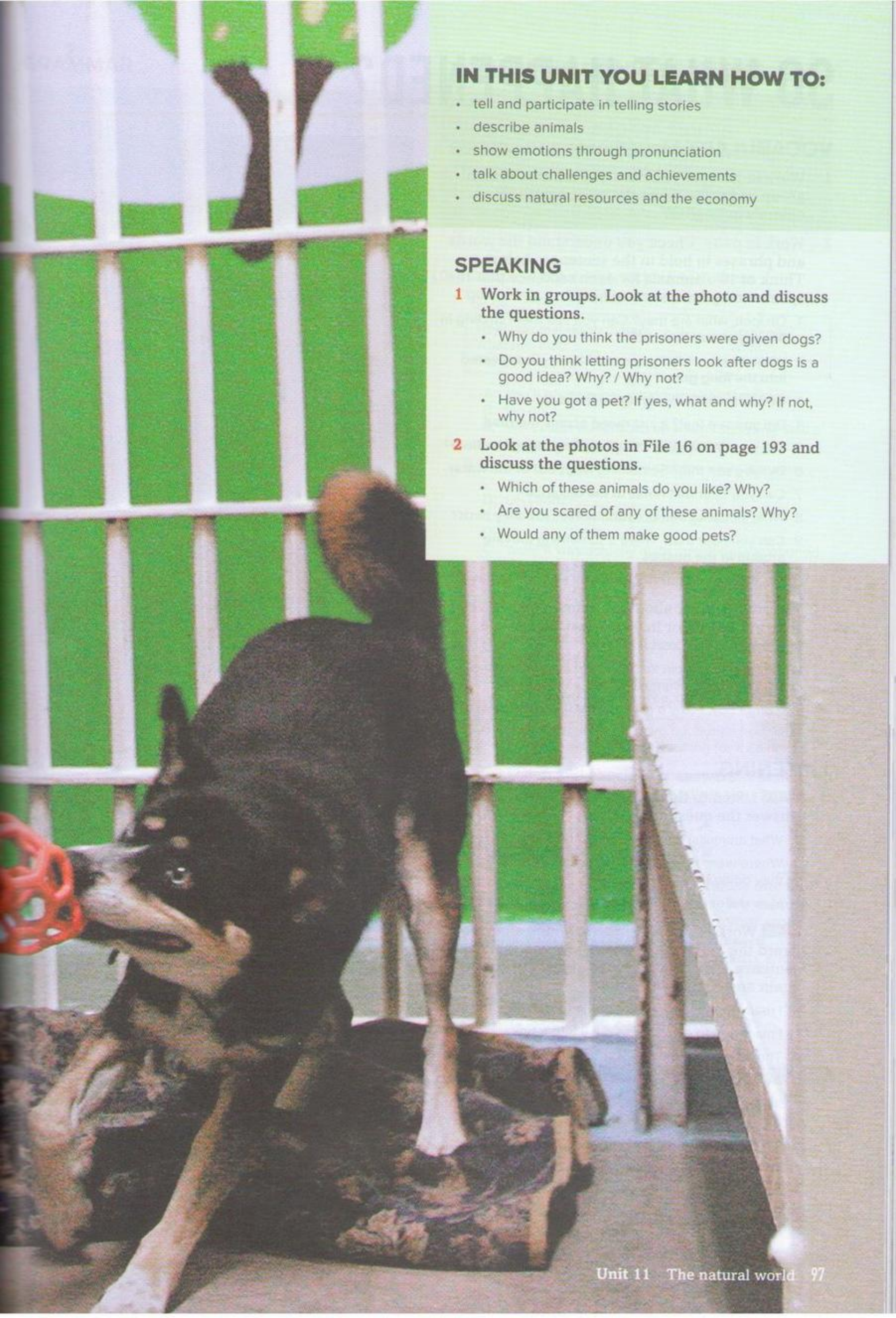
SPEAKING

1 Work in groups. Look at the photo and discuss the questions.

- Why do you think the prisoners were given dogs?
- Do you think letting prisoners look after dogs is a good idea? Why? / Why not?
- Have you got a pet? If yes, what and why? If not, why not?

2 Look at the photos in File 16 on page 193 and discuss the questions.

- Which of these animals do you like? Why?
- Are you scared of any of these animals? Why?
- Would any of them make good pets?



SO WHAT HAPPENED?


VOCABULARY Movements and sounds

- 1 Work in groups. You have one minute. Which group can write down the most names of animals in English?
- 2 Work in pairs. Check you understand the words and phrases in bold in the sentences below. Think of two animals for each sentence that the speaker may have seen or heard.
 - 1 Oh look, what are they? Can you see them **circling in the sky above that cliff**?
 - 2 What was that? Did you see it? It just **disappeared into the long grass**.
 - 3 Oh look, what's that **lying on the rock**?
 - 4 Did you see that? It just **raced across the road**.
 - 5 Oh, look! What's that thing **crawling along the floor**?
 - 6 Did you see that? Something **leapt out of the water**.
 - 7 Can you hear that **noise in the distance**?
 - 8 What's making that **dreadful noise**? Are they birds?
 - 9 Can you hear that? There's something **moving around in the bushes**.
 - 10 Oh, what's that **buzzing noise**? It's really irritating.
- 3 Tell your partner about six animals you have seen in the wild or in your town. Try to use language from Exercise 2.


When I went to Spain last year, I saw some vultures circling above our campsite.

The other day, I saw a rat crawling along the railway tracks.

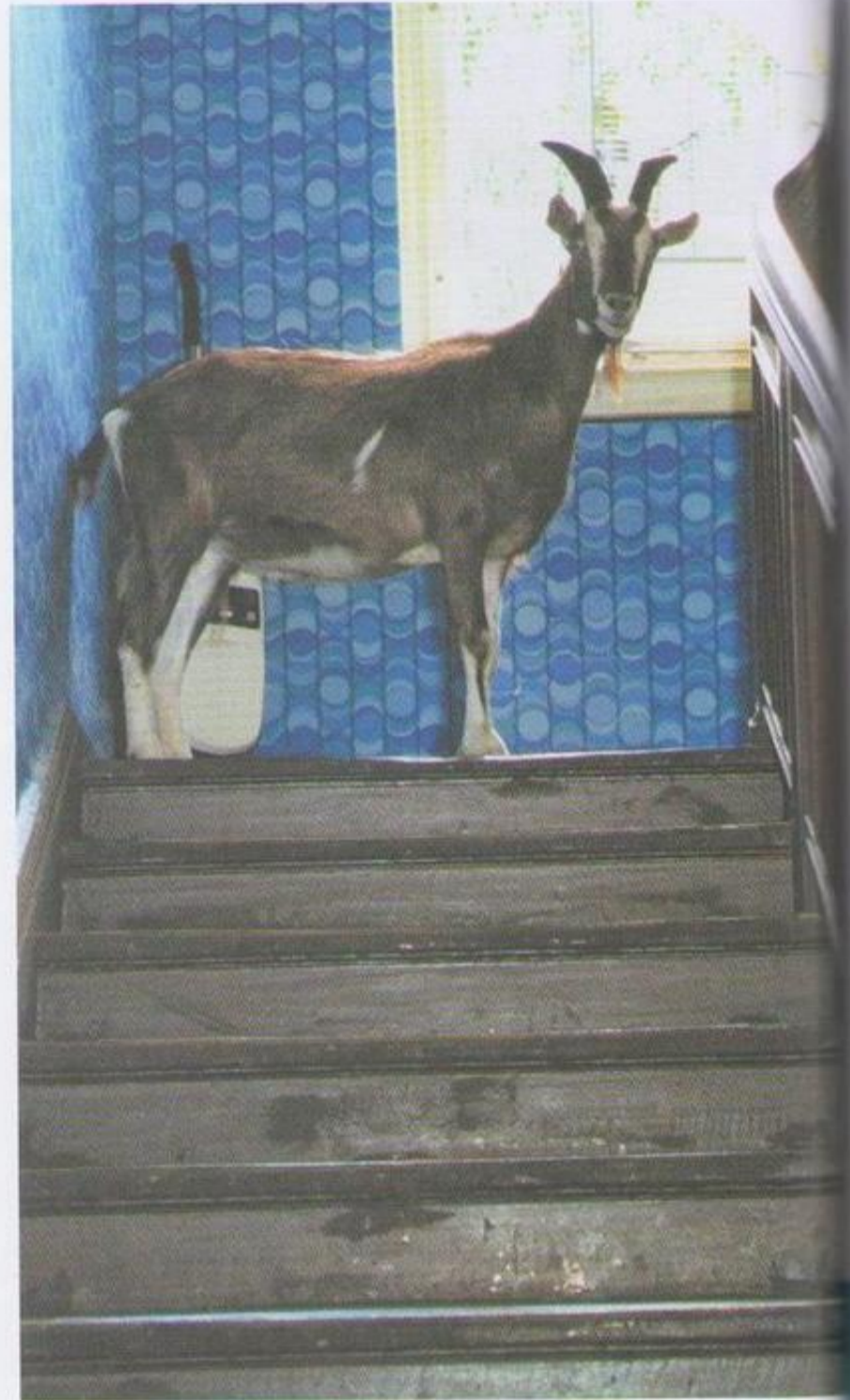
LISTENING

- 4  50 Listen to three stories about animals. Answer the questions.


- 1 What animal(s) is each story about?
- 2 Where were the speakers at the time? What were they doing?
- 3 How did each speaker feel?

- 5  50 Work in pairs. Decide in which story you heard the following. Explain how you think each sentence is connected to the story. Then listen again and check your ideas.

- a I really thought they were going to eat me.
- b I managed to catch it and put it into a box.
- c They were all making this dreadful noise.
- d It's so cute!
- e It must've escaped from somewhere.
- f She crawled through a little hole.
- g Honestly, I hope I never see another crocodile in my life!
- h We had to call the fire service in the end.
- i Everyone ran away.



PRONUNCIATION

- 6  51 Listen to eight sentences. Notice the extra stress and long vowel sound on the adverbs. They help to emphasise how we feel. Then listen again and repeat.
- 7 Underline the adverbs below that you think could carry an extra stress. Then work in pairs. Take turns to say the paragraph. Whose version sounds best?

I don't really like dogs, but I really hate some dog owners. They can be so annoying – the way they talk about their pets like they were actually human beings! They say things like, 'Oh, my little baby. You're so beautiful! Yes, you are. Yes, you are.' It's so stupid. What really annoys me, though, is the way they let their dogs run out of control. They even let their dogs jump on top of you. Then, if the dog bites you, they actually blame you. They say you scared the dog!

GRAMMAR

Past ability / obligation

We use *could* with sense verbs like *see, hear, feel*, etc.

We use *couldn't* to talk about inability or a specific failure.

We use *managed to* to show an ability to do something difficult at a particular time.

We use *had to* for past obligations or for when there was no choice.

8 Work in pairs. Look at the mistakes crossed out in these sentences. Decide what the correct form should be according to the Grammar box.

- 1 I ~~must~~ put some fruit and seeds on the ground to tempt it down and when it came down I ~~can~~ catch it and put it into a box.
- 2 We ~~can~~ hear these little cries coming from somewhere, but we ~~can't~~ see her anywhere.
- 3 We ~~must~~ call the fire service in the end, and they ~~can~~ get her out.

G Check your ideas on page 179 and do Exercise 1.

9 Work in pairs. Choose four of the situations below. Write two sentences for each situation using *had to, managed to, could* or *couldn't* that might explain what happened and / or how you resolved the situation.

- 1 Your cat got stuck in a tree.
- 2 You were driving in the countryside and hit a sheep.
- 3 You fell and hurt yourself when walking in the mountains.
- 4 Your bag was stolen just before you travelled home from holiday.
- 5 You locked yourself out of your second-floor flat.



DEVELOPING CONVERSATIONS

Helping people to tell stories

Good listeners ask questions when people tell stories. For example, in the listening you heard:

F: *I really thought they were going to eat me.*

E: *Really? That sounds terrifying! So what happened?*

F: *Well, luckily, the guides managed to stop the lizards.*

10 Complete the conversations with these questions.

| | |
|------------------------------|------------|
| What was that doing there? | Seriously? |
| What was that? | What? |
| So what happened in the end? | |

- 1 A: You'll never guess what happened last night.
B: Go on. ¹ _____
A: Well, I was walking home when I suddenly saw a horse standing there in the street!
- 2 C: I saw something really strange while we were away.
D: Oh yeah? ² _____
C: We saw this whale stuck on the beach.
D: ³ _____ Still alive?
C: Yeah! It was actually quite upsetting! We phoned the police to see if they could organise help.
- 3 E: I was just about to put my shoes on when I found a scorpion hiding in one of the shoes!
F: Really? ⁴ _____
E: I don't know. I guess it was just looking for somewhere to sleep.
- 4 G: We spent hours trying to persuade the cat to come down from the tree, but it refused to come.
H: Oh no. That's awful! ⁵ _____
G: Well, eventually, we gave up, but an hour later it walked into the kitchen, looking for its dinner!

11 **52** Listen and check your answers. Then work in pairs and practise reading aloud the conversations.

CONVERSATION PRACTICE

12 Work with a new partner. Each choose one of these ideas for a story and spend a few minutes making notes. Then tell each other your stories, starting with *Did I tell you what happened ...?* Help your partner by making comments and asking questions as in Exercise 10.

- a story about your pet
- a story about a time you saw a wild animal
- a story based on the ideas in Exercise 10

21 To watch the video and do the activities, see the DVD ROM.

CHALLENGES AND ACHIEVEMENTS

SPEAKING

1 Work in groups. Discuss the questions.

- Do you spend much time in nature? Where do you go?
- Have been to one of these places? When? Where? What was it like?
 - a desert
 - a glacier
 - the summit of a mountain
 - the middle of the ocean
- Do you know any stories of people doing the following challenges? Were they successful? Why? / Why not?
 - sailing round the world
 - reaching the North Pole
 - crossing a desert
 - jumping from a high altitude

READING

2 Work in pairs. You are going to read an article. First, look at the main photo opposite and discuss the questions.

- 1 Where is it?
- 2 What's happening?
- 3 What might be the problem?

3 Read the first three paragraphs of the article and answer the questions in Exercise 2.

4 Work in groups. Choose six words from the box and discuss how you think they will relate to Wilson's story. Then read the rest of the article and find out what happened.

| | | |
|-------------|-------------|-------------|
| barriers | solo | tent |
| shot | achievement | blind |
| partially | disguise | supplies |
| authorities | expedition | desperately |
| territory | storm | optimism |

5 Work with the same group. Discuss the questions, based on your knowledge of the world, what you understand from the text and your opinions.

- 1 Why do you think he was refused entry into Tibet and Nepal?
- 2 Why do you think flying solo to India was described as 'a huge achievement'?
- 3 Why do you think he ignored the climbing equipment?
- 4 Why do you think he was starving, half blind and in great pain?
- 5 What do you think happened to the Sherpas?
- 6 What do you think drove Wilson to do what he did?
- 7 In what ways do you think Wilson is the same or different to the amateurs talked about at the beginning of the article?
- 8 What do you think of Wilson?

LISTENING

6 53 Listen to someone talking about the article you read. How does he answer questions 6, 7 and 8 in Exercise 5? Do you agree with the speaker? Why? / Why not?

VOCABULARY Challenges and achievements

7 Complete the sentences below with these pairs of words and phrases.

set myself a target + achieve
overcome many barriers + disabled
scared + overcame my fear
peak + reached the summit
ambition + reaching my goal
tough + get through the pain
took several attempts + determination
dreamt + my dream's come true

- 1 I climbed the highest _____ in Europe – Mont Blanc. I was so happy when I _____, I can't express it.
 - 2 A year ago I did the Marathon des Sables challenge, which is a 254km race through the Sahara desert. It was very _____, but I managed to _____ and finish.
 - 3 Until last year, I'd never been in the sea because I was so _____ of drowning, but last year I had some swimming lessons and I finally _____. I was so proud of myself!
 - 4 My biggest ever challenge was giving up smoking. It _____ and a lot of strength and _____, but I finally managed to do it. My son is very proud of me!
 - 5 I've always _____ of becoming a writer and now _____ because my book is going to be published.
 - 6 My _____ is to become a millionaire before I'm 40 and I'm well on the way to _____.
 - 7 I _____ of learning 50 words or phrases each week. I'm sure I can _____ it.
 - 8 I'm blind so I think getting a degree and a good job has been a big achievement as you have to _____ when you're _____.
- ### 8 Work in groups. Discuss the questions.
- What do you think is the biggest challenge / achievement in Exercise 7?
 - What examples can you think of of successful people who have overcome a barrier or disability?
 - Do you set yourself any targets for learning English? Do you achieve them?
 - What are your three biggest achievements so far?
 - What dreams or ambitions do you have? How close are you to making them come true?

THE STRANGE STORY OF MAURICE WILSON

Looking at the photo – the clear blue sky and queues of people – you might think that this is a group of walkers on a summer's day climbing a popular local peak.

But this is the summit of Everest – almost 9,000 metres high, with temperatures of -15 and winds blowing at 50km/h on a 'good' day. What's more, at this altitude the lack of oxygen can cause confusion, slow your movements and make it almost impossible to keep warm. It's so dangerous they call this place 'the Death Zone'.

Some argue that pictures like this create a false impression. They attract too many amateurs who have a romantic idea of reaching 'the top of the world' and are rich enough to pay \$70,000 to make their dream come true. However, they have no proper concept of the risks when they climb Everest. They rely too heavily on using fixed ropes and the support of their guides and they don't have the skill or experience to cope when things go wrong.

But amateurs on Everest are nothing new. In the 1930s, some eighty years before this photo was taken, a man called Maurice Wilson attempted to climb Everest. His plan was to fly from Britain and land on the Great Rongbuk glacier, and from there go to the top. There were only two problems – he didn't know how to fly a plane and he'd never climbed before.

In fact these weren't the only barriers to achieving his goal. He had been shot during the First World War and could only partially use his left arm. The British government tried to stop him even getting to India because they saw him as dangerous; the authorities in Nepal and Tibet also refused to let him enter their territory.

Incredibly, then, just two months after his first flying lesson, he managed to fly solo all the way to India in a tiny second-hand plane – a huge achievement for the time.

He then managed to enter Tibet by disguising himself as a Tibetan monk and walked several hundred miles to reach the Rongbuk monastery at the foot of Everest.



Maurice Wilson

Without a guide, Wilson set off up the glacier. He frequently got lost among the towers of ice and it took him three days to reach Camp 2, which had been established by a previous expedition. There was climbing equipment at the camp but he ignored it and continued up the mountain. At 6,500 metres a storm hit and he was forced to sit in his tent for two and a half days. When the storm eased he struggled back to the monastery – starving, half blind and his arm in great pain.

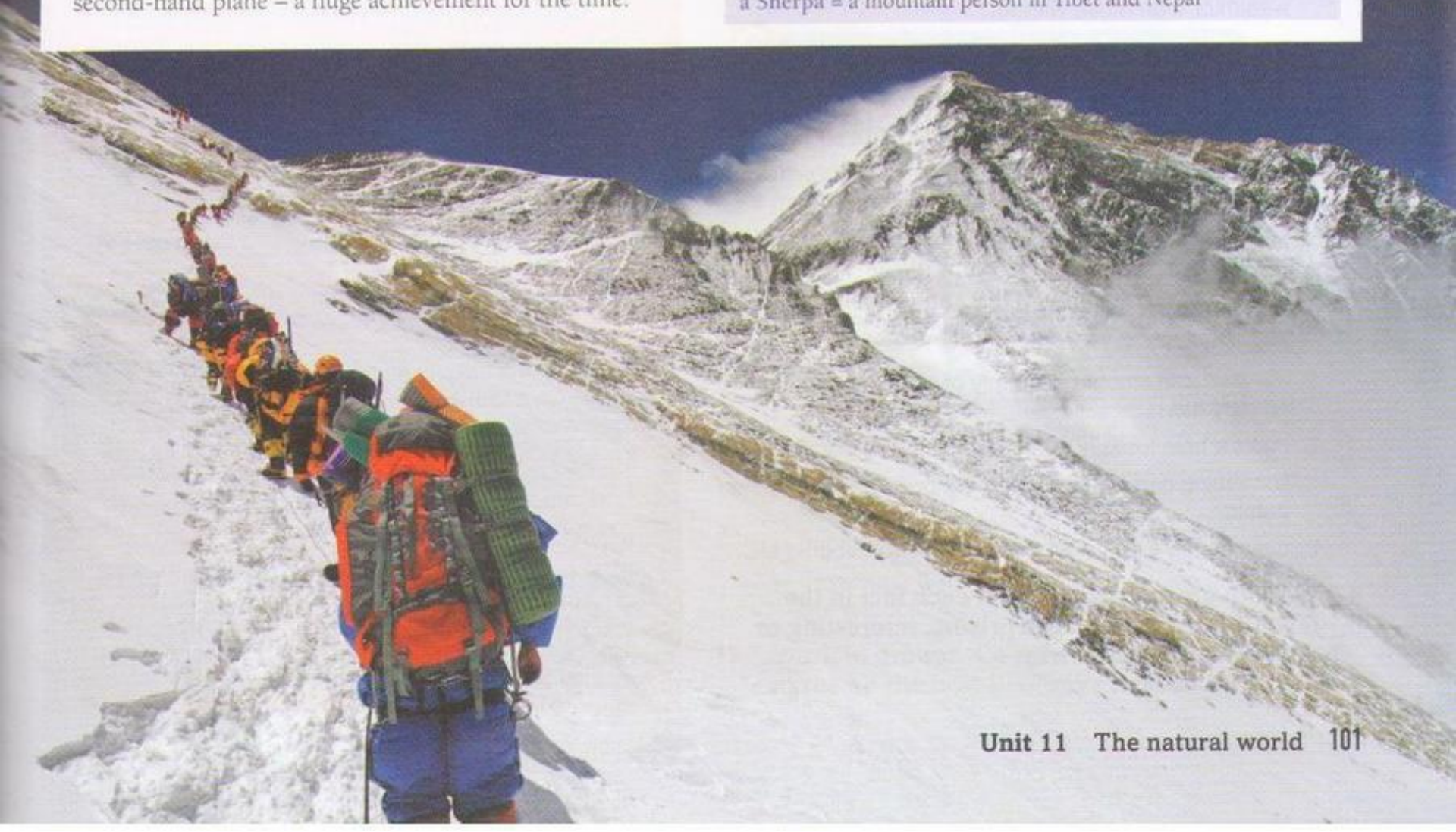
However, he rested for just two days before he tried again. This time he persuaded two local Sherpas to help him carry supplies up the mountain and guide him through the glacier. With their help he went higher up to Camp 3 but once again high winds and snow stopped them going further. As the weather cleared, Wilson continued up the mountain on his own, reaching around 7,500 metres before returning to Camp 3. He was by this time exhausted and six days at such high altitude was giving him headaches. The Sherpas desperately tried to persuade him to give up, but Wilson insisted on trying one more time. The last words in his diary are still full of optimism. 'Off again. Gorgeous day.' He never returned. His body was found a year later. He was wearing green boots, a grey suit and a purple jersey – almost as if ready for a walk in the park on a chilly London afternoon.

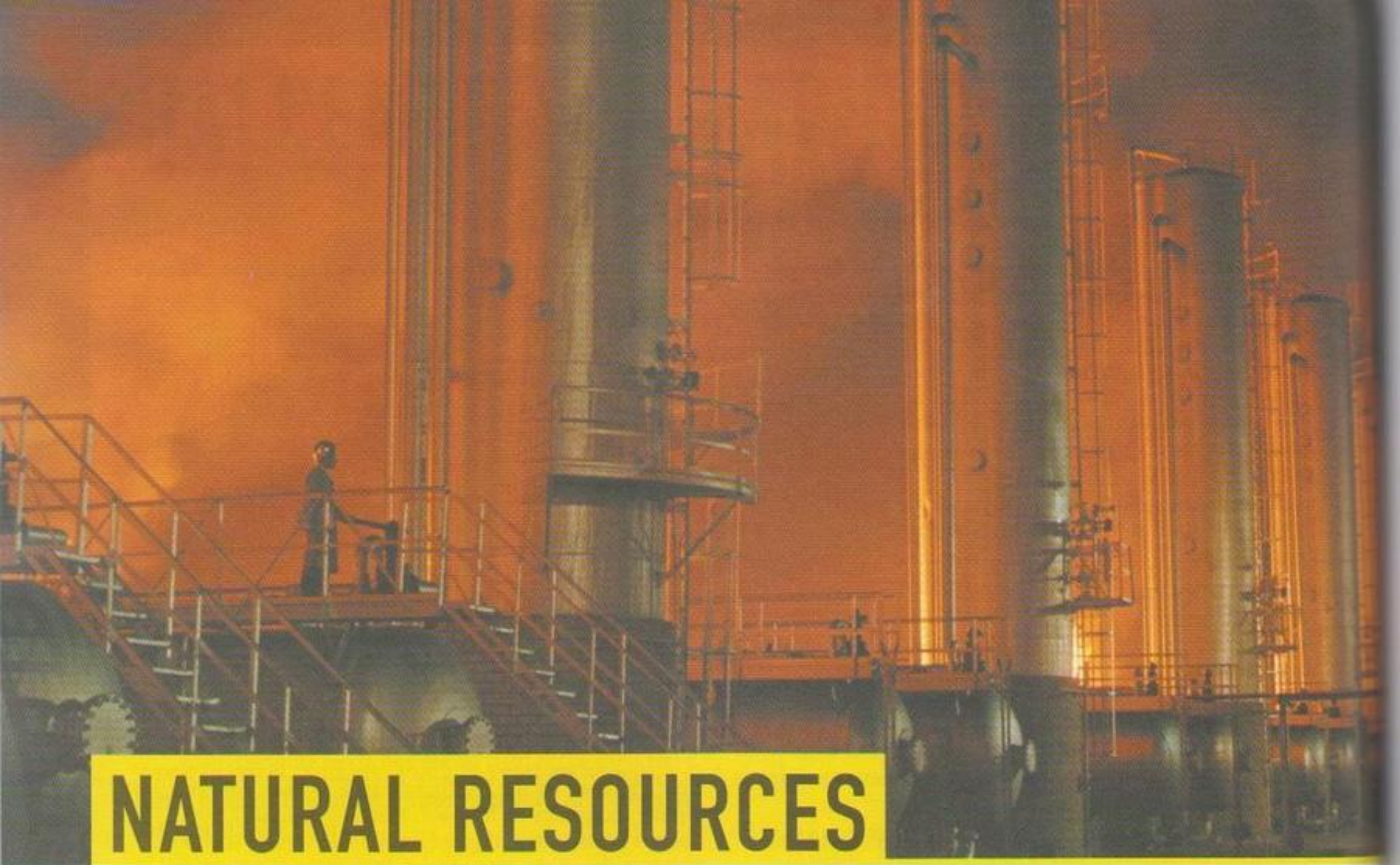
GLOSSARY

a monk = a member of a group of religious men who live away from other people

a monastery = a religious place where monks live and pray

a Sherpa = a mountain person in Tibet and Nepal





NATURAL RESOURCES

READING

1 Work in pairs. Discuss the questions.

- 1 Do you know which country has the most natural resources (oil, coal, gas, etc.)?
- 2 Which countries do you think produce the most oil and coal?
- 3 Where do you think the biggest oil companies are from?
- 4 How long do you think the coal, oil and gas that we still have will last?
- 5 Do you think countries rich in natural resources are wealthier than those without?

2 Read the fact file. Find the answers to the questions in Exercise 1.

3 Match the words in bold in the fact file to the meanings below.

- 1 use a resource or product
- 2 take something out of somewhere, often with difficulty
- 3 areas of a country where they take oil from the ground
- 4 the speed at which something is happening at the moment
- 5 the available amount or supply of something that a country has
- 6 make a hole (usually round) with a tool or machine
- 7 something causing disagreement or anger among the public
- 8 dig a big hole or tunnel in the ground to get gold etc.

4 Work in groups. Do you find each fact in the fact file surprising, unsurprising, interesting or depressing? Explain why.



Russia is the richest country in terms of natural resources. It has the biggest **reserves** of natural gas and wood. In addition, it has the world's second-largest reserves of coal and the third-largest reserves of gold. However, in terms of average wealth per person, it's not even in the top 50 countries.



Nigeria is the largest producer of oil in Africa. It is one of the 20 poorest countries in the world. Many people who live in its **oil-producing regions** earn less than \$1 a day.

India is the third biggest coal producer. In terms of average wealth per person, India comes 130th in the world.



China is the world's biggest producer of coal. It **mines** over 47% of the world's total.

The USA is the biggest oil producer in the world, bigger than Saudi Arabia. There's been some **controversy** about how it **drills** for oil in the sea.



Only three of the 25 biggest oil companies in the world are American. The three biggest are Saudi, Russian and Iranian.

If we **consume** coal at the **current rate** it will last for two hundred years. Some argue oil will run out in 50 years and gas will run out in 60 years. Others say there is more than that, but it's very expensive to **extract** from the ground.



LISTENING

- 5 ▶ 54 You are going to hear the introduction of a short talk on 'the resource curse'. What do you think it is? Listen and find out.
- 6 ▶ 54 Listen to the introduction again and complete these notes.

'Resource curse' – 1990's – by ¹ _____ Auty

People in resource-rich countries ² _____ than others

Four reasons: conflict, corruption, value of manufactured products, ³ _____

Conflict

Local people ⁴ _____ leave land. No compensation

⁵ _____ want independence → civil war

Corruption

Companies pay officials to avoid ⁶ _____

Manufacturing

Manufactured goods like ⁷ _____ more ⁸ _____

If you have no resources → manufacturing → economy ⁹ _____

Why not invest?

Economic ¹⁰ _____ → reduced investment

Prices vary:

- ♦ fall → crisis
- ♦ rise → currency rises → imports ¹¹ _____, exporting ¹² _____ → factories can't sell → less investment

- 7 Work in pairs. Discuss the questions.
- Had you heard of 'the resource curse' before?
 - Do you think it is always true? Can you think of any examples where it is different?
 - Have you any idea how it might be avoided?
- 8 ▶ 55 Listen to a later part of the talk about a country that has a natural resource. Find out:
- 1 which country it is.
 - 2 what was discovered.
 - 3 what happened to the money.
 - 4 what made this possible.

GRAMMAR

Passives

We make passives using a form of the verb *be* + past participle.

We usually use passives when:

- 1 we want to focus on the person / thing affected by an action – rather than on the doer of an action.
- 2 we don't know who or what did an action.
- 3 when it's simply not important – or it's obvious – who did an action.

- 9 Look at these sentences from the talk. Answer the questions below.

- a This phrase **was first used** in the 1990s by the writer Richard Auty.
- b Local people **are often forced** to leave their land ...
- c ... so that resources **can be extracted** ...
- d For over 40 years now, profits **have been invested** in health care ...

- 1 What tenses are used in sentences a), b) and d)?
- 2 What passive form follows modal verbs?
- 3 Which sentence gives the person / thing doing the action? Which word is used to introduce the doer?
- 4 Who or what do you think did the actions in the other sentences?

G Check your ideas on page 180 and do Exercise 1.

- 10 Complete the sentences with the correct passive form of the verbs.

- 1 Most of their gas and oil _____ from abroad. (import)
- 2 The city grew a lot after gold _____ near there. (discover)
- 3 Wind farms _____ over the country at the moment. (construct)
- 4 Solar energy is cheap here because it _____ by the government. (subsidise)
- 5 Locals don't want the drilling to take place because they believe their houses _____. (damage)
- 6 More could _____ to exploit our resources, but the government often faces protests. (do)
- 7 A lot of money _____ from our natural resources but it _____ wisely. (make, not / invest)

- 11 Work in groups. Use the sentences in Exercise 10 to talk about places you know.

Most of the gas in our country is imported from abroad. It mainly comes from Russia.

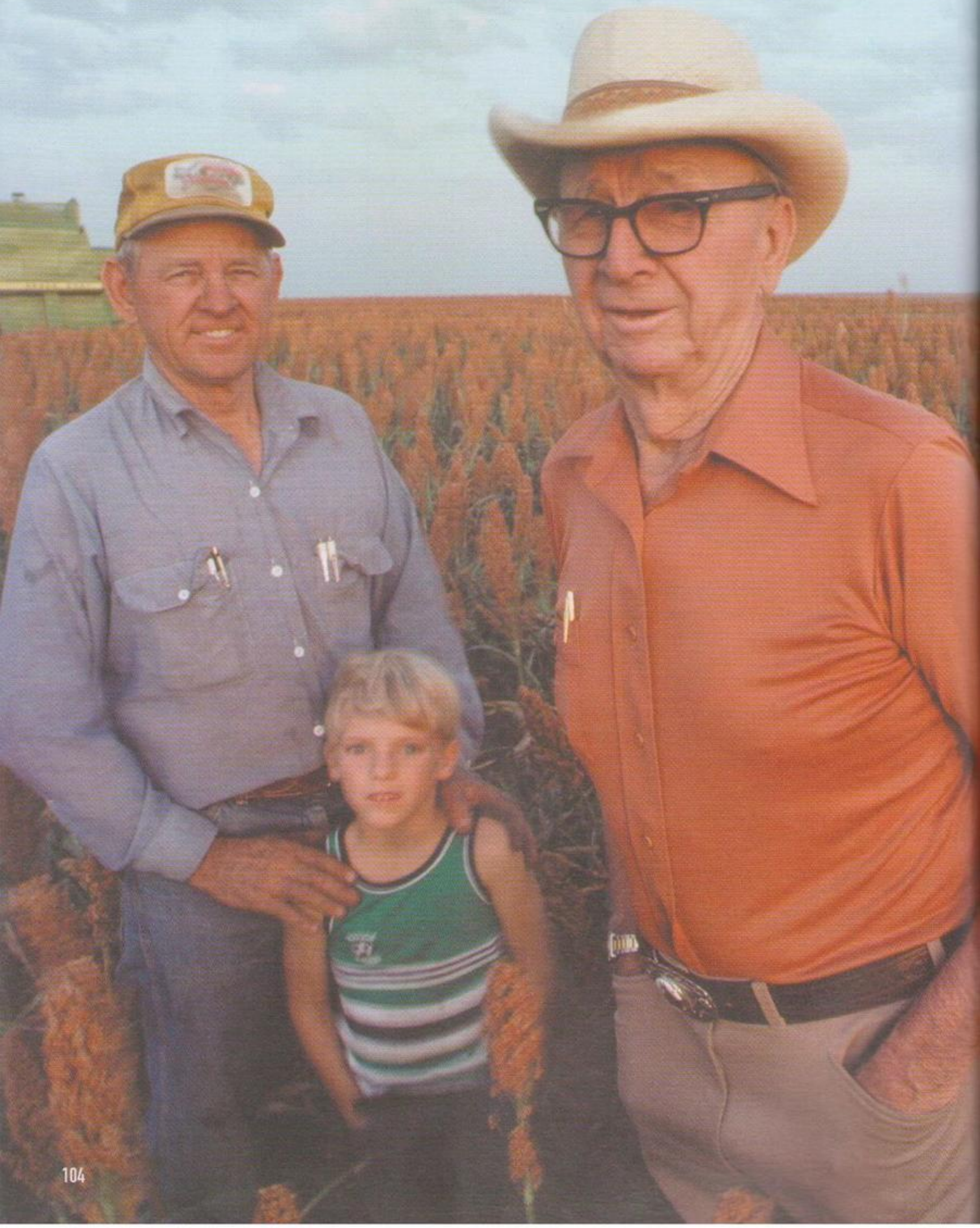
I think Dubai only grew after oil was discovered there.

G For further practice, see Exercise 2 on page 180.

SPEAKING

- 12 Imagine a natural resource was suddenly discovered in your country. What should the money be spent on? Rank the ideas below from 1 (= most important) to 7 (= least important).
- building more airports and motorways
 - providing free university-level education for everyone
 - building factories that can process the raw material
 - giving \$10,000 to every family
 - bringing as many women into the workplace as possible
 - improving health care
 - increasing wages of people enforcing laws (police, tax inspectors, judges, etc.)
- 13 Work in groups. Compare your lists then try to agree on the best two ways to spend the money.

12



IN THIS UNIT YOU LEARN HOW TO:

- describe character
- talk about your friends and family
- explain how people you know are similar
- talk about memories
- express regrets
- talk about relationships

SPEAKING

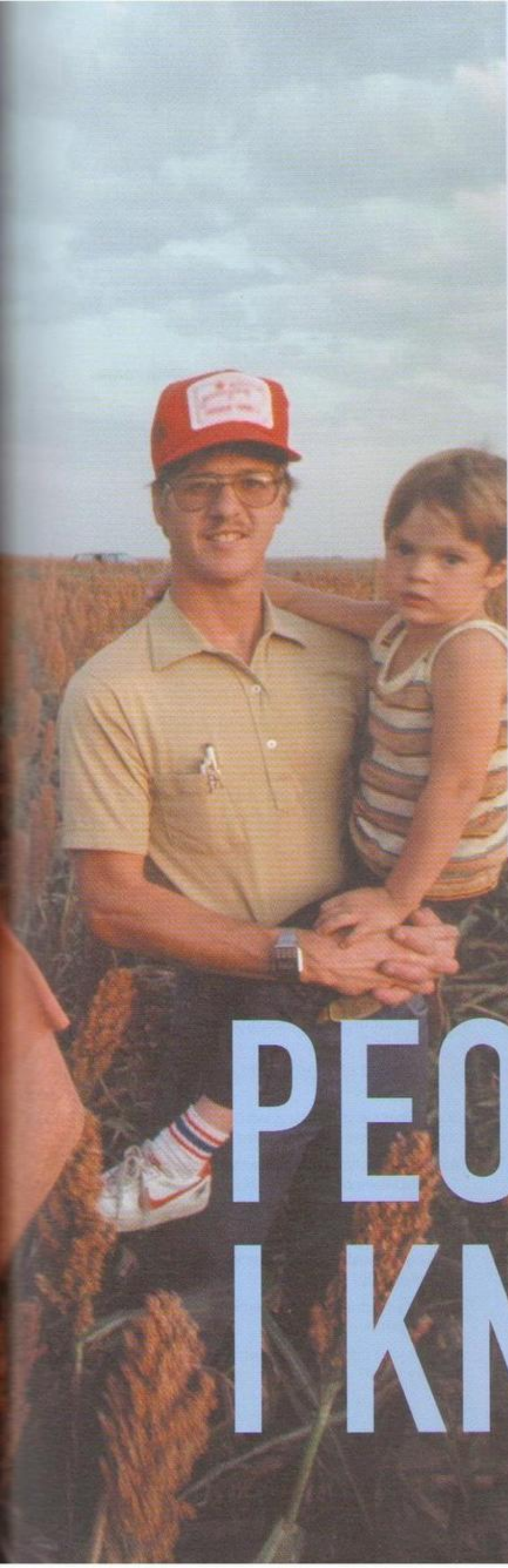
1 Work in pairs. Discuss the questions.

- What do you think the relationship is between the different people in the photo?
- What are the advantages and disadvantages of living with your extended family?
- Who are the oldest and youngest people in your family?

2 Talk to other students and find who:

- 1 lives with more than one generation of their family.
- 2 has the most brothers and sisters.
- 3 has the most nephews and nieces.
- 4 has the oldest relative.
- 5 has a half-brother or half-sister.
- 6 has a step-brother or step-sister.
- 7 has family members living in another country.

3 Work with your partner again and compare what you found out. What was the most interesting thing you learned?



PEOPLE I KNOW



FAMILY AND FRIENDS

VOCABULARY Describing character

- 1 Complete the sentences below with the words in the boxes.

creative intense loyal sensitive bright calm

- 1 He's a great friend to have. He's very _____ – always there for you when you need him.
- 2 She's very _____. I mean, she draws, she paints, she plays the guitar.
- 3 He's one of the smartest guys I know – just very clever, very _____.
- 4 She's always very _____ and relaxed, even when everyone else is stressing about things.
- 5 He's very _____. I mean, he gets upset very easily and he takes things very personally.
- 6 Some people find her quite hard to get on with because she's so focused, so _____.

ambitious charming competitive direct
diplomatic modest

- 7 He's a very _____ man. I mean, he's very popular with the ladies.
- 8 She's always very _____. She never upsets anyone or makes anyone angry.
- 9 She's very _____. She always says what she means.
- 10 He's highly _____. He really pushes himself.
- 11 He's very successful, but he's also incredibly _____. He never shows off or anything.
- 12 She's very sporty and very _____. She always wants to win and she really hates losing!

PRONUNCIATION

- 2 Work in pairs. Say the adjectives in the boxes in Exercise 1 and decide where the main stress is.

creative

- 3 56 Listen and check your answers. Then practise saying the adjectives with the correct stress.

- 4 Work in pairs. Discuss the questions.

- 1 Can you think of three other things creative people might do?
- 2 What kind of things might a very charming person often say or do?
- 3 In what ways is being ambitious a good thing? And in what ways could it be bad?
- 4 In what ways is being sensitive a bad thing? And in what ways could it be good?
- 5 Do you like people to be modest about their achievements? Why? / Why not?
- 6 Do you prefer people to be direct or a bit more diplomatic? Why?
- 7 Can you think of times when it's good *not* to be very competitive?
- 8 Can you think of times when it's a bad thing to be very loyal?

- 5 Work in groups. Tell each other which adjectives you think best describe the people below and explain why.

- other people in your family
- friends of yours
- yourself
- other students in the class

LISTENING

- 6 ▶ 57 Listen to a man called Lewis talking to his friend, Jessica, about her family. Answer the questions.

- 1 Why does Lewis start asking about Jessica's brother, Noel?
- 2 In what way is Lewis's mum similar to Noel?
- 3 What's Noel like?
- 4 What does Jessica think of her younger brother?
- 5 Why is she a bit annoyed at the end of the conversation?

- 7 ▶ 57 Listen again and complete the sentences with three words in each space. Contractions count as one word.

- 1 Yeah, sorry. I had to _____ my brother, Noel.
- 2 I know. I was only _____ five minutes ...
- 3 OK, _____, but she is very talkative.
- 4 No, he _____ to study Physics.
- 5 I don't think _____ before.
- 6 I don't know. He's just so sensitive. I seem _____ a lot, anyway.
- 7 You need to be ambitious, _____, or you'll never make any money.
- 8 Well, I guess you get _____ in the art world ...

- 8 Work in pairs. Discuss the questions.

- As a child, which is worst: being the oldest, the youngest or in the middle?
- Do you know any brothers or sisters who are very different to each other? In what way?
- Do you know anyone who has won a scholarship? Where to?
- Which of these sentences best describes what you think about Jessica?
 - a She's too hard on her brother. She should support him more.
 - b It's fine to tell her brother what she thinks, but maybe she should be more diplomatic.
 - c She's right to be hard on him. He sounds like he needs a push!
 - d She actually sounds quite sensitive herself!

DEVELOPING CONVERSATIONS

That's like ...

When people tell us about the character or habits of someone, we often compare the person to someone similar that we know. To introduce our comments, we often use *That's like ...*

J: *Once he starts talking, he doesn't stop!*

L: *Oh, that's like my mum. She can talk for hours.*

- 9 Match the sentences (1–6) with the comments (a–f).

- 1 He never does anything around the house.
 - 2 He's only three and whenever he sees me, he runs up and gives me a big hug. It's so sweet.
 - 3 He's so serious. All he ever talks about is politics. You can never just have a laugh with him.
 - 4 She just lets her son do whatever he wants. She really spoils him.
 - 5 She's very shy. She's not very good with people.
 - 6 She works really hard and she's very focused and ambitious.
- a That's like my cousin. He finds it quite hard to make new friends.
 - b That's like my brother-in-law. He's very intense.
 - c That's like my brother. He's only 23, but he's already running his own company.
 - d That's a bit like a friend of mine. He never says 'no' either – and his kid's really naughty.
 - e That's just like my sister. She's really lazy too.
 - f Ah! That's like my niece. They're so cute at that age.

- 10 Work in pairs. Student A: read out sentences 1–6. Student B: say the matching comment, but change the people so the sentences are true for you. Then change roles and repeat.

A: *He never does anything around the house.*

B: *That's just like my brother Dan. He's really lazy.*

CONVERSATION PRACTICE

- 11 Think of three family members you want to talk about. If you have photos of them on your phone, find them. Decide how to answer the questions below for each person.
- How old is he / she?
 - What's he / she like? Do you get on well?
 - Are you close? Do you see him / her a lot?
 - What does he / she do?
 - Where does he / she live? Is it near here?
- 12 Work in groups. Talk about your family and show photos if you have any. Ask each other the questions above and any others you can think of. Add comparisons with your own friends and family when you can. Use *That's like ...*

22 To watch the video and do the activities, see the DVD ROM.

THE OLDER GENERATION

READING

1 Work in groups. Discuss the questions.

- At what age would you describe someone as old?
- Do you think it's better to be an old person or a young person in your country? Why?
- How often do you spend time with people of a different generation?
- Have your grandparents played an important role in your life? Why? / Why not?

2 Check you understand these words, which are from an article you are going to read. Then work in groups and discuss which words you associate with grandparents. Explain your ideas.

| | | | |
|--------|---------|-----------|------------|
| career | wrinkly | childcare | indulgent |
| a pipe | active | sacrifice | discipline |

STRUGGLING TO FIT INTO THE ROLE OF GRANNY

Jean Winship is finding it hard to adapt to life as a grandparent – and claims she's not alone.

I am a grandma. I've been trying hard to get used to the idea ever since my daughter gave birth last year, but fourteen months on, I'm still not quite sure how I feel. It doesn't help that my daughter has started referring to me as Granny Jean. Obviously, I'm happy for my daughter and think her son, Ollie, is gorgeous, but *Granny*? ¹ _____ I only recently turned 50. I still have a career, big nights out and holidays in unusual countries.

I suspect that one of the reasons I'm not yet comfortable with my new status is that very little about my life matches the vague memories I have of my own grandparents. My dad's parents both died before I was born and the only thing I can really remember about my other grandfather was that he often smoked a pipe. I used to love the smell of the fresh tobacco. ² _____ After he died, Gran moved to a town by the seaside and we'd go and visit for a week each summer. I have fond memories of her because she'd completely spoil us, like we imagine grandmas are supposed to do. ³ _____ She also looked like my idea of a typical granny: she was old, white-haired and wrinkly.

⁴ _____ Contrary to the common stereotype, the average age for becoming a grandparent is still only 51 in the UK and 48 in the States. However, compared with our grandparents, we're fitter and will live longer, which means we can potentially play a more active role in helping with childcare. With more women working and with the costs of childcare rising, it's estimated that almost 20% of grandparents now look after grandchildren for more than ten hours a week.

⁵ _____ All of this poses a problem for women like me



Is this how grandmothers still are?

who fought for the freedom to get out of the home and have a career: we want our daughters to have the same freedom to work, but are reluctant to give up our own jobs in order to help them. We might provide financial support instead, but again that might mean making sacrifices, such as spending less on the leisure and travel we enjoy so much.

On top of this, my notion that the role of grandparents is to be indulgent also seems to be problematic. It's true that many grandparents today are often reluctant to discipline their grandchildren because it breaks the unspoken rule that grandparents should never interfere with their children's parenting. Yet at the same time, it's fairly obvious that a lack of discipline can produce spoilt children who rule the house. ⁶ _____

Still, while there are complications, research also suggests there'll be benefits for me in the longer relationship I'll have with my grandson. A study in *Contemporary Grandparenting* found that such relationships are stronger and more two-way than we perhaps realise. ⁷ _____ However, research suggests that grandchildren increasingly contribute to the relationship by helping their grandparents stay up-to-date with changes in the world and 'keeping them young'. Now that's something I'd certainly feel good about.

3 Read the article. Find out:

- 1 what reasons the writer gives to explain why she's struggling with her new role.
- 2 how she feels about being referred to as Granny – and why.
- 3 which of her grandparents she knew best.
- 4 two stereotypes of grandparents that are mentioned.
- 5 how the writer might benefit from her relationship with her grandson.
- 6 why the writer mentions each of the words in Exercise 2.

4 Work in pairs. Put the missing sentences below in the correct place (1–7) in the article. There is one sentence you do not need.

- a Perhaps unsurprisingly, though, many say they'd prefer to do less.
- b In China, they even have a name for this phenomenon – 'Little Emperors'.
- c She'd take us to the circus, buy us sweets and cook us our favourite meals.
- d The name just doesn't seem right.
- e We typically think it's grandparents that give most, whether that be money, love or wisdom.
- f I can't be alone in having these mixed and complex feelings.
- g Grandparents like travelling too.
- h I'd sometimes even open the tin when he wasn't there to smell it.

5 Each group of phrases (1–8) has the same word missing. Find the missing words in the article.

- 1 have vague ~ of / have some wonderful ~ of / one of my earliest ~ is of
- 2 ~ to what most people believe / ~ to the stereotype / ~ to what you may have heard
- 3 ~ to him, I'm doing well / ~ to our grandparents, we're fitter / ~ to other countries
- 4 play an active ~ in their lives / play a minor ~ / the traditional ~ of the husband
- 5 it's ~ that 30% of grandparents work / it's ~ that fewer than one in six men help in the house
- 6 they gave me the ~ to choose / they're restricting our ~ / fight for the ~ to have a career
- 7 they're ~ to help / he was ~ to leave / we're ~ to give up our freedom
- 8 ~ to the relationship / all our kids ~ to the housework / he didn't ~ much to the discussion

6 Write four true sentences using phrases from Exercise 5. Then work in groups and share your ideas.

One of my earliest memories is of sitting on my grandmother's knee. It was a sunny day and we were outside under a tree somewhere.

SPEAKING

7 The article is mainly about the UK. Work in groups. Discuss how similar or different things are in your country. Talk about the following:

- the age of grandparents
- the role of grandparents
- childcare – the cost and who does it

GRAMMAR

Used to, would and past simple

When we talk about our memories, we can use *used to* and *would* as well as the past simple.

8 Look at these sentences from the article. Answer the questions below.

- a He often **smoked** a pipe.
- b I **used to love** the smell of the fresh tobacco. I'd sometimes even **open** the tin when he **wasn't** there to smell it.
- c After he **died**, Gran **moved** to a town by the seaside and we'd **go** and **visit** her each summer.
- d She **was** old, white-haired and wrinkly.

- 1 Which forms in bold show a habit or regular event in the past?
- 2 Do you know how to form the negative of *used to*?
- 3 Which forms are used to talk about a past state, such as having, liking and being?
- 4 Which form do we use to talk about single events in the past?

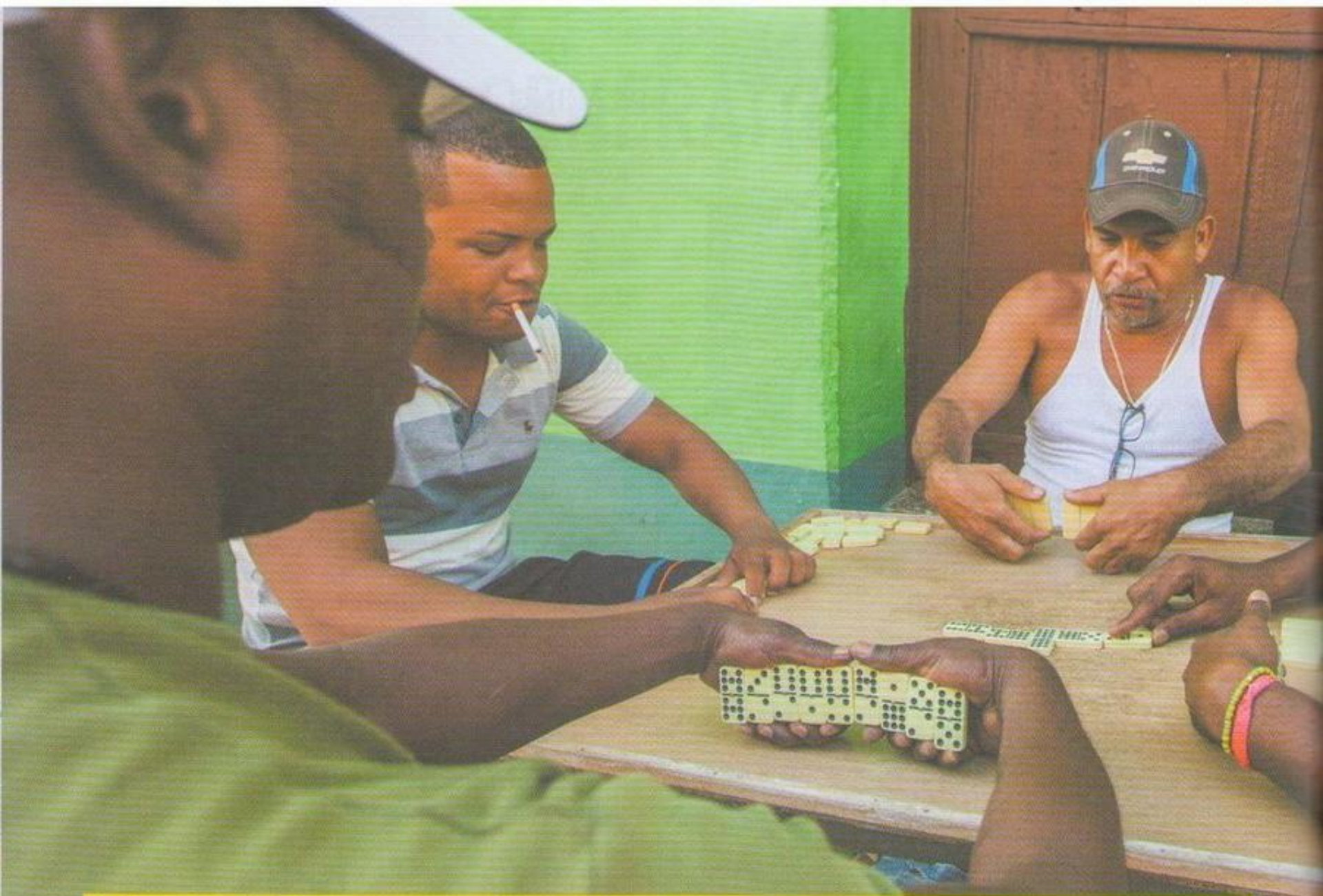
G Check your ideas on page 181 and do Exercise 1.

9 Complete the texts with one word in each space. Contractions count as one word.

- 1 My brother used to ¹_____ really naughty when he ²_____ younger. He ³_____ write on the walls and he ⁴_____ never do what my parents told him. He often ⁵_____ fights at school too.
- 2 We used ¹_____ go camping a lot when I ²_____ a kid. We usually ³_____ by the beach. We'd ⁴_____ swimming every day and do lots of sunbathing. One year, we ⁵_____ to Slovakia and ⁶_____ a week there.

10 Work in pairs. Tell your partner about two of the things below. Try to give an example of one particular incident you remember.

- your memories of a grandparent
- someone you know whose character has changed
- your memories of summer holidays with family
- a free-time activity you no longer do
- the lunch break when you were at primary school



HOW DO YOU KNOW EACH OTHER?

SPEAKING

1 Work in groups. Talk about how you got to know two of your closest friends and, if you have one, your girlfriend / boyfriend or partner. Use some of the language below.

- We grew up together.
- We met at primary / secondary school.
- We met at university / work.
- We met through a friend.
- We met at a party.
- It's a long story!

LISTENING

2 ▶ **58** Listen to five people talking about how they know a Belgian man called Nicolas. Match each speaker (1–5) to one of the sentences below. There is one sentence you do not need.

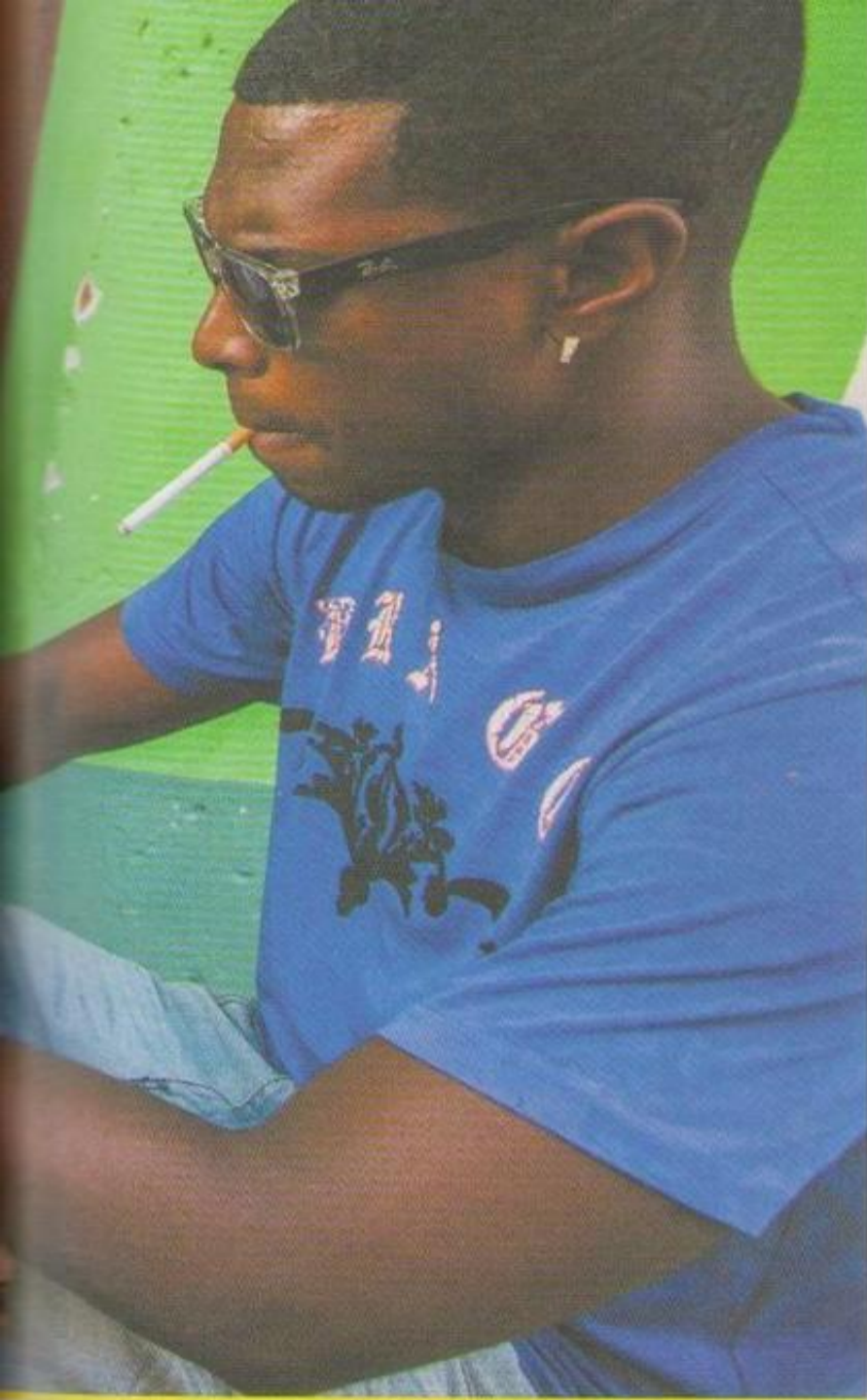
- a They met while travelling round a country.
- b He / She shared a bad experience with Nicolas.
- c They didn't like each other to begin with.
- d He / She fell out with a friend of Nicolas's.
- e She's an ex-girlfriend of Nicolas's.
- f She's going out with Nicolas.

3 ▶ **58** Listen again. Are the sentences true (T) or false (F)?

- 1 a Nicolas once spent a summer working as a waiter.
b He complained to his boss in the café about the way he was being treated.
- 2 a Sandra remembers him as a very outgoing person.
b Sandra is glad they split up.
- 3 a Nicolas and Shane, the friend he met while travelling, are very different to each other.
b Two years ago, Shane visited Nicolas from Australia.
- 4 a Brigitta, his girlfriend, thinks Nicolas has a very different character to her.
b She made the first move in their relationship.
- 5 a Franck, Jef and Nicolas used to live together.
b Franck regrets he's no longer friends with Jef.

4 Work in pairs. Discuss the questions.

- Why do you think Sandra (his ex-girlfriend) and Brigitta (his current girlfriend) have such different views of Nicolas?
- Do you think you show different sides of your personality in different situations? Give examples.
- Do you think you've changed in the last year? The last five years? The last ten years?
- Have you ever fallen out with anyone? When? Why? Are you friends again?



GRAMMAR

Expressing regret using *wish*

- 5 Look at these sentences from the listening. Complete the rules in the Grammar box below.
- I sometimes wish we'd stayed together.*
 - I wish we hadn't split up.*

To express regret about things in the 1 _____, we use *wish* + 2 _____ tense. To express regret about things that didn't happen, but that we wanted to happen, we use *wish* + 3 _____ + past participle. To express regret about things that did happen, but that we didn't want to happen, we use *wish* + 4 _____ + past participle.

G Check your ideas on page 181 and do Exercise 1.

- 6 Work in pairs. Think of possible things that were said before / after these sentences.

For number 1, maybe it was something like this: 'I asked her out on a date, but then she told me she was married. I wish I'd known before I asked her! I felt so stupid.'

- I wish I'd known.
- I wish I'd met him.
- I wish they'd told me earlier.

- I wish I'd tried harder at school.
- I really wish we hadn't moved house.
- Honestly, I wish I hadn't said anything.
- I wish I hadn't gone to the meeting.
- I sometimes wish they'd given me a different name.

PRONUNCIATION

- 7 **▶ 59** Listen to the sentences in Exercise 6. Notice that in natural speech, the 'd' in *I'd* and the 't' in *hadn't* are hardly heard at all. Practise saying the sentences as quickly as you can.
- 8 Write three sentences about things you wish you had / hadn't done in the past. Then work in groups and talk about your regrets.

G For further practice, see Exercise 2 on page 181.

VOCABULARY Relationships

- 9 Check you understand the phrases in bold. Then put the lines into the correct order to make two stories.

Story 1

- We **were very close** at secondary school.
- so I made new friends and we slowly **drifted apart**.
- Then he **started dating** this girl and he spent more time with her
- but I can't remember the last time we **met up**.
- We still **keep in touch** via Facebook from time to time.
- We used to **hang out** all the time together.

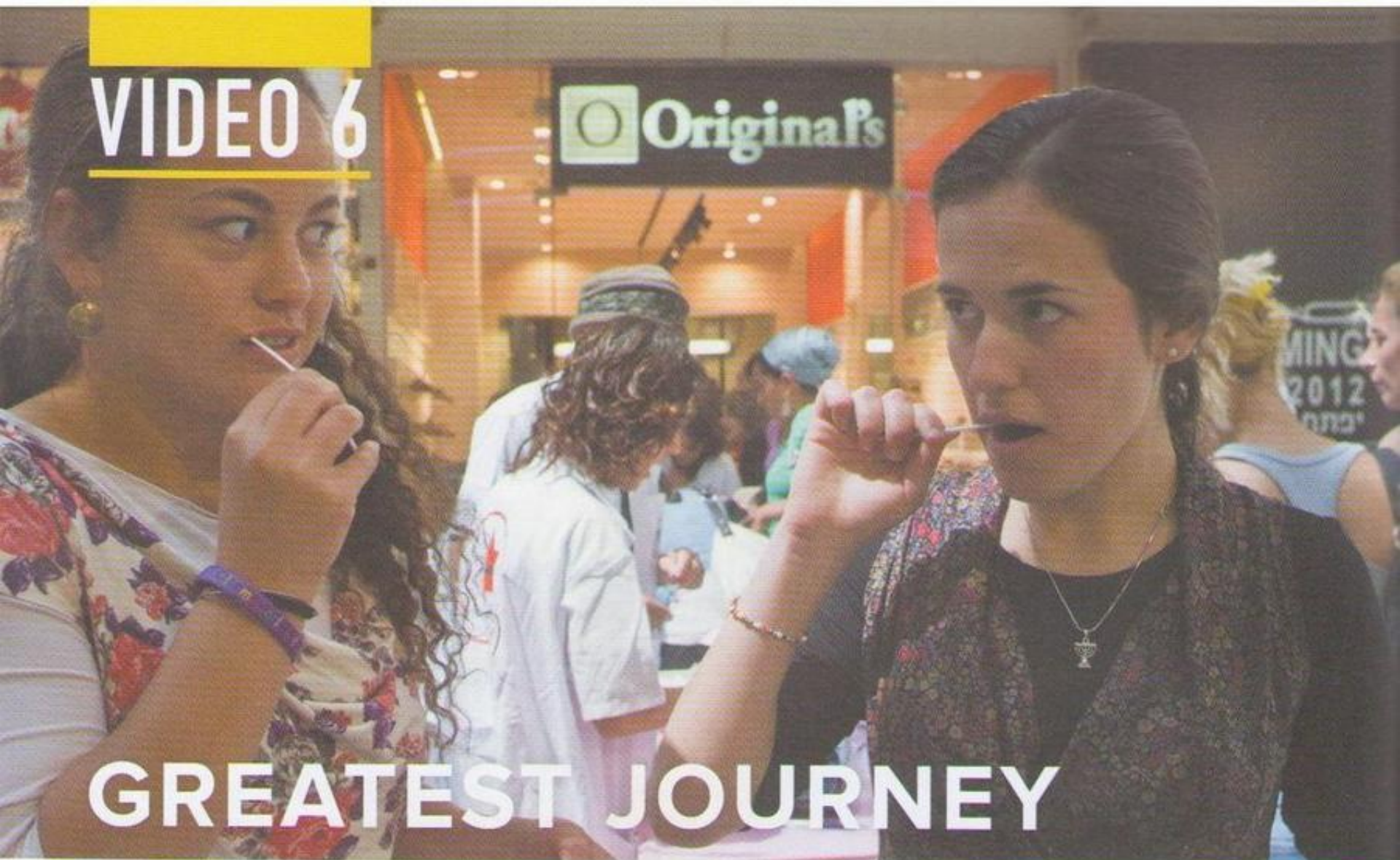
Story 2

- A few years later, I **bumped into her** through work.
- and I **ended up removing her** from all my social media.
- We were friends for a while before I went to university,
- and we've **remained friends** ever since.
- but then we **fell out over** something stupid
- At first it was **awkward** but then we actually **got on really well**

- 10 Work in groups. Discuss the questions.

- Who did you hang out with when you started secondary school? What did you do? Have you remained friends? Why? / Why not?
- Have you ever been close to someone but then drifted apart? Do you regret it?
- How many people do you keep in touch with? How? How often do you actually meet up?
- Have you ever removed anyone from your social media? Why?
- Can you think of any friends who fell out? Why? Did they become friends again? Did it cause any awkward moments?

VIDEO 6




GREATEST JOURNEY

- 1 Read the introduction to the video and check you understand the words and phrases in bold.

It is widely accepted that the human race originally came from Africa and **migrated** round the whole world, but less is known about the routes our **ancestors** took to reach where we all live now. National Geographic's *Genographic Project* aims to **trace** those routes by collecting **DNA samples** like those being taken in the photo from thousands of people in 400 countries, from the smallest village to the largest cities. Working with IBM, the samples are analysed through a process called *computational biology*, which **reveals** the **genes** in our DNA that people from very different places share. The **goal** of the project is to **unlock the secret** of the connections between us and to show how they go right back to the **distant past**.


- 2 Work in pairs. Discuss the questions.

- Why else might someone have a DNA sample taken?
- What other secrets might DNA reveal about someone?
- Have you heard any news stories about DNA?

- 3  23 Watch the video about the Genographic Project and four Americans who took a DNA test in New York's Grand Central Station. Match the words and phrases that you hear with the people.

- | | |
|------------------------|---------------------|
| 1 Didi, Minneapolis | 3 Cecille, New York |
| 2 Frank, California | 4 J. W., Brooklyn |
| a adaptable | g New York City cop |
| b Aztec blood | h people person |
| c The Baring Strait | i proud |
| d cultivation of crops | j South East Asia |
| e killed them | k stone blades |
| f Middle East | l Spanish |


- 4 Work in pairs. Explain how the words and phrases in Exercise 3 are connected to the people and what they said.

- 5  23 Which people see a connection between their ancient ancestors and their lives now or their immediate family? In what way? Watch the video again to check your ideas.

- 6 Work in groups. Discuss the questions.

- Is there much interest in family history in your country? Why do you think that is?
- How much do you know about your great-grandparents and your great-great grandparents?
- Can you trace your family back further? Would you like to know more? Why? / Why not?

UNDERSTANDING FAST SPEECH

- 7  24 Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.

YOU START OFF // in AFrica // ALL those YEARS aGO / just like EVERYbody ELSE / ALL over the WORLD // AND aROUND / FORTY-FIVE THOUSand years aGO / after LIVING in AFrica / for a VERY LONG TIME / a Little GROUP / of YOUR ANcestors // LEFT AFrica / and MOVEd up into the Middle EAST

- 8 Now you have a go! Practice saying the extract at natural pace.

REVIEW 6

GRAMMAR

1 Complete the text with one word in each space.

I ¹ _____ up in the countryside and me and my younger brother ² _____ to love looking for animals. We ³ _____ go into the forest and the fields trying to find things. We ⁴ _____ to be careful, though, because there were some dangerous things out there. My brother ⁵ _____ once bitten by a snake and nearly died, but luckily we ⁶ _____ to get him to a doctor just in time. I wish I'd taken better care of him, but back then I ⁷ _____ used to worry about things like that. For special festivals, animals ⁸ _____ killed and eaten. The first time I saw an animal get killed, I was so shocked I could ⁹ _____ speak! Most people have stopped killing their own animals, though, as good quality meat can ¹⁰ _____ bought everywhere these days.

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and four words, including the word given.

- We've redecorated the flat since the last time you visited.
The flat _____ you last visited. **SINCE**
- You'll need to pay the full fee before you arrive.
The full fee _____ in advance. **SHOULD**
- I had really long hair when I was younger.
I _____ really long hair when I was younger. **TO**
- They usually collect the rubbish every Wednesday.
The rubbish _____ every Wednesday.
NORMALLY
- It was so cold that I lost all feeling in my hands.
It was so cold that I _____ my hands at all. **NOT**
- It's a shame I didn't practise more when I was younger.
I _____ more when I was younger. **WISH**

3 Choose the correct option.

- I had such a bad cold that I *could / couldn't* hardly speak.
- I wish I *wouldn't have / hadn't* mentioned it to anyone now.
- I looked everywhere, but I *didn't manage / managed* not to find it.
- I applied for about 50 jobs and in the end I *managed to / could* find one.
- To be honest, I regret *to tell / telling* my parents about it.
- My grandfather *used to / would* be very direct. He always said what he meant!
- Something really strange *was happened / happened* to me yesterday.
- I *went / used to go* to Texas for a month with my parents when I was eleven.

4 60 Listen and write the six sentences you hear.

VOCABULARY

5 Match the verbs (1–8) with the collocates (a–h).

- | | |
|---------------|---------------------|
| 1 overcome | a a dreadful noise |
| 2 set | b over money |
| 3 fall out | c a target |
| 4 get | d the pain |
| 5 take | e upset easily |
| 6 make | f barriers |
| 7 reach | g things personally |
| 8 get through | h the summit |

6 Complete the sentences with the best prepositions.

- I've been really stressing _____ how I'm going to find a job after university.
- I like being able to play an active role _____ my grandchildren's lives.
- I'm trying to get fit at the moment. I've set myself a target _____ running five kilometres a day.
- I managed to get top grades in the test. I'm quite proud _____ myself.
- We could hear this strange noise _____ the distance. It was quite scary.

7 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- He's very _____. I mean, he makes things, he writes a lot and he plays the violin. (create)
- He was born without legs and yet he's managed to overcome severe _____ and become a well-respected politician. (able)
- My sister is always very _____. I mean, she really hates losing. (compete)
- She's really _____. She really pushes herself. She's going to go a long way. (ambition)
- He's a great player. He has this real _____ to win. (determined)
- To be good at tennis, I think you need to very intense and very _____. (focus)

8 Complete the text with one word in each space. The first letters are given.

We were best friends at school. I mean, we were very ¹cl_____. We used to ²ha_____ out together a lot. She was very ³br_____, very smart and I respected that. She's from a poor family, but she managed to ⁴ov_____ poverty and become very successful. She once told me that she'd always ⁵dr_____ of becoming a lawyer and she managed to reach that ⁶go_____ and make her dream ⁷c_____ true.

Despite her achievements, though, she was always very ⁸mo_____ – she never showed off or anything. However, she started ⁹da_____ this guy I didn't like and our lives went in different directions. I tried to talk about it with her once, but she's incredibly ¹⁰se_____ and took it badly. She saw it as a personal attack. She ¹¹re_____ me from her social media and we haven't talked for ages. The thing is, though, she'll be at an old friend's wedding this weekend and I'm really hoping it won't be too ¹²aw_____ or difficult!

13

JOURNEYS



IN THIS UNIT YOU LEARN HOW TO:

- talk about journeys
- explain travel problems
- discuss immigration
- reflect on past events
- use extreme adjectives to make descriptions more interesting
- talk about problems and whose fault they are

SPEAKING

1 Imagine you are the man in the photo. Think about the questions below.

- Who are you? What do you do?
- Where are you from? Where are you trying to get to?
- What's happened? Why?
- What are you going to do next?

2 Work in pairs. Take turns to tell your stories. Your partner should sympathise and ask extra questions.

3 Work with a new partner. Discuss the questions.

- Do you usually take a lot of luggage on holiday or do you travel light? Why?
- Do you know anyone who has spent a few months travelling? Where did they go?
- What's the longest journey you've ever taken? How long did it take door-to-door?

HOW WAS YOUR JOURNEY?

VOCABULARY Ways of travelling and travel problems

- 1 Put the words in the box under the correct heading in the table. Some words can go under more than one heading.

| | | | |
|----------------|----------|----------|---------------|
| tyre | security | line | crossing |
| traffic lights | take-off | carriage | deck |
| platform | bend | harbour | check-in desk |

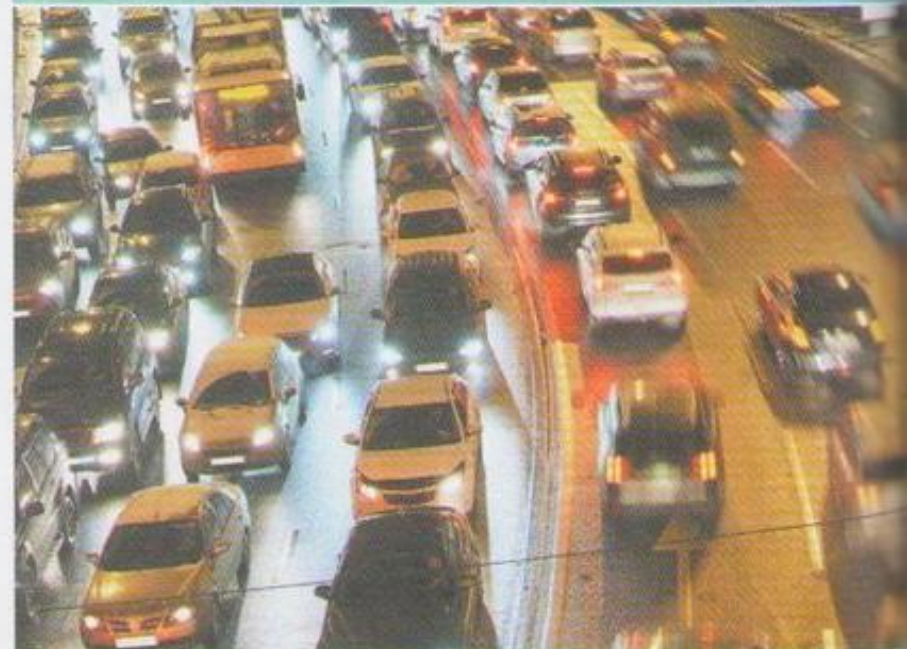
| By train | By ferry | By car | By plane |
|----------|----------|--------|----------|
| | | | |

- 2 Work in pairs. Add two more words to each group in the table.

- 3 Complete the sentences with nouns from Exercise 1.

- I was waiting on the wrong _____ and so I ended up missing my train!
- The sea was really rough. It was pouring with rain and very windy, so we couldn't go out on _____.
- We got a flat _____ on the motorway and had to stop and change it.
- I hate flying. I get really anxious – especially during _____ and landing.
- Last time we came over it was quite rough, but this time we had a very smooth _____. It was lovely.
- There'd been a terrible storm and there were trees on the _____, so the train was delayed for ages.
- I got stopped going through _____ and they confiscated a little penknife that I'd forgotten to take out of my bag.
- It was terrifying. The taxi driver overtook another car on quite a tight _____. You couldn't see if anyone was coming in the opposite direction.

- 4 Work in pairs. Look at the photos. Discuss what is good and what is bad about each way of travelling. Which way do you prefer? Why?



LISTENING

- 5 61 Listen to two conversations about journeys and answer the questions.

- How did the people in each conversation travel?
- What three problems did each have?

- 6 61 Can you remember what these adjectives were used to describe? Work in pairs and compare your ideas. Then listen again and check.

Conversation 1: huge bumpy terrifying

Conversation 2: slippery wrong stupid hurt

7 Work in groups. Discuss the questions.

- How long before your flight do you usually get to the airport? Why?
- Have you ever missed a flight? Why?
- Has anything strange or scary ever happened to you while flying / driving?
- Can you drive? What are your strong points and weak points as a driver?
- Do you agree with Lara's comments about male drivers?

DEVELOPING CONVERSATIONS

How come?

In conversations, we often use *How come ...?* instead of *Why ...?*

K: *I had a bit of a nightmare getting here.*

L: *Oh really? How come?*

Notice that after *How come* we use sentence order rather than question order:

Why was it so busy? → *How come it was so busy?*

Why didn't you take the train? → *How come you didn't take the train?*

8 Complete the sentences with *how come* or *why*.

- 1 So _____ it took you so long to get here?
- 2 _____ was the plane delayed?
- 3 So _____ you left the car at home?
- 4 _____ you know so much about trains?
- 5 _____ are you going to Vietnam, then?
- 6 _____ they've decided to move to Australia?

9 Work in pairs. Take turns asking and answering the questions from Exercise 8.

10 Work with a new partner. Ask your partner four questions starting *How come ...?*

UNDERSTANDING VOCABULARY

Phrasal verbs

A phrasal verb is a verb (*put, throw, take, etc.*) plus a particle (*up, off, out, down, etc.*) Often the meaning is not obviously connected to either the verb or the particle. For example, when a plane *takes off*, it's not taking anything and it goes up into the sky!

When you translate phrasal verbs, you may use just one word in your language, while others may be translated into a phrase.

Phrasal verbs appear in all kinds of text – formal and informal, written and spoken – but are more common in speaking. Learn them as you would any other verb: for example, in groups connected to a topic or as they appear in a text. Notice collocations and other phrases connected to each phrasal verb.

11 Replace the words in *italic* in the sentences with the phrasal verbs that were used in the conversations. Then look at Track 61 on page 208 and compare your ideas.

- 1 Andre didn't want to spend too long *sitting, waiting and not doing much* at the airport.
- 2 I don't want to *experience* that again, I can tell you!
- 3 Do you want to go and get something to eat, or do you want to *register* at the hotel first?
- 4 Well, to begin with, it was still dark when I *started my journey*.
- 5 And then it immediately started to *rain very heavily*, so the roads were really slippery.
- 6 I couldn't *find an answer to the problem of where I was or where I was going*!
- 7 When I finally *returned* onto the right road, I almost had an accident.
- 8 I did have to stop and park the car for a few minutes to *stop feeling so angry and upset*.

12 Add the missing particle to these sentences.


- 1 We set at five in the morning, so I'm exhausted.
- 2 We didn't have to queue because we checked online.
- 3 We had to hang at the station for an hour because my mum couldn't pick us up till four.
- 4 I was exhausted. I left home at six in the morning and I didn't get till ten at night.
- 5 My child got into a panic and she wouldn't calm.
- 6 We went absolute hell to get here, I can tell you!
- 7 I was totally lost. I couldn't work where I was.
- 8 It started to pour halfway there. We were absolutely soaked by the time we arrived.

13 Work in pairs. Answer the questions.

- 1 What's the opposite of setting off?
- 2 Can you think of three different times when you might need to check in?
- 3 Can you think of three places where you might have to hang around? Why?
- 4 Can you think of three situations when you might need to tell someone to calm down?
- 5 Can you think of three different things you might go through in life?

CONVERSATION PRACTICE

- ### 14 You are going to talk about a terrible journey. First, think about how to describe the journey using vocabulary from this lesson. Invent details if you need to. Next, work in pairs. Take it in turns to tell your stories. Remember to react to the stories and to ask follow-up questions.

 25 To watch the video and do the activities, see the DVD ROM.

A BRAND NEW START

READING

1 Work in pairs. Think of five different reasons why people might decide to leave their country. Then discuss the questions.

- Do you know anyone who has moved to another country? Which one? Why?
- Would you like to live in another country? If yes, which one? Why? If not, what might make you?

2 Read the first three paragraphs of the article below. Find out:

- 1 where the people in the photo are from and where they are trying to get to.
- 2 why Hussain Bashardost made this journey.
- 3 what difficulties he faced on his journey.
- 4 what happened to him in the end.

3 Work in pairs. Discuss why the numbers and things below were mentioned. Read the article again and check your ideas.

- | | |
|----------------------|----------------|
| 1 sixteen | 6 four times |
| 2 \$5,000 | 7 three days |
| 3 one bedroom | 8 400 people |
| 4 ten | 9 80 hours |
| 5 eight other people | 10 nine months |

4 Work in groups. Discuss the questions.

- What problems do you think Hussain faced once he was given asylum in Australia?
- In what ways do you think the experience of his journey was an advantage to him?

5 Read paragraphs 4–6 of the article. Decide if the sentences are true (T) or false (F). Underline the parts of the article that support your answers.

- 1 Hussain works for a small printing company.
- 2 He has no regrets about leaving Afghanistan.
- 3 Businesses started by immigrants don't generate much money.
- 4 The journeys made by refugees often make them more afraid of risk.
- 5 The journeys can help refugees get better at making deals.
- 6 The writer is critical of the way immigration is often discussed.

6 Work in pairs. Look at the words and phrases in bold in the two parts of the article. Decide what they mean from the context.

THE LONG JOURNEY TO A NEW LIFE

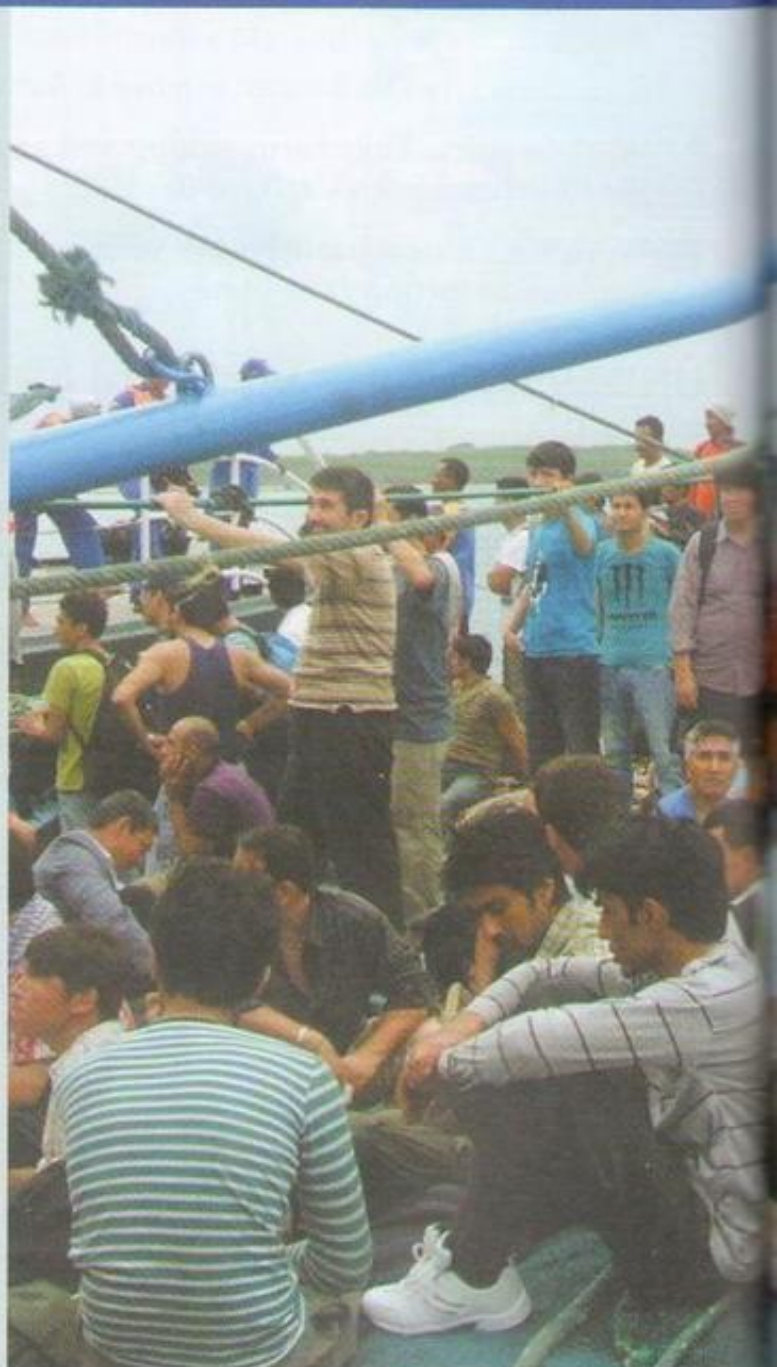
Darrell Banks considers the positive impact Australia's boat people can make

While most people entering Australia arrive at one of the country's international airports, relaxed after a comfortable flight, for some the journey is far longer and involves dangers most of us can hardly imagine. Take Hussain Bashardost, for example.

A member of the Hazara **ethnic minority**, often targeted and treated badly in their native Afghanistan, Hussain was just sixteen when his family decided that it was in the interests of his own safety to get him out of the country. He was driven to Kabul, the capital, where a family friend paid an organised gang \$5,000 to get him to Australia.

Hussain was then flown to Jakarta in Indonesia. He was met at the airport by a man who took him to a tiny one-bedroom apartment, where he lived for the next ten months with eight other asylum seekers – some Afghan, some Iranian – all waiting; waiting to hear that their boat was ready to leave. Four times he was driven in an overcrowded truck to the south coast of Java; four times he was squeezed into a fishing boat that really didn't look as if it would last three days at sea, let alone hold 400 people, and four times he ended up back in Jakarta after being caught by the local police. If he hadn't been so **determined**, Hussain could easily have given up and returned home.

Eventually, though, a boat managed to **set sail** and after 80 terrifying hours on heavy seas, they finally landed on Christmas Island, Australia's most northerly territory. He had survived in some of the most hazardous waters on Earth, but his **ordeal** was not yet over. Hussain was then kept in a government **detention centre** for another nine months before finally being allowed to stay in the country he now calls home.



7 Work in groups. Discuss the questions.

- Do you know what kind of restrictions on immigration there are in your country?
- Can you think of any famous immigrants into your country? What difference have they made?
- Can you think of any famous people from your country who have moved abroad?

GRAMMAR

Third conditionals

We use third conditionals to talk about imagined situations in the past. They usually have two parts: an *if*-clause referring to the situation and a second clause showing results or consequences.

8 Look at these sentences from the article. Answer the questions below.

- a *If he **hadn't been** so determined, Hussain **could** easily **have given up** and returned home.*
- b *If I'd **stayed** in Afghanistan, none of this **would've** happened.*

- 1 What structure is used in the *if*-clauses?
- 2 Which two modal verbs are used in the other clauses?
- 3 What structure follows the modal verbs?
- 4 What really happened in each situation?

G Check your ideas on page 181 and do Exercise 1.

9 Match the two parts of the sentences.

- 1 The economy would've collapsed
 - 2 If it hadn't been for the war,
 - 3 If I hadn't had that teacher,
 - 4 If we'd left a bit earlier,
 - 5 The team might have won
 - 6 I'd never have met my wife
- a I probably would never have gone to university.
b if I hadn't gone to that party.
c if all the players had been fit.
d if the government hadn't helped the banks.
e we would've stayed in our own country.
f we might not have missed the train.

10 Work in pairs. Think of alternative endings for 1–6 in Exercise 9.

11 Think of three important moments in your life. Then write three third conditional sentences to show how things could / would have been different if they had never happened.

12 Work in groups. Explain your sentences to each other in as much detail as you can.

After I graduated from university, I spent six months travelling around Latin America. One day I was on a bus in Chile and I got talking to the guy next to me – and he ended up becoming my husband. We would never have met if I hadn't decided to go travelling.

G For further practice, see Exercise 2 on page 182.



So was it all worth it? 'Absolutely,' Hussain tells me when I meet him in the office of his printing company that now employs six people and has an **annual turnover** of \$500,000. 'If I'd stayed in Afghanistan, none of this would've happened. At best, my life would've been incredibly hard and I would've **struggled** to have even a basic standard of living. I'm not saying life here has been easy, but at least Australia has given me a chance and I hope your readers can see I'm now paying the country back.'

In fact, Hussain is part of a global trend that has attracted the attention of researchers. A number of recent studies agree that immigrants – and in particular immigrants who have **fled** their own countries – are more likely to start their own businesses than locals, with these businesses then **making considerable contributions** to the national economies. Theories as to why this might be vary. One idea is that refugees are less worried about risk, as they have already risked everything on their journeys out of their own countries. Secondly, refugees are also often well connected, and may well have friends and families in countries all over the world. Thirdly, they may lack the necessary language skills or qualifications needed to succeed locally and so decide to set up on their own. Finally, they often possess excellent negotiating skills, which they have had to develop on their journeys here.

Such skill sets are often forgotten among all the political debate on the subject of immigration as, of course, is the fact that most refugees have risked their lives many times over to be where they are today. Maybe it's time to recognise it's not just individuals that mature and grow **thanks to** immigration – it's nations as well.

IT'S MY OWN FAULT

SPEAKING

1 Work in groups. Discuss the questions.

- How do you usually react when things go wrong? Do you do any of the following?
 - I often panic.
 - I go very quiet.
 - I'm very relaxed. I usually believe the situation will sort itself out.
 - I usually organise people and focus on solutions.
 - I blame myself.
- Who's the best / worst person you know in a crisis?
- Give an example of a time something went wrong in these contexts. What happened? How did you react?
 - on holiday
 - at work or college
 - making or repairing something

LISTENING

2 62 Listen to four conversations about things going wrong on holiday. Match each conversation (1-4) to one of the problems below. There are two problems you do not need.

- There was a problem going through security.
- They had a problem with the heat.
- There was a problem at check-in.
- They had a problem with the accommodation.
- There was a problem with what they packed.
- They got a rash on their skin from insect bites.

3 62 Match these verbs to the nouns they were used with in the conversations. Then listen again and check your answers.

| | | | |
|-------|--------|------|-------|
| check | choose | go | have |
| pay | put on | stay | weigh |

- _____ the forecast
- _____ an amazing time
- _____ in a little place
- _____ the first cheap place we came across
- _____ purple
- _____ some sun cream
- _____ your bags
- _____ an excess baggage charge

4 Work in pairs. Discuss the questions.

- Have you ever had bad weather on holiday?
- Have you ever had to complain about a hotel or place you stayed in? If yes, what about?
- Do you like to spend time in the sun? Why? / Why not?
- Do you ever travel on low-cost airlines? What do you have to pay extra for?

UNDERSTANDING VOCABULARY

Extreme adjectives

We often use extreme adjectives like *freezing* (= very cold) and *boiling* (= very hot) for emphasis. Extreme adjectives make our descriptions more interesting. For example, in the listening you heard:

A: *What was the weather like in Peru? Was it hot?*

B: *No, it wasn't, actually. We arrived at night, and it was **freezing**.*

E: *How was Greece? Nice and hot?*

F: *Yes, it was. It was **boiling**!*

We don't usually use extreme adjectives in questions.

Was the party good? NOT ~~*Was the party brilliant?*~~

If we want to make an extreme adjective stronger, we use *really* or *absolutely*. We don't usually use *too*, *a bit* or *very*.

It was really filthy. NOT ~~*It was too filthy.*~~

It was absolutely amazing. NOT ~~*It was very amazing.*~~

5 Complete the exchanges with a basic adjective and its corresponding extreme adjective. You may need to change the order of the adjectives.

| | |
|------------------|---------------------------|
| angry – furious | hungry – starving |
| wet – soaked | interesting – fascinating |
| crowded – packed | tasty – delicious |
| dirty – filthy | tired – exhausted |

- A: How did you find the museum? It was absolutely _____ when we went!
B: It was busy, but it wasn't too _____.
- A: You must be _____ they've lost your luggage.
B: Yeah, I am. I'm absolutely _____!
- A: You must be _____ after such a long journey.
B: I am a bit _____ but I actually slept on the plane for a while.
- A: You must be _____ after such a long journey.
B: I am. I'm absolutely _____. Have you got anything to eat?
- A: How was the journey back? Did you get _____ in that storm?
B: We got absolutely _____! I didn't have an umbrella or anything.
- A: Did you like the food? I thought it was absolutely _____.
B: Yeah, it was quite _____, but I've had better.
- A: The place we stayed in was a bit _____.
B: A bit? It was absolutely _____! I couldn't believe it.
- A: I've heard Tabriz is a very _____ city.
B: Yeah, it is. It's _____. It has so much history!

PRONUNCIATION

- 6 ▶ 63 Listen to the exchanges in Exercise 5. Mark the main stress in the extreme adjectives and notice the intonation.
- 7 Work in pairs. Practice reading out the exchanges. Try to give emphasis to the extreme adjectives.
- 8 Work in groups. Tell each other as much as you can about places you have been to that were: *boiling, fascinating, filthy, freezing or packed.*

GRAMMAR

Should have

We use *should (not) have* + past participle to talk about things that went wrong in the past.

- 9 Look at these sentences from the conversations. Answer the questions below each one.
- a We **should've looked** around more.
- Did they check lots of places?
 - Was that the right decision? Why? / Why not?
- b I **shouldn't have stayed** in the sun for so long.
- Did the speaker stay in the sun a long time?
 - Was that a good idea? Why? / Why not?

G Check your ideas on page 182 and do Exercise 1.

- 10 Work in pairs. Imagine what actually happened in 1–6 below. Then use a third conditional to explain what would have been a better idea.

I knew we should've taken the plane instead of the ferry.

We took the ferry, but it took ages and the sea was really rough as well. If we'd taken the plane, we would've got there a lot quicker.

- I should've worn something lighter.
 - He shouldn't have been driving so fast in the rain.
 - You should've read the instructions more carefully.
 - I knew we should've booked the tickets in advance.
 - His parents shouldn't have left him on his own at home.
 - I shouldn't have left my bag hanging from the back of my seat.
- 11 Work in groups. Read the situations in File 11 on page 190. Which group can write the most *should've / shouldn't have* sentences about each situation?

G For further practice, see Exercise 2 on page 182.



DEVELOPING CONVERSATIONS

Blaming people

We use *it's my / his fault* or *I blame myself / him* to say who caused a problem. We often use *should have* and third conditionals as well.

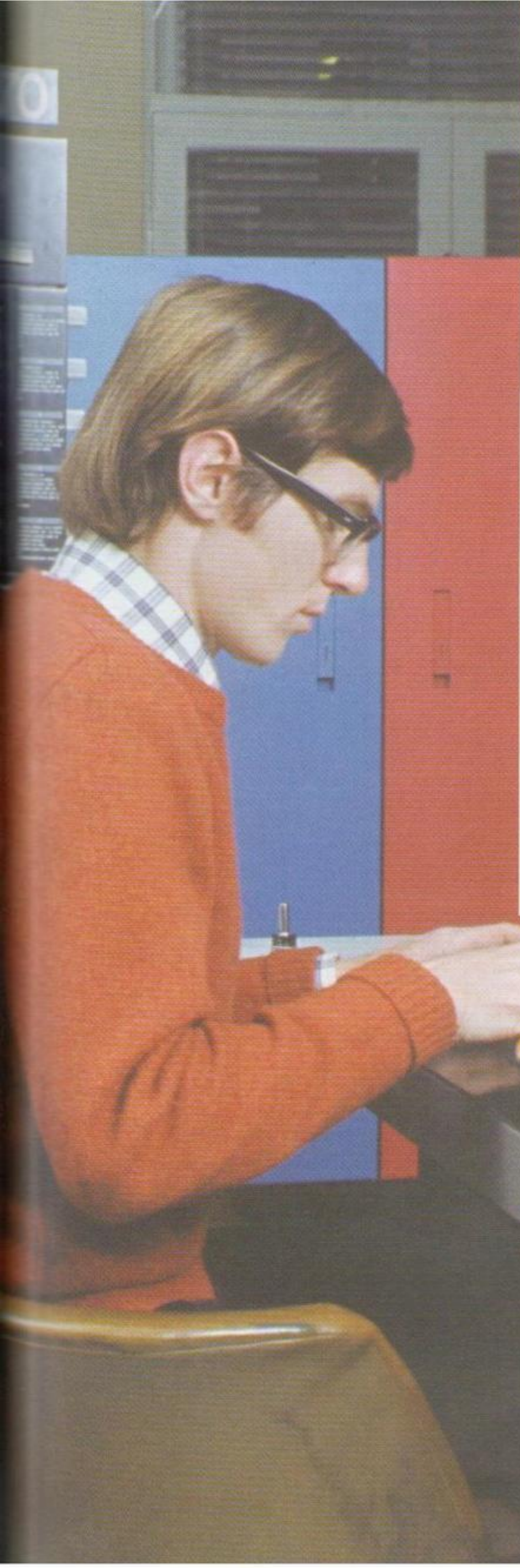
- 12 Complete the sentences with one word in each space.
- Don't _____ me. You _____'ve read the small print.
 - It's not _____ fault we're late. If you hadn't _____ so long to get ready, we would _____ caught the train.
 - It's not my fault – it's _____! You were the one who was driving. You should've _____ more careful.
 - If you ask me, it's your airline's _____. They _____ have waited for you for one more minute.
 - I _____ myself. I should've listened to my dad. If I _____ done what he said, none of this would've happened.
 - The problem could _____ happened to anyone. It's nobody's _____. It's just one of those things that happen.
- 13 Work in pairs. You are going to roleplay a conversation. Choose one of the situations from Exercise 11. Decide who will take which role and think about how you will try to blame the other person.



14

IBM

TECHNOLOGY



IN THIS UNIT YOU LEARN HOW TO:

- talk about computers
- explain and sort out problems
- describe games
- discuss issues around computer gaming
- talk about apps and gadgets

SPEAKING

1 Work in pairs. Discuss the questions.

- When do you think this photo was taken?
- What do you think the equipment in the photo is and what is it for?
- How have computers changed since you first started using them?
- What do you think has been the most significant change? Why?

2 Work with a new partner. Discuss the questions.

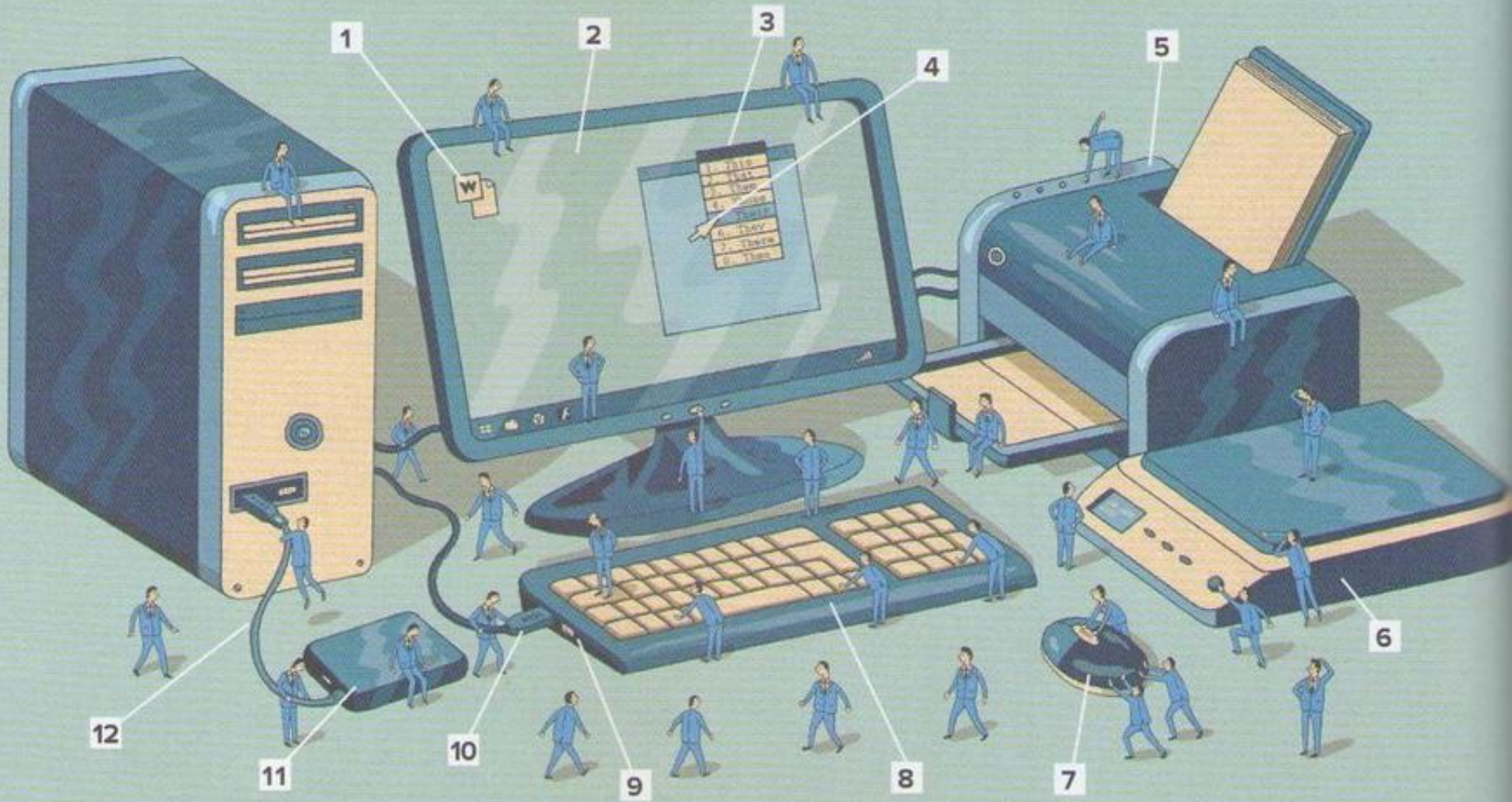
- Which of the following do you have: a desktop? a laptop? a tablet? a smartphone?
- Which make/s do you have? Why did you choose them? Are you happy with them?
- Which of these things do you use computers to help you do? How good are you at each one?
 - prepare presentations
 - design things
 - edit videos
 - manage accounts
 - hold video meetings
 - code new programmes
- What else do you use your computer for at work, when studying and in your free time?

MY COMPUTER HATES ME

VOCABULARY Computers

1 Label the picture with these words.

| | | | | | |
|------------|----------------------------|------------|--------------|----------------|-----------------|
| cable plug | external hard drive socket | mouse file | scanner menu | cursor printer | keyboard screen |
|------------|----------------------------|------------|--------------|----------------|-----------------|



2 Complete the sentences with words from Exercise 1.

- I can click on the icon and see the drop-down _____, but then when I try to select one of the options, nothing!
- The reason it's running so slowly is because the memory's almost full. You ought to move some of your files to an _____ to free up some space.
- You need to check your connections again. Maybe you've plugged something into the wrong _____.
- The _____ isn't working. I don't know why. Maybe it needs more ink or something.
- I tripped over a _____ on the floor and managed to knock the whole computer over.
- You need to move the _____ over the image and then the instructions should come up.
- I might be wrong, but it sounds like the _____ on your power cable isn't properly connected.
- I'm not sure why, but my _____ isn't working. It was fine yesterday, but I've just tried to scan a picture in and I'm not getting anything.
- Next time, remember to make a backup copy of the _____. Copy it to the Cloud once it's done.
- My computer crashed and when I rebooted it, the _____ was completely blank.



3 Which of the sentences in Exercise 2 were said by someone who works on an IT help desk and which were said by someone calling the help desk?

4 Work in pairs. Think of six more problems you could have with some of the things from Exercise 1.

5 Work in groups. Check you understand the words and phrases in bold in the sentences below. Then discuss the questions.

- Can you think of three other things you can **click on**, apart from **icons**?
- To **free up space** where else could you move files to, apart from an external hard drive?
- Can you think of two other reasons why computers **run slowly**? What's the best solution?
- Can you think of four things you **plug in**?
- Can you think of any other reasons why a mouse might **not work properly**?
- What else might you want to **scan in**, apart from a picture? Why?

LISTENING

- 6  **64** Listen to four phone calls to an IT help desk. For each call, answer these questions.
- 1 What's the problem?
 - 2 What advice is given?
- 7  **64** Work in pairs. Say which phone call (1–4) you think each sentence is from – and why. Then listen again and check your ideas.
- a You're not the worst offender.
 - b It's stupid of me, I know, but I always forget to copy them.
 - c Honestly, it's driving me mad!
 - d That's a disaster!
 - e It's the age we live in!
 - f One minute. Let me just have one more look.
 - g Yeah, try that and see what happens.
 - h I need these things in plain English, you see!
- 8 Work in pairs. Discuss the questions.
- Which of the four problems is the most serious? Why?
 - What do you think of the advice the IT help desk staff gave?
 - Have you ever had any similar problems? If so, when? What happened? Did you sort the problems out? How?
 - Do you know anyone who works in IT? Do they enjoy it?
 - Would you like to do that kind of work? Why? / Why not?

DEVELOPING CONVERSATIONS

Sorting out problems

There are some common phrases we use when sorting out problems.

A: *All my files have disappeared from the screen.*

B: **Have you tried** *rebooting at all?*

A: *Yes, I have and it **didn't do any good.***

B: *OK. Have you tried searching for specific files by name?*

A: **No, not yet.** *Should I?*

B: *Yeah, **try that and see** if anything comes up.*

- 9 Put the two conversations into the correct order. Notice the phrases in bold.


Conversation 1

- a OK. Well, you can't handle that file type, then. **Maybe you should** email the sender and ask them to resend it as a different file type.
- b **Have you tried** downloading it to your desktop and seeing if you can open it from there?
- c **Otherwise, I don't know what else to suggest.**
- d **Yeah, but I didn't have any success.**
- e I don't know why, but I can't open this file.
- f **OK. I'll try that.**

Conversation 2


- g **No, not yet.** Do you think I should?
- h My boss wants us all to start using this new system, but I don't get how it works.
- i **I've tried, but it didn't make any difference.** She just said we all have to switch!
- j **Yeah, try it. Otherwise, you're probably best** doing an actual course somewhere.
- k **Have you tried** talking to her about it? **Maybe you should** tell her.
- l Wow! **OK. Well, have you** looked on the Internet? There must be videos showing you how to use it somewhere.

PRONUNCIATION

- 10  **65** Listen to some of the sentences from Exercise 9. Notice the way the main verbs and nouns are stressed. Then listen again and repeat.
- 11 Work in pairs. Take turns to say the six problems below and to give advice on them. Use some of the phrases in bold from the box and Exercise 9.
- 1 The printer's not working.
 - 2 I'm trying to download a file and it's taking forever!
 - 3 I really want to get a new phone, but I can't afford one at the moment.
 - 4 My boss wants me to run our social media campaign, but it's too much responsibility.
 - 5 I found my boyfriend texting other girls.
 - 6 My boss wants me to add him as a friend on Facebook.

CONVERSATION PRACTICE

- 12 Work in pairs. You are going to roleplay four phone conversations between someone who works on an IT help desk and someone with computer problems. Make a list of as many problems you could have with a computer as you can. Compare your list with another pair. Did they have any ideas you had not thought of?
- 13 Now roleplay four conversations with your partner. Change roles after each conversation. Use as much language from this lesson as possible.

 **26** To watch the video and do the activities, see the DVD ROM.

GAMES PEOPLE PLAY

SPEAKING

- 1 Work in pairs. Discuss the questions.
- How do you feel about computer games?
 - Do you ever play them? If so, how often?
 - Do you know anyone who is very good at computer games? Which ones?

VOCABULARY Describing games


- 2 Complete the descriptions by putting the words in brackets into the correct order.

- 1 It's pretty basic. You move bricks in a wall so you have three or more _____ (in / of / same / the / colour / row / a) and then they disappear. You **advance to the next level** by clearing all the bricks _____ (time / the / out / before / runs).
- 2 Basically, you _____ (the / role / of / take) an army leader and you **go on a mission to recover** secret papers from the enemy base. _____ (kill / and / you / to / shoot / have) the enemy to reach your goal.
- 3 Basically, you _____ (build / resources / gather / to) your own city. You can play on your own or **interact with other players**. It's very creative, so _____ (possibilities / endless / the / are).
- 4 It's a driving game. You select a car and can change it any way that you want to. You can play as one player and **try to beat your best time** or you can _____ (to / opponents / against / race / up / six) live.
- 5 It _____ (experience / to / you / allows) the daily life of a farmer and you can **make your own modifications**, which is really great. They _____ (the / the / look / game / of / enhance) and make it more realistic.

- 3 Work in groups. Describe games you know using the phrases in brackets and in bold from Exercise 2.

I sometimes play this game on my iPad called AcChen. You have to find matching pictures and if you can match all the images before the time runs out, then you advance to the next level.

LISTENING

- 4  66 Listen to some news about the gaming industry. Find:

- 1 an example of how the industry has grown.
- 2 a prediction about its future.
- 3 how many people work in the industry.
- 4 why \$500 million and one day are mentioned.
- 5 a problem that the industry still faces.

- 5 Work in pairs. Discuss the questions.

- Do you know of any other games that have made huge amounts of money? Have you played them? If you have, what were they like? Would you recommend them?
- How big do you think gaming is in your country? Do you know any locally produced games?
- How many different jobs within the gaming industry can you think of? Do you know anyone who works in the industry? Would you like to? Why? / Why not?
- Do you have any stereotypes of what a typical gamer might be like?

READING

- 6 Read about three gamers. Match each of the following to the people in the article. Which person:

- 1 enjoyed the fact that gaming used their imagination?
- 2 has a large number of fans?
- 3 finds it funny that consumers get so annoyed about poor service?

MY LIFE AS A GAMER

Martin Percy, Sevenoaks, England

I'm 44 and I'm a computer engineer, so perhaps it's not surprising that I'm such a big gamer. I'm really into simulation games, the kinds of things that let you experience what it's like to do something like fly a plane or drive a huge truck – all from the comfort of your own home. I have my own YouTube channel and I play live to audiences of over 100,000.

I've always been interested in big machinery and the games are incredibly detailed. They feature traffic and buttons and everything, and are very realistic. The feeling of landing a passenger jet safely is incredibly exciting. I also love the social side of it. It enhances the whole experience. I read all the comments from other gamers and enjoy interacting with them.

Contrary to expectations, by the way, I don't live in my parents' basement. I am married, I have three kids and I do have other hobbies as well!

Jessie, Taichung, Taiwan

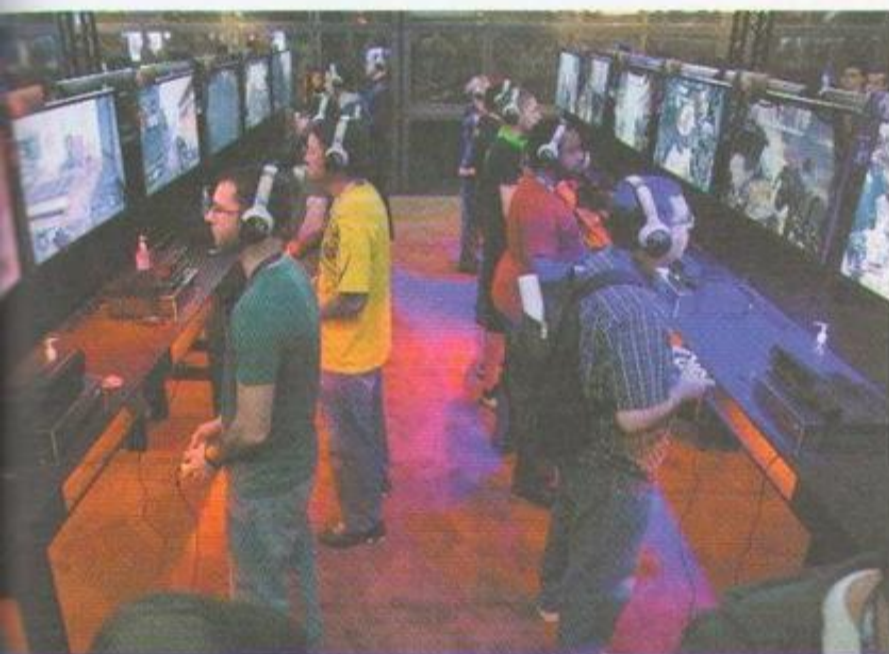
I got my first desktop when I was at university, and to begin with I wasn't very keen on computer games. The big change came after I graduated and found that I couldn't get a job. I applied for hundreds of different positions and went for a few interviews, but without any success.

Around this time, I discovered *The Sims* and soon I was completely obsessed. I don't know if you know the game or not, but it's quite unusual as there are no fixed objectives; it's more like a virtual world where you can create characters and stories, and so on. I loved the fact it allowed me to be creative. After a while, though, I realised that while I was busy trying to fulfil these fantasy versions of my life, I'd more or less given up on my real life!

- 4 makes fun of the stereotypes of gamers?
- 5 found gaming was having a negative impact on their life?
- 6 is unable to do much online gaming?
- 7 works in IT?
- 8 mentions something illegal?
- 9 had to overcome an addiction?

7 Work in pairs. Cover the article. Try to remember which verbs went with these words. Then read again and check your ideas.

- 1 _____ what it's like to do something
- 2 _____ traffic and buttons and everything
- 3 _____ the whole experience
- 4 _____ characters and stories
- 5 _____ fantasy versions of my life
- 6 _____ the habit
- 7 _____ the kind of games we play
- 8 _____ money away from designers
- 9 _____ me laugh



In the end, I decided to quit. It was hard to break the habit, but it's been for the best. I'm working now – for a company that sells household goods – and I've met someone too!

Emerson, Freetown, Sierra Leone

Internet speeds and connections are still a real issue in many areas here, so most of my gaming is done on my smartphone. Obviously, this affects the kind of games we play here. It's not common to play games online with different friends. For us, playing multiplayer just means playing side by side!

Another way in which gaming here is different is the huge number of pirate copies on the market. I'm not saying it's good, because I know that it's taking money away from designers and programmers, but without black market copies, people here could never play most games as they're too expensive.

One other difference here is that we don't get angry like western people. I read recently about all these organised protests in the United States because one part of a game was released later than promised. It made me laugh. Don't get me wrong. I wouldn't be happy in that situation either. It's just that we have bigger things to worry about.

GRAMMAR

Articles

The is known as the definite article. *A / an* are called indefinite articles. In some situations, we don't use any articles at all.

8 Look at these sentences from the article. Complete the rules below with *the*, *a / an* or *no article*.

- 1 I'm **a computer engineer**.
 - 2 I wasn't very keen on **computer games**.
 - 3 I've always been interested in **big machinery**.
 - 4 I read all **the comments from other gamers**.
 - 5 I got my first desktop when I was **at university**.
 - 6 I read recently about all these organised protests in **the United States**.
 - 7 **The feeling of landing a passenger jet safely** is incredibly exciting.
 - 8 **In the end**, I decided to quit.
- a We use _____ :
 - before nouns when they are one of several, when it's not important which one we mean, or when we mention something for the first time.
 - to say what people are.
 - b We use _____ :
 - before nouns when we think it's clear which thing or things we mean.
 - before some place names.
 - as part of some fixed expressions.
 - c We use _____ :
 - before uncountable nouns.
 - with plural nouns to talk about things in general.
 - after prepositions in lots of expressions with places.

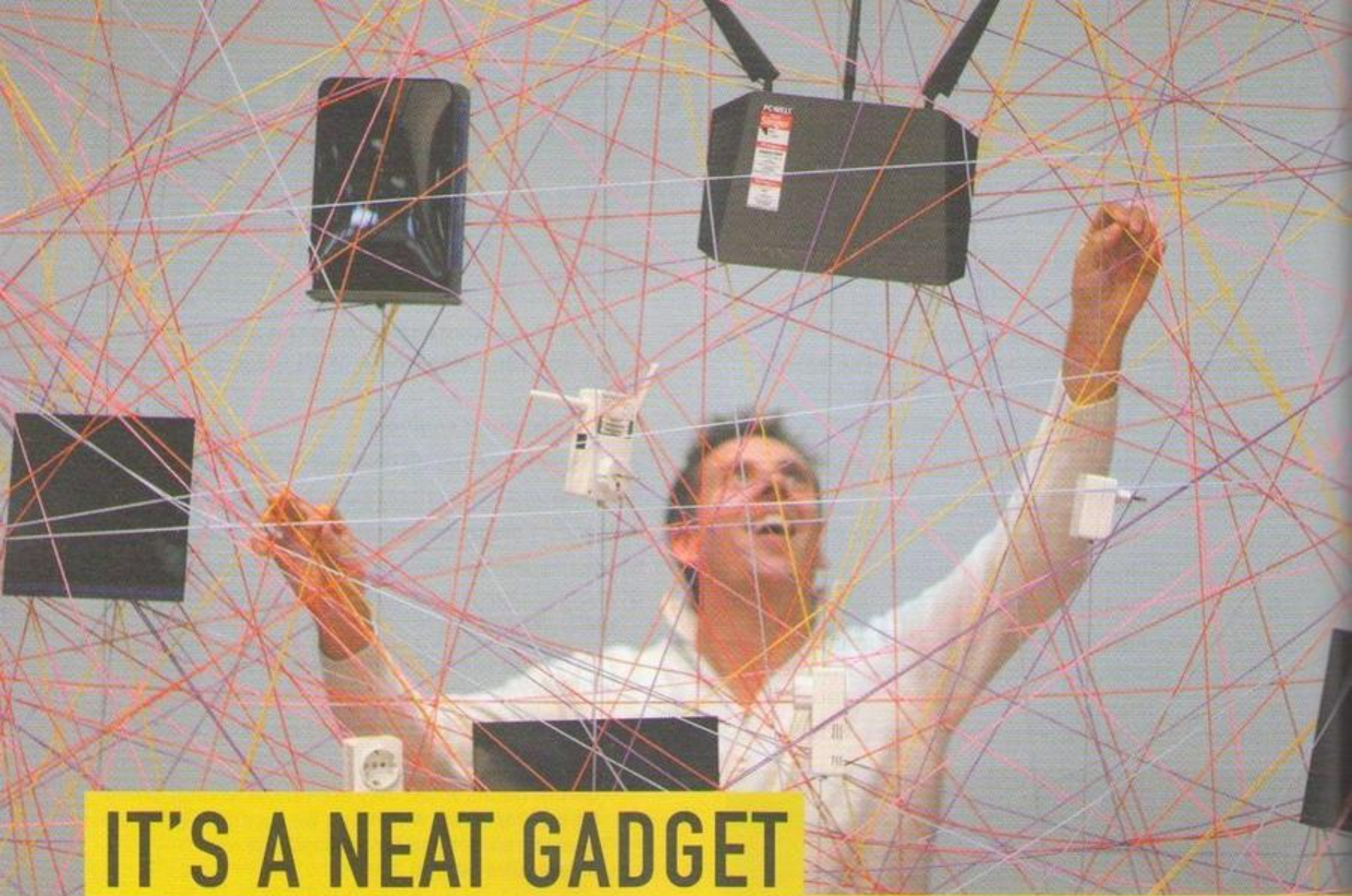
G Check your ideas on page 182 and do Exercise 1.

9 Complete the sentences with *a*, *an*, *the* or *X* (= nothing).

- 1 _____ use of smartphones in _____ class should be forbidden.
- 2 _____ computer games can be _____ really good way of learning _____ language.
- 3 No-one should ever buy _____ pirate copies of _____ computer games or software.
- 4 I'd never take part in _____ protest about _____ late release of part of _____ game.
- 5 I'm quite happy with _____ computer that I have at _____ moment.
- 6 _____ Internet addiction is _____ really serious problem nowadays.

10 Work in groups. Discuss how far you agree with each of the opinions in Exercise 9. Explain your ideas.

G For further practice, see Exercise 2 on page 183.



IT'S A NEAT GADGET

SPEAKING

1 Work in groups. Discuss the questions.

- Do you know anyone who always buys the latest gadgets, technology or software? Give examples of what they have bought or use.
- Do you know anyone who is a bit of a technophobe?
- Have you bought any new gadgets, apps or software recently? What? Why did you get them?

VOCABULARY Apps and gadgets

2 Complete each pair of sentences with the same word from the box.

| | | |
|------------------|-------------------------|---------------|
| allows interface | automatically recognise | built in runs |
|------------------|-------------------------|---------------|

- a You train it to _____ your voice.

b If you swipe too fast, it doesn't _____ your fingerprint.
- a The whole house _____ on solar power.

b He's got this new bike that _____ on a small battery.
- a It has a sensor _____ that can tell what temperature it is.

b The suitcase has GPS _____, so you can track it wherever it is.
- a It _____ you to record, edit and share videos.

b It _____ you to organise meetings, invite people and send reminders.

- a You set the timer and the heater comes on _____ at whatever time you tell it to.

b It's amazing. The light just comes on _____ when you open the door.
- a It's got a very clear user _____.

b The _____ isn't very user-friendly. It's quite confusing.
- 3 Think of three gadgets, apps or pieces of software that you have. Then work in pairs and tell your partner as much as you can about them using language from Exercise 2.**

LISTENING

- 4** ▶ **67** Listen to a podcast where three people review technology. What three apps and gadgets are reviewed?
- 5** ▶ **67** Are the sentences true (T), false (F) or not mentioned (N)? Listen again and check your answers.

 - 1 The speakers choose the things to review.
 - 2 The cry for help is supposed to scare off attackers in the street.
 - 3 One of the speakers has had their phone robbed.
 - 4 You use the universal translator to translate texts to and from a foreign language.
 - 5 Not all the translations are accurate.
 - 6 James and a friend tried the translator when they went on holiday.
 - 7 It's very easy to fit the remote lock on a door.
 - 8 You need to get an app to use the remote lock.

6 Work in pairs. Discuss the questions.

- What do you think of the three apps and gadgets?
- Do you ever listen to podcasts? What about?
- What things did you find embarrassing when you were a teenager?

GRAMMAR

Infinitive and *-ing* forms

Verbs can be an infinitive with *to* or an *-ing* form. The choice of form is sometimes decided by rules, but in many cases, there are no rules. It's just the way things are.

7 Look at these extracts from the podcast. Complete rules 1–6 with a–f below.

- 1 We use the *-ing* form in these extracts because ...
Having something like that on your travels has to be good.
... what's more embarrassing – the translation or *saying* your mate's mum is 'nice'?
 - 2 We use the *-ing* form in these extracts because ...
Good for scaring your little brother ...
What's wrong with *using* your own voice?
 - 3 We use the *-ing* form in this extract because ...
... what's more **embarrassing** ...?
 - 4 We use the *-ing* form in these extracts because ...
Someone's following you – a robber or worse.
... some creep's **considering** robbing me ...
 - 5 We use the infinitive with *to* in this extract because ...
You can use the app on your phone to lock or unlock it from anywhere.
 - 6 We use the *-ing* form and the infinitive with *to* in these extracts because ...
You don't think he might be more tempted to rob me?
Imagine walking home at night ...
It's an app that allows you to speak in a foreign language you don't know.
... some creep's considering **robbing** me ...
- a it's part of a continuous tense.
b some *-ing* forms are adjectives.
c we want to use a verb as a subject or object of a sentence. (It's like a noun.)
d we always use an *-ing* form of the verb after a preposition. (It's like a noun.)
e some verbs are always followed by an *-ing* form and others are always followed by an infinitive with *to* – that's just the way it is!
f we want to explain the purpose or reason for something.

G Check your ideas on page 183 and do Exercise 1.

8 Decide if the sentences below are correct or incorrect. If there is a mistake, correct it.

- 1 I should get a new computer because it keeps to crash.
- 2 They should bring out an app to do my school assignments automatically.
- 3 To make your own films is much easier with this new software because the user interface is really clear.
- 4 I saved so much money after buying this gadget that measures how much electricity is being used in the house.
- 5 I never turn down the heating for to save energy.
- 6 We're all guilty of to damage the planet in some way.
- 7 People need to get used to not drive everywhere. They should walk more.
- 8 I took the laptop back to the shop and luckily they agreed to exchange it.

9 Complete the sentences so they are true for you. Use an *-ing* form or an infinitive with *to*. Then work in pairs and compare your ideas.

- 1 They should invent a machine ...
- 2 I think ... is OK for women, but not for men.
- 3 I'm hoping ... sometime in the future.
- 4 I keep ...
- 5 I think ... is better for you than ...
- 6 I spend most of my weekends ...
- 7 I've arranged ... at the weekend.

G For further practice, see Exercise 2 on page 184.

SPEAKING

10 Work in groups. Look at each of the gadgets and apps below and decide how you think they work, why people might need them and if they are totally great or total rubbish. You must choose one or the other and you must all agree.

- a set of bicycle handlebars with GPS built in
- a waterless egg boiler
- a T-shirt that records your heart rate and other data
- an app to calculate how long food or drink will take to reach a specific temperature in the fridge or oven
- a pen that allows you to draw in 3D
- a pillow with built-in speakers
- an app that turns your phone into a torch
- a machine to exercise dogs

11 With your group, talk about gadgets or apps that you think are rubbish. Explain why.

VIDEO 7

AIR POLLUTION TRACKING


1 Work in pairs. Look at the photo and discuss the questions.

- What do you think the purpose of the experiment is?
- How do you think the experiment works?
- Have you ever taken part in any experiments or research of any kind?


2 Complete the definitions below with these words from the video you are going to watch.

| | | | |
|---------|-----------|-----------|-------|
| asthma | data | sensor | urban |
| breathe | volunteer | pollution | GPS |

- 1 If you collect _____, you gather information that can be analysed.
- 2 If there are high levels of _____, then there are lots of dangerous chemicals in the air.
- 3 If you study the air in cities, you research the _____ atmosphere.
- 4 When you _____, you take air into your lungs through your mouth or nose.
- 5 A _____ tracking system uses satellite technology to help you find your way around.
- 6 If you suffer from _____, you have a medical condition that makes it hard to breathe.
- 7 If you _____ – or if you are a _____ – you offer to work for no money.
- 8 A piece of equipment that reacts to changes in the physical environment is called a _____.

3  **27** Watch the video and answer the questions. Then work in pairs and compare your ideas.

- 1 What's the research trying to discover?
- 2 How is the information collected? Who collects it?
- 3 What might happen once the findings of the research become available?


4  **27** With your partner, decide if the sentences are true (T) or false (F). Then watch the video again and check your answers.

- 1 Cassandra has two children.
- 2 Her kids suffer from asthma.
- 3 The air sensors breathe in air once every minute.
- 4 The GPS tracking system marks where each sample of air was taken.
- 5 On roads with lots of trucks and buses, the air is generally unhealthy for everyone.
- 6 Parents are using air pollution data to help them decide where to send their kids to school.

5 Work in groups. Discuss the questions.

- Do you worry about air pollution – or any other kind of pollution? Why? / Why not?
- Do you know any areas in your town / city that would be red / green if they were analysed?
- Can you think of three things about your environment you would like to gather data about?

UNDERSTANDING FAST SPEECH

6  **28** Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.

There's a LOT of HEALTH PROBLEMS / in my comMUNity // and I'd LIKE to FIND OUT // WHAT's in the AIR // and / WHAT my KIDS are BREATHing ALL THREE of my CHILdren // have ASThma.

7 Now you have a go! Practice saying the extract at natural pace.

REVIEW 7

GRAMMAR

1 Complete the text with one word in each space.

I'm ¹ _____ computer programmer and I love my job. ² _____ in IT means I can dress how I want, be as creative as I want ³ _____ be and work ⁴ _____ hours I feel like working. Sometimes, though, it causes problems. Last month, for example, a friend asked me ⁵ _____ help her design a website for her company. Looking back on it, I realise that I ⁶ _____ 've said no. Honestly, if I ⁷ _____ known how much work it'd be, I would never ⁸ _____ agreed to help. I spent night after night ⁹ _____ to sort out problems with ¹⁰ _____ design – and all for nothing, because I didn't get paid for it. It was basically just a favour!

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and four words, including the word given.

- I blame myself for eating too much.
It's my own fault. I _____ so much! **NOT**
- I only forgot to do it because I was exhausted!
If I _____ tired, I'm sure I would've remembered to do it. **SO**
- If you text while you're driving, of course you're going to have an accident!
It's not really surprising he had an accident. I mean, he _____ texting while he was driving. **HAVE**
- I was interested in what he was saying in his talk.
I found what he was saying in his talk _____. **ABSOLUTELY**
- It's really hard to find affordable accommodation in the centre of town.
We're faced with _____ somewhere that's both cheap and central! **PROBLEM**

3 Choose the correct option.

- I *would've* / *wouldn't have* probably been OK if the flight *had* / *hadn't* been so bumpy.
- Thank you so much. I *could* / *couldn't* have done it if you *had* / *hadn't* helped me.
- It's my fault. I *should* / *shouldn't* probably have updated the software more often.
- We *shouldn't stop* / *shouldn't have stopped* for lunch. If we *did* / *had* / *hadn't*, we *wouldn't miss* / *wouldn't have missed* the flight.
- It's quite easy to play. Basically, you gather resources *for* / *for to* / *to* build your own little town.
- He was caught *to try* / *trying* / *try* to take a gun through security.
- It allows you *experience* / *experiencing* / *to experience* motorway driving in extreme conditions without risking your life!
- It's *amazing* / *an amazing* / *the amazing* piece of technology!
- Life* / *The life* for most students currently at university / *a university* / *the university* is going to be hard in the future.

- ▶ 68 Listen and write the six sentences you hear.
- Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

6 Match the verbs (1–8) with the collocates (a–h).

- | | |
|------------|-------------------------|
| 1 make | a on a tight bend |
| 2 beat | b your best time |
| 3 wait | c the look of the game |
| 4 run | d to the next level |
| 5 enhance | e a backup copy |
| 6 overtake | f a tyre |
| 7 advance | g on the wrong platform |
| 8 change | h a security scan |

7 Decide if these words and phrases are connected to journeys, technology or games.

| | |
|---------------------------|--------------|
| advance to the next level | set off |
| built-in sensors | on a mission |
| beat your best time | interface |
| run on solar power | ferry |
| a rough crossing | swipe |
| gather resources | carriage |

8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- It's very user-friendly and you can make your own _____ as well. (modify)
- With the new technology that's available, the _____ are endless. (possible)
- Have you checked all the _____? Something might not be plugged in. (connect)
- Businesses owned and run by women make a considerable _____ to the national economy. (contribute)
- Be careful out there. The roads are really _____. (slip)
- It's a great app. It sends me a _____ a week before important birthdays. (remind)

9 Complete the text with one word in each space. The first letters are given.

I went sailing last weekend with an old friend of mine. We met at her place, and then walked down to the ¹ha_____, where she keeps her boat. We set ²sa_____ quite early and the weather was amazing – absolutely ³bo_____. After an hour or so, though, the sea started getting ⁴ro_____ and before long we were being hit by these ⁵h_____ waves. Then the storm started and it absolutely ⁶po_____ down. It was really scary. I honestly thought we were going to sink! Then I almost went overboard! I ⁷tr_____ over a rope on the ⁸de_____ and only just managed to grab something to hold onto. I guess it was my own ⁹fa_____, as I was wearing the wrong shoes, but it was still quite an ¹⁰or_____ and certainly not something I want to go ¹¹th_____ again! It took me quite a while to ¹²ca_____ myself down after that, I can tell you.

15

INJURIES AND ILLNESS



IN THIS UNIT YOU LEARN HOW TO:

- talk about injuries and illness with a doctor
- discuss health myths and facts
- talk about causes and results
- tell stories about accidents
- report what people said

SPEAKING

1 Work in groups. Look at the photo and discuss the questions.

- What do you think the photo shows?
- Do you think it shows a positive or a negative view of health and medicine? Why?
- What kinds of things do you think the pills might be for?
- What different kinds of medication can you buy in a chemist's without a prescription?
- How are the following conditions usually treated?

a broken bone
a nasty cut

a rash
flu

a sprain
an allergy



WHAT SEEMS TO BE THE PROBLEM?

VOCABULARY Injuries and illness

1 Match the doctor's comments 1–5 with the patient's replies a–e. Then match the patient's comments 6–10 with the doctor's replies f–j.

- 1 You've broken your **collarbone**, I'm afraid.
 - 2 Your **throat** is very **sore**, but it doesn't look **infected**.
 - 3 It's quite a **nasty cut**. It'll take a while to **heal**.
 - 4 We can **give you an injection** for the pain. Are you **on any medication**?
 - 5 You've got very **high blood pressure**.
- a Well, I have been **under a lot of stress** recently.
 - b Oh no! How long will I take to **mend**?
 - c Will it need any **stitches**?
 - d Yes, I take something for a **heart condition** and a **dust allergy**.
 - e Right. Is there anything that'll make it easier to **swallow**?

- 6 My **ankle's swollen** and it really **hurts**. I can hardly walk on it.
 - 7 I've developed this **rash** on my skin. It's really red.
 - 8 I felt **dizzy** and fell and hit my head.
 - 9 I've had this **nasty cough** for weeks.
 - 10 I've had a **high temperature** and an **upset stomach**.
- f It's a **chest infection**. It should **clear up with antibiotics**.
 - g I'm afraid there's a **virus going around**. Just rest and drink lots of **fluids**.
 - h It's probably just **sprained**, but we'll give you some **painkillers** and **do an X-ray** to check.
 - i Yeah, that's a **nasty bruise**. Did you actually **lose consciousness**?
 - j It could be a **reaction** to an insect bite. I'll give you some **cream** for it.

- 2** Work in groups. Take turns to act, draw or explain the words and phrases in bold. Your partners should say the words and phrases.
- 3** With your group, take turns to tell your partners things which are true about you or people you know using as many of the words in bold in Exercise 1 as you can. You have three minutes each.

LISTENING

- 4 ▶ **69** You are going to hear two conversations in a hospital. Work in pairs. Look at the questions asked in each conversation and discuss what you think is wrong with the patients. Then listen and check your ideas.

Conversation 1

- 1 Can you put any weight on it at all?
- 2 How did you do it?
- 3 How long will I have to wait for the X-ray?
- 4 Are you on any medication?
- 5 Have you ever had any adverse reactions to any painkillers?

Conversation 2

- 6 What seems to be the problem?
- 7 How long have you been like this?
- 8 Any diarrhoea?
- 9 Has he been able to drink anything?
- 10 Does it hurt? And here?

- 5 ▶ **69** Listen again. Note down the answers to the questions.
- 6 Work in pairs. Look at Track 69 on page 211 and practise reading the conversations.

GRAMMAR

Adverbs

We can use adverbs to add information to verbs and show the way things happen, how frequently they happen or when they happen. We also use adverbs to show our opinion or attitude about something we're saying.

- 7 Complete the sentences from the conversations with these adverbs.

| | | | | |
|-------|-----------|--------|--------|--------|
| quite | badly | hardly | lately | hard |
| first | hopefully | fast | long | really |

- 1 It might just be _____ sprained.
- 2 Have you been waiting _____?
- 3 We've been a bit short of staff _____.
- 4 _____, it won't be more than half an hour.
- 5 He's _____ slept.
- 6 His heart was beating _____.
- 7 He _____ said he felt a bit sick yesterday.
- 8 I'm going to press _____.

- 8 Look at the sentences in Exercise 7 again. Then work in pairs and decide if the statements below are true (T) or false (F).

- 1 Adverbs are always based on adjectives and end in -ly.
- 2 Adjectives can sometimes have two adverb forms.
- 3 Any adverb can be placed: at the beginning or end of a sentence, and before a verb or after a verb.

G Check your ideas on page 184 and do Exercise 1.

- 9 Correct the mistakes with the adverbs in these sentences.

- 1 I have been under a lot of stress because I've been working so hardly.
- 2 Have you had any of these symptoms previous?
- 3 You shouldn't go to bed so lately. You need to get some rest.
- 4 Open your mouth widely and say 'ahhh'.
- 5 It was my fault it happened. I was incredible stupid.
- 6 Never should you leave pills where children can reach them easy.
- 7 Can you just say it again slowlier, please?
- 8 It doesn't hurt. I can feel it hardly.

DEVELOPING CONVERSATIONS

Short questions with *any*

We often shorten questions with *any*, especially when they follow other related questions.

Have you ever had any adverse reactions to any painkillers? → **Any** adverse reactions to painkillers?

Do you have any questions? → **Any** questions?

- 10 Match the two parts of the questions.

- | | |
|-----------------|-------------------------|
| 1 Any pain | a for the weekend? |
| 2 Any symptoms | b you want to know? |
| 3 Any idea | c apart from the cough? |
| 4 Any questions | d what it is, doctor? |
| 5 Anything else | e want to help me? |
| 6 Anyone | f when I press here? |
| 7 Any plans | g from Frank recently? |
| 8 Any news | h before you go? |

- 11 Write your own endings for the first halves of the questions 1–8 in Exercise 10. Then work in pairs. Practise asking and answering the questions.

A: *Any pain when you stand on it?*

B: *A little.*


CONVERSATION PRACTICE

- 12 Work in pairs. You are going to roleplay a conversation between a patient and a doctor. First decide together on a medical problem.

Student A: you are the patient. Think of details of your problem and plan what questions to ask the doctor.

Student B: you are the doctor. Decide what advice to give.

- 13 Now roleplay the conversation. Use as much new language from this lesson as possible.

 29 To watch the video and do the activities, see the DVD ROM.

IT'S A BIT OF A MYTH

READING

1 Work in pairs. Look at the following claims and discuss if you think they are true. Explain your ideas.

- 1 You can catch a cold if you go out with wet hair.
- 2 Antibiotics can cure a cold.
- 3 Eating chocolate can cause acne.
- 4 Cracking the joints in your fingers can cause arthritis.
- 5 Having less cholesterol in your diet prevents heart attacks.
- 6 Swallowing chewing gum is bad for you.
- 7 Coffee is a drug.

2 Read the article from a health website opposite. Decide if the claims in Exercise 1 are true or if they are myths, according to the writer. Why?

3 Work in groups. Without looking at the article, see if you can remember:

- 1 what mothers often tell their children.
- 2 the best way to avoid catching a cold.
- 3 when you may need antibiotics.
- 4 the best way to deal with a cold.
- 5 what makes acne worse.
- 6 what other factors can cause heart attacks.
- 7 what people think happens when they eat chewing gum.
- 8 what can happen when people give up coffee.

4 Look at the article again. Did you remember the exact words?

5 Work in groups. Discuss the questions.

- Was there anything in the article that surprised you?
- Is there anything in the article you disagree with? Why?
- Do you know any other claims about health issues? Do you think they are myths or facts?
- Do you ever check symptoms or find out about health issues on the Internet? If you do, which sites do you use? If you don't, why not?
- Have there been any news stories about health issues recently? What do you think about them?

6 Look at the phrases in bold in the article. Notice the patterns connected to each verb. Now complete the sentences below with the verbs in bold.

- 1 Sitting too close to the television can _____ to problems with your eyes.
- 2 Children who watch a lot of TV spend too much time sitting, which _____ their health suffers.
- 3 Apparently, watching a lot of TV can _____ people to become depressed.
- 4 Young children will get better grades later at school if you _____ them watch videos of great artists and classical composers.

5 Increases in violent crime are _____ by the increased violence shown on TV.

6 Watching TV late at night _____ it difficult to get to sleep.

7 Work in groups. Which of the sentences in Exercise 6 do you think are myths? Why?

8 Write four sentences like those in Exercise 6 about health fears / benefits connected to the things below. They may be facts or myths! Then share your sentences in groups. Try to decide which are facts and which are myths. Explain your ideas.

| | |
|----------------|----------|
| mobile phones | vitamins |
| computer games | sugar |

UNDERSTANDING VOCABULARY

Word endings and word class

The endings of words often show their word class. For example:

- *-ious / -ic / -able / -ful / -less / -ive / -al* indicate adjectives
- *-ion / -ment / -ness / -ance / -ence / -ist* indicate nouns
- *-ise / -en* indicate verbs
- *-ly* indicates adverbs (but not always!)

You can build your vocabulary by learning connected word forms of new items you meet.

9 Work in pairs and look at these words from this unit. Think of other words you can make from these words and say if each is an adjective, a noun, a verb or an adverb. Use a dictionary to help you.

| | | | |
|---------------|-------------|---------|-----------|
| benefit | injection | prevent | stimulant |
| consciousness | nutritional | painful | treatment |

10 Choose the correct option.

- 1 A viral *infectious / infection* can't be treated with antibiotics.
- 2 I know several people who are *allergic / allergy* to nuts.
- 3 I'm often quite *irritable / irritation* when I wake up in the morning.
- 4 I'm sure most diseases will be *cure / curable* by the end of this century.
- 5 I do *regular / regularly* exercise.
- 6 Most *medical / medicine* conditions are the result of poor diet.
- 7 They need to *modernise / modern* our health service.
- 8 All drugs are *addictive / addiction*.

11 Work in pairs. Read out the sentences you agree with from Exercise 10 and explain why.

- 1 It's difficult to ignore your mother when she tells you to 'wrap up warm' or 'dry your hair or you'll get a cold' – but colds **are not caused by the cold**: they **are caused by viruses**! Walking around with wet hair or a T-shirt in winter may look silly, and will **make you feel cold**, but you will only get a cold if you come into contact with an infected person. The best way to avoid viruses like these is to wash your hands regularly when there's a bug going around.
- 2 Despite the huge medical advances that have been made over the last century, the common cold is still incurable and medicine does little for the symptoms either. Antibiotics won't help as your cold **is caused by one of over 200 viruses**. The only time you may need them is if you develop a throat or ear infection. Otherwise, go to bed and drink lots of fluids and wait till you get better.
- 3 Acne is a condition **that causes the skin to produce** too much oil. However, research has failed to find any connection between eating fatty foods and acne – although too much fat in your diet might be bad in other ways. Incidentally, washing too much can **make the condition worse**. It's best just to wash gently twice a day and don't rub the skin too hard.
- 4 Arthritis affects all kinds of people, including young children who have never started cracking their fingers. Suffering from a **viral infection may lead to developing the condition**, as might jobs which involve an overuse of your joints, but doctors are still not sure of the real cause.

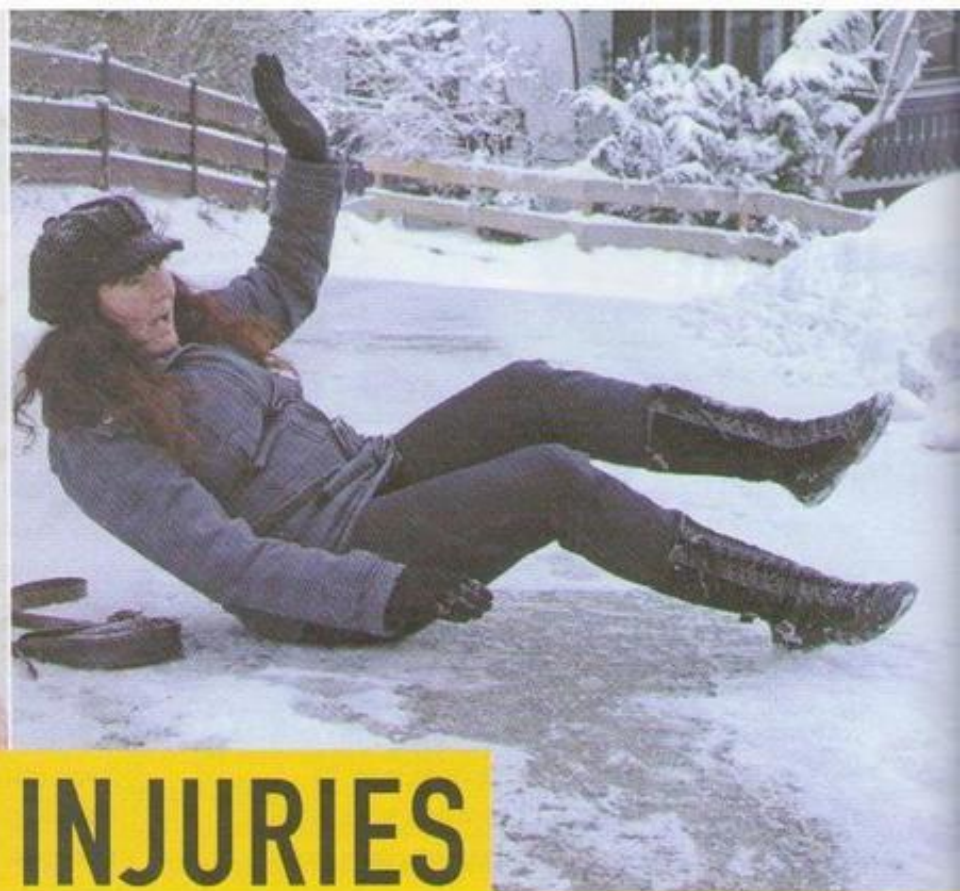
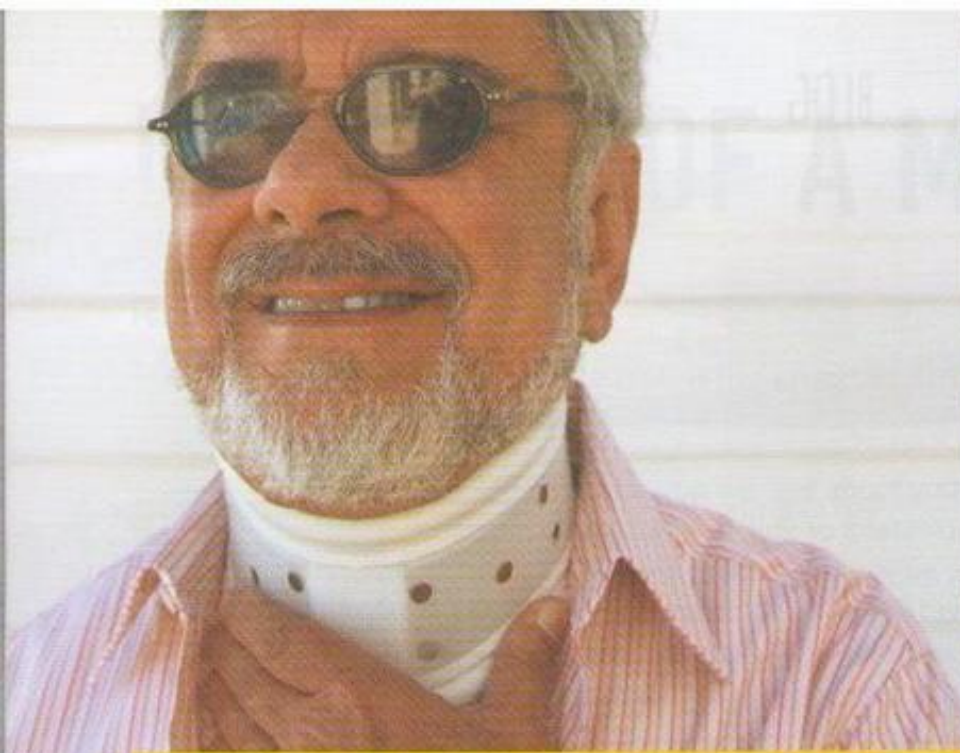
- 5 You can buy foods that are advertised as being low in cholesterol or able to reduce how much you have, so you might think cholesterol is an entirely bad thing. You'd be wrong. Cholesterol is essential for life and is produced naturally by the body. The body also adjusts how much it produces based on what you eat. If you eat food containing a lot of cholesterol, your body simply produces less in order to balance its two sources. This **means it's difficult** to reduce cholesterol in the body through diet. Some doctors have even questioned if there is any link between cholesterol levels and heart disease. They point to factors such as lack of exercise, smoking, stress and high blood pressure that are far more likely **to lead to heart attacks**.
- 6 Don't worry. Stories that chewing gum will stay in your stomach forever or block your insides have no basis in fact. However, it has no nutritional value **which means you won't get any benefits** from eating it.
- 7 The caffeine in coffee is a stimulant that makes your body speed up: your heart rate increases and it wakes you up. You may see these things as benefits, but caffeine also has a number of negative side effects. It's addictive. People who suddenly stop drinking coffee may suffer from headaches or be irritable and restless. Caffeine has also been linked to other problems, but, like most things, coffee is fine if you don't drink too much.

Remember this is for information only. If you have any worries about your health, you should always consult your doctor.

'I ONLY HAVE ONE CUP OF COFFEE A DAY'

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ACCIDENTS AND INJURIES

SPEAKING

- 1 Look at eight different places where accidents often happen. Rank them from 1 (= most dangerous) to 8 (= least dangerous). Then work in pairs and compare your lists.

| | |
|-----------------|--------------------------|
| the kitchen | the bathroom |
| the countryside | the living room |
| the garden | the gym |
| the park | the roads near your home |

VOCABULARY Accidents and health problems

- 2 Choose the correct option.

- I was grilling some meat and I caught my hand on the grill and *burned* / *bruised* it quite badly.
- I was jogging and I *tripped* / *slipped* over a rock and hurt my knee really badly.
- I was out riding and the horse got scared by a bang and I *fell off* / *fell down* the horse and broke my collarbone.
- I was walking down the street and this dog suddenly attacked me and *bit* / *stung* me on the leg.
- I was cycling and a car drove in front of me. I *crashed into* / *fell into* the side and sprained my wrist.
- I had some food at a street market and I think I got food *infection* / *poisoning* from there. It was awful.
- I spent the whole day on the beach and ended up with terrible *suntan* / *sunburn*.
- It was really hot on the underground and I felt dizzy and then just *fainted* / *fell down*.
- I broke my arm when I *tripped* / *slipped* on some ice.
- This bee *stung* / *bit* me on the arm and my whole arm swelled up.

- 3 Work in groups. Can you think of:

- two other things you can trip over, apart from a rock?
- two parts of the body that often get bruised? Say how.
- two other things you can fall off, apart from a horse?

- two other things that can bite you, apart from dogs?
- two kinds of food you could get food poisoning from?
- two other reasons why people sometimes faint?
- two other things you can slip on, apart from ice?
- two other things that can sting you, apart from a bee?

LISTENING

- 4 70 Listen to Anna talking to her colleague Dan about his holiday. Answer the questions.

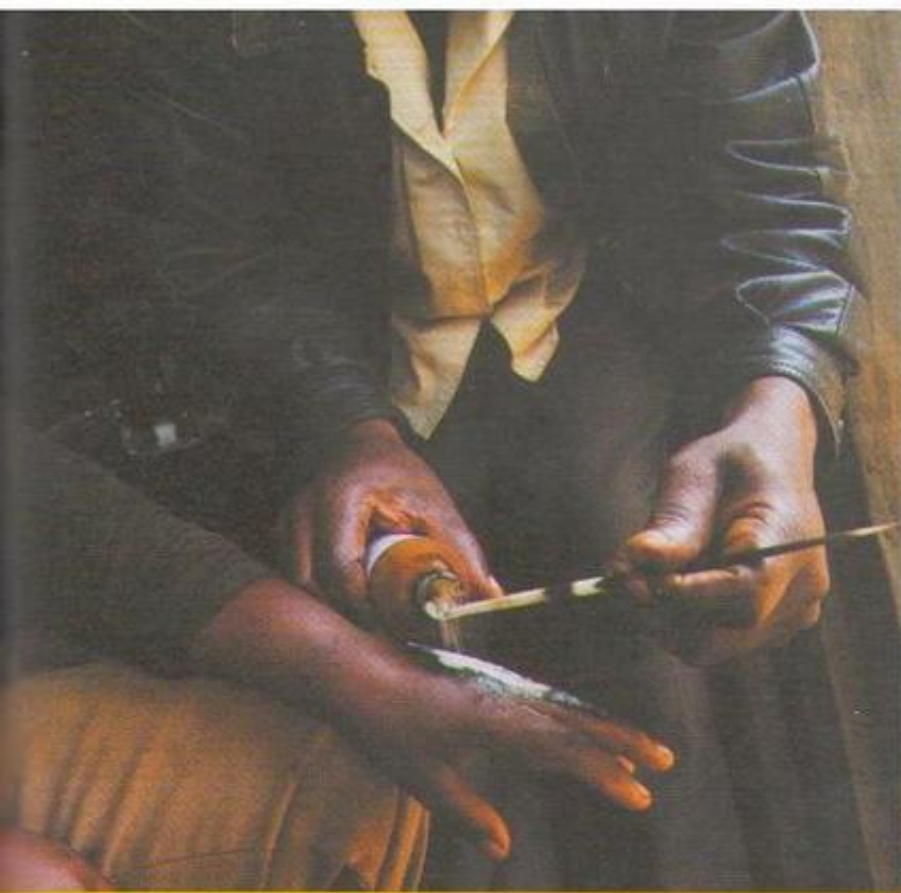
- What kind of holiday was it?
- How did the accident happen?
- What did they think was wrong with James?
- How did they get him to a hospital?
- What did the doctors tell him?

- 5 70 Work in pairs. Put the events from the story into the correct order. Listen again and check your answers.

- He had quite a few cuts and bruises.
- It spoilt his holiday.
- James went off the road into some bushes and fell off.
- He had to have a few stitches in the cuts.
- She took him to hospital, which was really kind of her.
- We were going back to the hotel down a steep road.
- He found out his bike frame was broken.
- A woman came past in her car a minute or two later.

- 6 Work in pairs. Discuss the questions.

- Do you like cycling? Have you ever been on a cycling holiday? When? Where?
- When was the last time someone was very kind to you? What did they do?
- When was the last time you were very kind to someone else? What did you do?
- Did Dan's story about James remind you of any other stories you have heard?



GRAMMAR

Reported speech

When we tell people about things that happened to us, we often report things using *said / told me (that) + clause*. We also report questions using *ask me / us + clause*.

7 Look at these sentences from the conversation. Answer the questions below.

- He **kept asking us** where he **was** and what **had happened**.
- He even **asked** if we'd met somewhere before!
- The woman driving **said** she'd take James to the nearest hospital.
- He **kept saying** he'd be OK.
- They rang and **told me** they'd given James an X-ray and there **was** nothing broken.
- They **said** he **needed** to stay there a bit longer, as he **was waiting** to have a few stitches in the cuts.
- He **said** he's going to have to buy a new bike now.

- Can you name the structures in bold?
- What do you think the people actually said in each case?
- When we report what people said, what often happens to tenses and words like *will* and *can*?
- What's different about sentence g)? Why is it different?
- Which sentences report questions? How do reported questions differ from direct questions?

G Check your ideas on page 185 and do Exercise 1.

8 Complete the sentences with the correct past form of the verbs. Then decide in which of the sentences the present form would also be possible.

- The doctor told me I _____ a chest infection and _____ me some antibiotics. It cleared up after a week. (have, give)
- The doctor said he _____ too much and he _____ to go on a diet, but he refused. (eat, need)

- The doctors said she _____ some problems in the future, but she _____ incredibly lucky to survive the crash. (have, be)
- The doctor told me the injection _____, but it _____ really painful! (not / hurt, be)
- They said the surgeon _____ all she _____ to keep him alive. (do, can)
- She told me they _____ several tests already, but they still didn't know what _____ the problem, so they had to do more. (do, cause)
- They asked me how it _____ and whether or not it ever _____ me any pain. (happen, cause)
- He asked if I _____ his phone conversation and if I _____ more or less what it meant. (hear, understand)

9 Work in pairs. Take turns to ask each other *So what did the doctor say?* Report something different each time.

A: *So what did the doctor say?*

B: *She said I'm quite unfit and I need to do more exercise. So what did the doctor say?*

A: *He asked if I smoke and then told me I need to cut down.*

G For further practice, see Exercise 2 on page 185.

SPEAKING

10 Work in pairs and choose one of these tasks.

- Work in pairs. Talk about a time when you had an accident or were ill. Describe what happened. Use reported speech and vocabulary from this lesson.
- Look at the photos on these pages. Choose one and imagine you are the person in it. Decide how to describe your accident / injury. Add extra details about what happened before and after. Then tell your partner your story.





IN THIS UNIT YOU LEARN HOW TO:

- talk about types and sources of news
- comment on the news
- use reporting verbs to report news
- describe famous people and events
- discuss issues around fame

SPEAKING

1 Look at the photo and imagine what the news story is. Think about these questions.

- Who is the man being interviewed?
- What did he do or what happened to him?
- Where is he now?
- What will happen next?

Then work in pairs and tell each other your stories.

2 Work in groups. Tell each other which of the types of news below you are most interested in and say where you get your news from. Who is most similar to you in the group?

| | |
|------------------------|---------------------------|
| crime and justice | foreign affairs |
| business and economics | national politics |
| celebrities and gossip | reviews and entertainment |
| weather | funny news stories |
| technology | sport |

NEWS AND EVENTS



IN THE HEADLINES

VOCABULARY News

1 Work in pairs. Match each group of words below to the type of news on page 141 they are connected to.

- | | |
|---|--|
| 1 _____ have an affair be photographed split up _____ | 4 _____ resign be elected introduce a policy _____ |
| 2 _____ expand go bankrupt be taken over _____ | 5 _____ be found guilty be stabbed investigate _____ |
| 3 _____ be injured be beaten sign a player _____ | 6 _____ hold a summit call a ceasefire negotiate _____ |

2 Put these nouns in the correct group (1–6) in Exercise 1.

| | | |
|-------------|-----------------|--------------|
| share price | film premiere | deputy mayor |
| victim | peace agreement | new season |

3 Work in groups. Give an example of recent news for each type of news in Exercise 1. Try to use at least one word from each group of words.

LISTENING

4 71 Listen to five short conversations about news stories. Match each conversation (1–5) to one of the following. There is one that you do not need.

- a a football player
- b a politician
- c a celebrity
- d a violent crime
- e a factory
- f a law firm

5 74 Listen again and note down which of the words from Exercises 1 and 2 were used in each conversation. Then work in pairs and summarise each news story.

6 Work with a new partner. Look at Track 71 on page 211. Choose the two conversations you think are most interesting. Read them out loud and continue each conversation for as long as you can by adding your own ideas and comments.

GRAMMAR

Reporting verbs

When we report a conversation, we sometimes use different verbs to introduce what was said, such as *announce* or *claim*. Sometimes we use verbs such as *promise* or *apologise* to summarise what was said rather than repeat the exact words. These verbs are often followed by different patterns.

7 Look at these sentences from the conversations. Put them into three groups (1–3) of reporting verbs that follow the same pattern.

- She's just **announced** they're splitting up.
- They even **promised** to expand last year.
- He's been **accused** of doing all kinds of things.
- Not that he's **admitted** to doing anything.
- The new management **claim** it's too expensive to run.
- He just **apologised** for 'causing the government difficulties'.
- No-one **offered** to help the victim.
- He's **refused** to play in any friendly matches.

G Check your ideas on page 185 and do Exercise 1.

8 Work in pairs. Think of an example from the news where a person or organisation:

- was accused of something.
- had to apologise for something.
- announced something important.
- refused to do something.
- gave a warning.
- made an offer.

G For further practice, see Exercise 2 on page 186.

DEVELOPING CONVERSATIONS

Introducing and commenting on news

Conversations about the news often have common features. You can start the conversation using this common pattern or similar questions:

Did you see that thing on the Times website **about** the steel plant closing down?

If you know the story you can comment using one of these patterns:

Yeah, **it's shocking, isn't it?**

I know, **it's bad news, isn't it?**

You can give details about the story starting with **apparently**. It shows you are reporting what you heard or read.

Apparently, he took illegal payments ...


9 Complete the questions about news by putting the words in brackets into the correct order.

- Have you seen that thing _____ (player / on / about / Twitter / that / tennis), James Jenkins?
- Have you seen that video _____ (on / of / the / prime / YouTube / dance / minister / trying / to) to hip-hop?
- Did you see that thing _____ (TV / about / on / them / new / a / airport / building)?
- Did you see that thing _____ (the / news / on / about / the / here / murder / near) last night?
- Did you see that thing _____ (the / website / arrested / Times / about / Shaynee Wilson / getting / on)?

10 Match the responses (a–e) to the questions (1–5) in Exercise 9.

- Yeah, it's good news, isn't it? Apparently, it's going to create 1,000 jobs.
- Yeah, it's sad, isn't it? The media are obsessed with that woman.
- Yeah, it's awful, isn't it? Apparently, the victim was quite young.
- Yeah, it's so funny, isn't it? Apparently, it was from before he went into politics, though.
- Yeah, what an idiot. Apparently, it's been retweeted a million times already.

PRONUNCIATION

11  72 Listen and check your answers to Exercise 10. Notice how the intonation falls on *it's X, isn't it?* to show we are agreeing.

12 Work in pairs and practise reading out the exchanges, paying attention to the falling intonation on the *it's X, isn't it?* patterns.


13 With your partner, take turns saying the sentences below. Respond with an *it's X, isn't it?* comment.

- Did you hear about Jay and Selma splitting up?
- Did you hear about John getting food poisoning from his own cooking?
- Did you read about Angelina booking a special hotel room for her dog?
- Did you see that the ceasefire has ended already?
- Did you see that thing in the paper about that woman who paid \$5,000 for that dress?
- Did you hear that Jay and Selma are back together?

CONVERSATION PRACTICE

14 Think of two news stories you have read or heard about recently. Write one question for each story, using patterns like those in Exercise 9.

15 Work in groups. Discuss the stories. Start your conversations with your questions from Exercise 14.

 30 To watch the video and do the activities, see the DVD ROM.

I'VE NEVER HEARD OF HIM

SPEAKING

- 1 Work in groups. Do you know who the people in the photos are? Use some of the language below.

- I haven't got a clue!
- He looks really familiar, but I can't remember who he is.
- Isn't he that American politician? What's his name?
- I'm fairly sure that's ...

VOCABULARY

Explaining who people are

- 2 The sentences below describe some of the people in the photos. Complete the sentences with these words. Then work in pairs and match them to the photos.

| | |
|---------------|------------|
| activist | artist |
| athlete | politician |
| doctor | founder |
| mathematician | scientist |

- 1 Marie Curie was a Polish _____ who **studied radiation and discovered** the radioactive substance polonium.
 - 2 Nelson Mandela was a civil rights _____ who **campaigns for the rights of** black people in South Africa. He became the country's first black president in 1994.
 - 3 Takako Doi was perhaps the most important female _____ Japan has ever had. She was leader of the Socialist Party and **was responsible for** bringing more women into politics.
 - 4 Kemal Atatürk **led the liberation struggle in** Turkey and became **a national hero**. He was then the _____ of the republic.
 - 5 Martina Navratilova is a Czech / American **former** tennis player. **She's seen by some as the greatest** female _____ of all time. She **completely dominated the sport** for many years.
 - 6 Euclid was a Greek _____ who **is considered to be the father of** geometry. He was **a genius** and **way ahead of his time**.
 - 7 Pedro Alonso is a Spanish _____. He led a team which **developed a vaccine against** malaria.
 - 8 Salvador Dali was a Spanish Catalan _____ whose **most famous work** is probably 'The Persistence of Memory'.
- 3 With your partner, check you understand the phrases in bold in Exercise 2. Then use as many of the phrases as you can to talk about other famous people – living or dead.



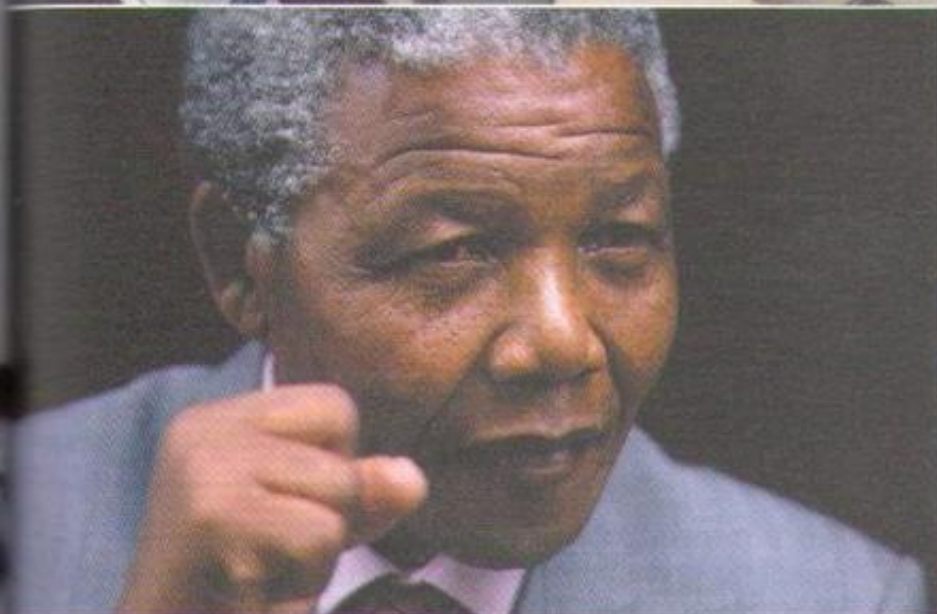
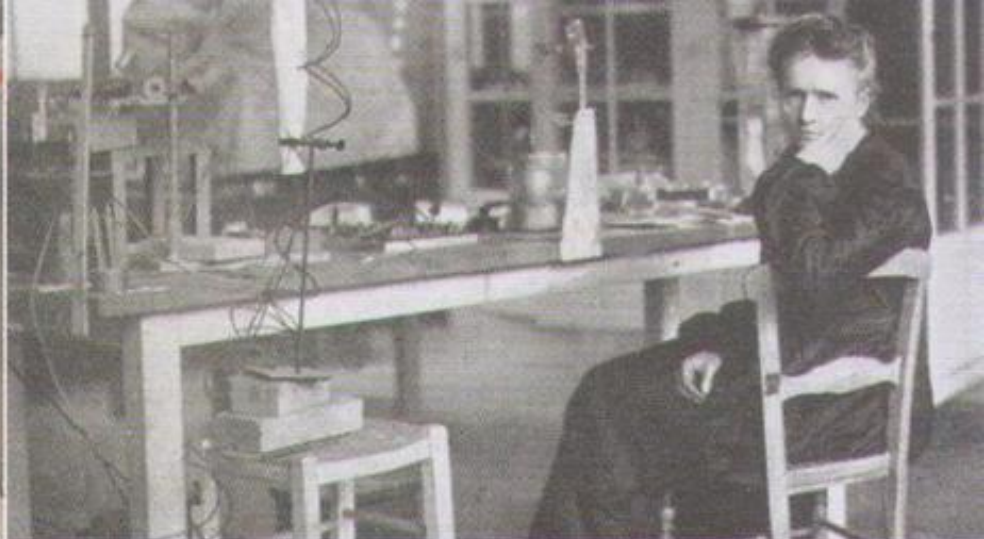
LISTENING

- 4  73 Listen to three conversations about famous people. Answer the questions for each conversation.
- 1 Why do they start talking about Garibaldi / Comenius / Eddy Merckx / Magritte?
 - 2 What is each person famous for?
 - 3 Where is each person from?
 - 4 What else do you learn about each one?
- 5 Work in pairs. Can you think of:
- 1 a statue of a famous person?
 - 2 someone who is seen as a national hero?
 - 3 someone who was way ahead of their time?
 - 4 a place that is named after a famous person?
 - 5 a place that is decorated with memorabilia?

GRAMMAR

Defining relative clauses

- 6 Underline the relative clauses in these sentences. The first one has been done for you. Then complete the rules in the Grammar box below.
- a It's a European Union scheme which provides grants to teachers.
 - b He was a Czech writer who wrote about education.
 - c When I went to Belgium I visited the metro station where they have Eddy Merckx's bike.
 - d Michael Jordan was an athlete whose strength and skill inspired millions around the world.
 - e They left South Africa during the time that Mandela was in prison.



We use relative clauses to add information after nouns. Clauses begin with different relative pronouns depending on the noun we are adding information to or on the information that follows.

- To add information about people, use a clause beginning with *that* or ¹ _____.
- To add information about things, use a clause beginning with *that* or ² _____.
- To add information about times, use a clause beginning with *when* or ³ _____.
- To add information about possessions, use a clause beginning with ⁴ _____.
- To add information about places, use a clause beginning with ⁵ _____.

G Check your ideas on page 186 and do Exercise 1.

7 Cross out the word or words that are *not* correct.

- 1 He was a military leader in the nineteenth century *who / that / which* helped unify Italy.
- 2 It's a European Union scheme *that / who / which* provides grants to teachers.
- 3 It's *who / when / where* they have Rembrandt's most famous paintings.
- 4 He set up a charity *that / which / where* has helped thousands of poor children.
- 5 He's a composer *who / that / whose* most famous work is probably *The Rite of Spring*.
- 6 At the time *that / who / when* he was writing, his ideas were very radical.
- 7 It's supposed to be the house *when / where / that* Shakespeare was born.
- 8 She was a writer *whose / who / which* ideas were very influential.

8 Write down a name for each of the following that you think other students may not know.

- 1 a writer, artist or musician
- 2 a scientist or inventor
- 3 an athlete or sportsman / sportswoman
- 4 a politician or person from history
- 5 two places of historical importance

9 Work in groups. Take turns to test each other. Ask *Do you know who X is?* / *Do you know why X is important?* See who has the best general knowledge and can answer the most questions. When answering or explaining, use relative clauses.

A: *Do you know who Tim Berners-Lee is?*

B: *No, sorry. I haven't got a clue.*

C: *He's the guy who invented the World Wide Web. He's British, I think.*

B: *Oh, OK. Do you know why Robben Island is important?*

A: *Yeah. It's where Nelson Mandela spent all those years in prison.*

G For further practice, see Exercise 2 on page 186.

THE FAME GAME

READING

- 1 Read the introduction of the article below. Then work in pairs and discuss the questions.
 - Why do you think so many people want to be famous?
 - What kind of problems might be caused by the desire for fame and money?
 - What do you think is the best way to become famous?
 - Can you think of any bad ways of becoming famous?
 - Do you know about any celebrities who have found fame hard to cope with?
 - Which six different ways of becoming rich and famous do you expect the article to mention?

SEEKING FAME & FORTUNE

In a recent survey, over 80% of 18-to-25-year-olds said getting rich was their first or second most important life goal, whilst 51% said the same about becoming famous. Of course, being a celebrity can be problematic. We have all seen stories about stars turning to drink or drugs as they find themselves unable to cope with the emotional stress of life in the public eye. However, this doesn't seem to discourage anyone. The main problem for many seems to be how to actually become rich and famous – especially if you have no real talent! Given this, here's our six-point guide on how to go about it.

1 Date someone who's already famous

Obviously, finding a famous partner is easier said than done. However, anyone who can manage to catch the eye of a top footballer or movie star can expect to find themselves on the front page of the gossip magazines before too long. This might then be enough to get a TV or advertising company interested and you can end up becoming a star yourself.

2 Go on a reality TV show

The kind of out-of-tune singing that was once reserved for the privacy of a karaoke room has now become prime-time Saturday night TV – and shows such as *The X Factor* and *Pop Idol* have brought instant fame and fortune to hundreds around the world. Take Norwegian Kurt Nilsen, for example. His versions of well-known songs were so popular that he was able to give up his job as a plumber! He then went on to win *World Idol* and became a huge star in his native country. If you can sing, you could follow in Kurt's footsteps. If this option isn't available to you, then why not just try to appear on any of the reality TV shows which require no talent at all from their contestants?

- 2 Read the rest of the article. In which section were the following mentioned?

- a a popular talent show
- b retired people
- c an act of great generosity
- d an act of great bravery
- e advertising on a website
- f physical attraction

- 3 Work in pairs. Discuss why the people and things below were mentioned. Check your ideas by looking at the article again if you need to.

- | | |
|------------------------|-----------------|
| 1 the gossip magazines | 6 Paris Hilton |
| 2 karaoke | 7 Golda Bechal |
| 3 Kurt Nilsen | 8 Kuldeep Singh |
| 4 Howard Davies-Carr | 9 The Zimmers |
| 5 YouTube | 10 The Who |

- 4 Work in groups. Can you think of any other people who have become famous in the six ways mentioned in the article? Say as much about them as you can.



The Internet has given many their fifteen minutes of fame. You get a message from a friend containing a link to an online video, a blog or a new site. You have a look, forward the link, and before long, things start getting out of control and a million people have seen it!

And, of course, the more views a video gets, the more money can be made from it. A few years ago, Howard Davies-Carr uploaded a short film of his two sons sitting side by side in a chair. Entitled *Charlie bit my finger*, nothing much happens in it – apart from a finger being bitten. However, the clip is now the fourth most-watched film ever on YouTube and the family has earned hundreds of thousands of pounds from advertising.

- 5 Complete the sentences with the correct form of these words from the article. Then underline the words that go with them in each sentence.

will option footsteps control barrier

- We would love to buy a house and move in together, but on our wages that _____ isn't available to us.
- My dad wants me to follow in his _____ and join the army, but it's just not what I want to do with my life.
- Physical disability is no _____ to a successful career.
- My spending got out of _____. If you ask me, it's the bank's fault for lending me so much money.
- My aunt left me a house in her _____.

save repay forward come into catch

- You _____ my life! How can I ever thank you enough? I would've died if you hadn't rescued me.
- Could you _____ the email from Head Office to me?
- There were some really good-looking guys at the party, but one in particular _____ my eye.
- Thanks again for everything you did for us. I hope that one day we can _____ your kindness. All the best, Omar
- She _____ a lot of money when her father died.

- 6 Work in pairs. Use three of the underlined groups of words from Exercise 5 to say something about your life.

I'd like to follow in my father's footsteps and become a surgeon.

SPEAKING

- 7 Work in groups. Discuss what you think each quotation about fame means. How far do you agree with each one? Explain why.

'Fame means millions of people have the wrong idea of who you are.'

'Wealth is like sea-water; the more we drink, the thirstier we become; and the same is true of fame.'

'To people who want to be rich and famous, I'd say get rich first and see if that doesn't cover it.'

'Fame is the thirst of youth.'

'Fame is a constant effort.'

'Fame usually comes to those who are thinking about something else.'

'The longer a man's fame is likely to last, the longer it will be in coming.'

'The day will come when everyone will be famous for fifteen minutes.'

- 8 Work with another group. Which of the eight quotations do you think is the best? Why?

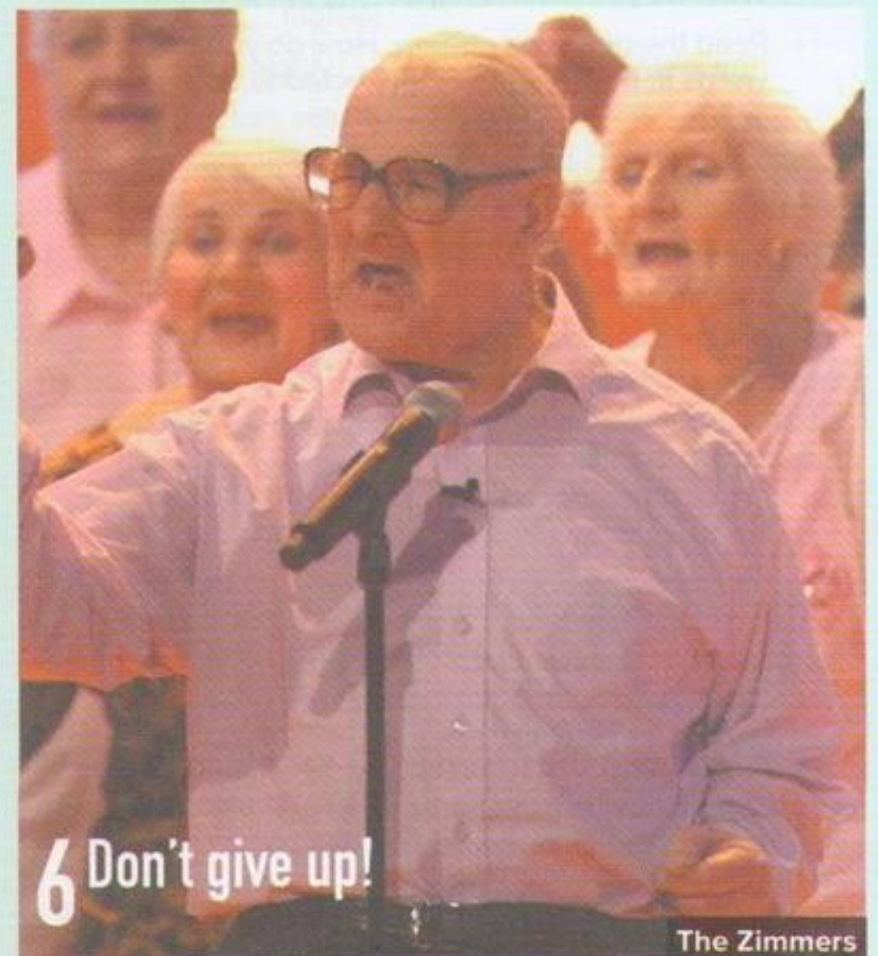
4 Inherit a fortune

Obviously, if you want to come into a lot of money when one of your loved ones dies, it helps if you have incredibly rich parents – like Paris Hilton's. Alternatively, you just need to be lucky when choosing your friends, like Chinese restaurant owners Kim Sing and Bee Lian Man were. They befriended an elderly widow, Golda Bechal, who then repaid their kindness by leaving the couple £10 million in her will when she died.



Kuldeep Singh

One good way of getting yourself in the papers is to save someone's life or catch a wanted criminal. Kuldeep Singh, for instance, became a national hero in India when he removed a bomb from a bus he was driving in Delhi. Mr Singh, who was injured when the bomb later exploded, was widely praised for his courage.



The Zimmers

Age is no barrier to becoming famous either, as plenty of old-age pensioners have proved. The Zimmers are among recent examples: a group of around 40 British pensioners put together by a documentary film maker who was interested in the experiences of the elderly, the band's first singer was 90 when he joined and the oldest member was 101! They had a hit with a cover version of The Who's *My Generation* and went on to appear on TV and travel to America.

VIDEO 8

BEE THERAPY

1 Work in pairs. Discuss the questions.

- How much do you know about bees?
- How do you feel about bees? Why?
- Have you – or any you know – ever been stung by a bee? When? What happened?
- Why are bees important to humans?
- What do you think is happening in the photo?
- Read the definitions below. How do you think the words in bold might be connected to bees?

Acupuncture is a traditional way of treating pain. It involves placing needles into particular points on the body.

Histamines are chemicals that are released in the body as part of an allergic reaction. They cause typical allergy symptoms like swelling and itching.

Multiple sclerosis (MS) is a disease that slowly attacks the nerves in the body. Symptoms include a feeling of small sharp points pushing into the skin or a stinging sensation (sometimes called a tingling sensation) as well as a loss of feeling (often called numbness).

When part of your body is under attack, **white blood cells** quickly move to that area to help destroy the harmful substances and prevent illness.

2 31 Watch the first part of the video (0.00–1.47). Find out how each of the words in bold in Exercise 1 is connected to bees.

3 31 Work in pairs. Discuss why the numbers and things below were mentioned. Watch the first part again and check your ideas.

- | | |
|-------------------|--------------|
| 1 dozens of times | 5 6,000 |
| 2 six months | 6 600 |
| 3 twelve years | 7 five years |
| 4 200 | 8 one hour |

4 31 Watch the second part of the video (1.48–3.46). Are the sentences true (T) or false (F)?

- 1 To begin with, Mr Chen had his doubts about bee sting therapy.
- 2 His wife developed a mild form of arthritis.
- 3 Western medicine didn't really help her.
- 4 After starting bee sting therapy, it took a very long time for her condition to improve.
- 5 Bee sting therapy has cured Hso-Rong Chen's multiple sclerosis.
- 6 Most western doctors would disagree with her explanation for the change in her condition.
- 7 There hasn't yet been enough research to prove that bee sting therapy really works.
- 8 Hso-Rong Chen feels better than she has done for at least a year.

5 Work in groups. Discuss the questions.

- What do you think of bee sting therapy?
- Do you think it's OK to use animals to help find cures for human diseases? Why? / Why not?
- Do you know anyone who's tried acupuncture or other alternative therapies? Why? Did it help?

UNDERSTANDING FAST SPEECH

6 32 Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.

EVERY WEEK / MISTER CHEN / and his ASSISTANTS /
TREAT TWO HUNDRED PATIENTS / and SACRIFICE SIX
THOUSAND HONEY BEES // The RESULTS / he SAYS /
can be ASTOUNDING

7 Now you have a go! Practise saying the extract at natural pace.

REVIEW 8

GRAMMAR

1 Complete the text with one word in each space.

A few years ago, the company ¹_____ I was working for officially ²_____ that they ³_____ launching this new scheme that ⁴_____ provide us all with excellent health insurance. My employers ⁵_____ to pay us all sick pay and to cover most medical bills. All we had to do was go for a quick check-up with the doctor. Sounds great, right? Well, I went the ⁶_____ week and got a bit of a shock. The doctor ⁷_____ asking me endless personal questions – you know, like ⁸_____ I was married, ⁹_____ I didn't have any kids yet, and so on. I couldn't believe it! The next thing I knew, the company sent me an email apologising ¹⁰_____ bringing me bad news, and saying I didn't qualify. Incredible! I briefly considered complaining ¹¹_____ the experience to someone, but my dad warned me ¹²_____ to, so I didn't.

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words, including the word given.

- I offered to pay, but he refused to even listen! He absolutely _____, even though I offered myself. **PAYING**
- After hours of questioning, he finally told them he'd cheated in the exam. In the end, after hours of questioning, he _____ in the exam. **TO**
- I've always wanted to go to Abbey Road. The Beatles recorded there. I've always wanted to go to Abbey Road, _____ The Beatles recorded. **PLACE**
- I can't understand you. Can you speak a bit more slowly? Sorry, but I can't follow you. You're speaking a bit _____ for me. **TOO**
- He seemed sure everything was going to be fine. He kept saying _____ OK. **WOULD**

3 Choose all the correct options.

- That's the hospital *that / which / where* I had my operation in a few years ago.
- We met during the time *when / which / that* I was working in the Munich office.
- He was a military leader *who / that / which* inspired great loyalty in his men.
- He said he *was going to / is going to / would do it* sometime later in the year.
- He *suggested / complained / refused to consider* my suggestion.
- He kept asking what *had happened / was happening / was going to happen*.
- She promised *she'd help / helping / to help* me, but she never did!

4 74 Listen and write the six sentences you hear.

5 Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

6 Match the verbs (1–8) with the collocates (a–h).

- | | |
|------------|--------------------|
| 1 campaign | a a new player |
| 2 break | b bankrupt |
| 3 forward | c your collarbone |
| 4 go | d an email |
| 5 hold | e on some ice |
| 6 sign | f for civil rights |
| 7 slip | g a disease |
| 8 cure | h a summit |

7 Decide if these words and phrases are connected to illness, accidents or news stories.

| | | |
|-----------------------|-------------|------------------|
| high blood pressure | bankrupt | badly burned |
| get bruised | slip over | have an affair |
| introduce a policy | crash | go on medication |
| under a lot of stress | sore throat | call a ceasefire |

8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- I read that the pilot lost _____ and that's what caused the crash. (conscious)
- They need to _____ the whole system – and soon! (modern)
- The two countries recently signed a new trade _____. (agree)
- Polio is a highly _____ disease. (infection)
- The doctors said it was probably some kind of _____ reaction to something I'd eaten. (allergy)
- They warned me that the pills could cause minor _____ to my eyes. (irritable)
- Nicotine is highly _____. (addiction)
- He led the _____ struggle against England. (liberate)
- Most diseases are _____ if they're treated early enough. (cure)
- They've developed this amazing new _____ for addiction. (treat)

9 Complete the text with one word in each space. The first letters are given.

When I was in Texas, I had to go into hospital because I had a high ¹te_____ and quite a ²na_____ cough. I kept feeling a bit ³di_____ every time I stood up as well. The doctor that I saw told me there was a nasty ⁴vi_____ going around and gave me a check-up. Then he said that, judging by my symptoms, I probably just had flu and it should ⁵cl_____ up in a few days. He gave me an ⁶in_____ and then sent me home with some ⁷an_____ to take. I drank a lot of ⁸fl_____ and was soon feeling much better.

When I got the hospital bill, though, I nearly had a ⁹he_____ attack! I don't have any health insurance, but luckily I came into a bit of money when my grandfather died. He left me £2,000 in his ¹⁰wi_____, so at least I was able to pay my bills.

1 WRITING Keeping in touch

SPEAKING

1 Work in pairs. Discuss the questions.

- Are you good at keeping in touch with people? Why? / Why not?
- What's good and bad about these ways of keeping in touch?
 - email
 - phone
 - Facebook (or similar)
 - WhatsApp (or similar)
- Think of someone you know who you haven't been in touch with for a while. Why haven't you been in touch? What was their situation last time you were in touch? Do you know if it has changed at all? In what way?

WRITING

2 Read an email from an Italian student, Chiara, to a Chinese friend she met while studying in the UK. Put the parts (a–g) into the correct order. Then work in pairs and explain your order.

3 Use words from the email to complete the phrases that we often use in emails when catching up with news.

- 1 How are you? Sorry I haven't _____ recently, but I've _____ very busy.
- 2 When I _____ wrote I told you ...
- 3 _____ what? We're getting married!
- 4 _____, what about you? What _____ you doing at the _____?
- 5 I often think _____ you and the great _____ we had.
- 6 Write to me _____ and tell me your _____.

4 Work in groups. Discuss the questions.

- Do you think Chiara and Hugo have decided to get married too quickly? Why? / Why not?
- Would you like to study abroad? Why? / Why not?
- Do you have any friends from other countries? How did you meet?
- Apart from emails, what ways can you think of to practise writing in English? What's the best way?

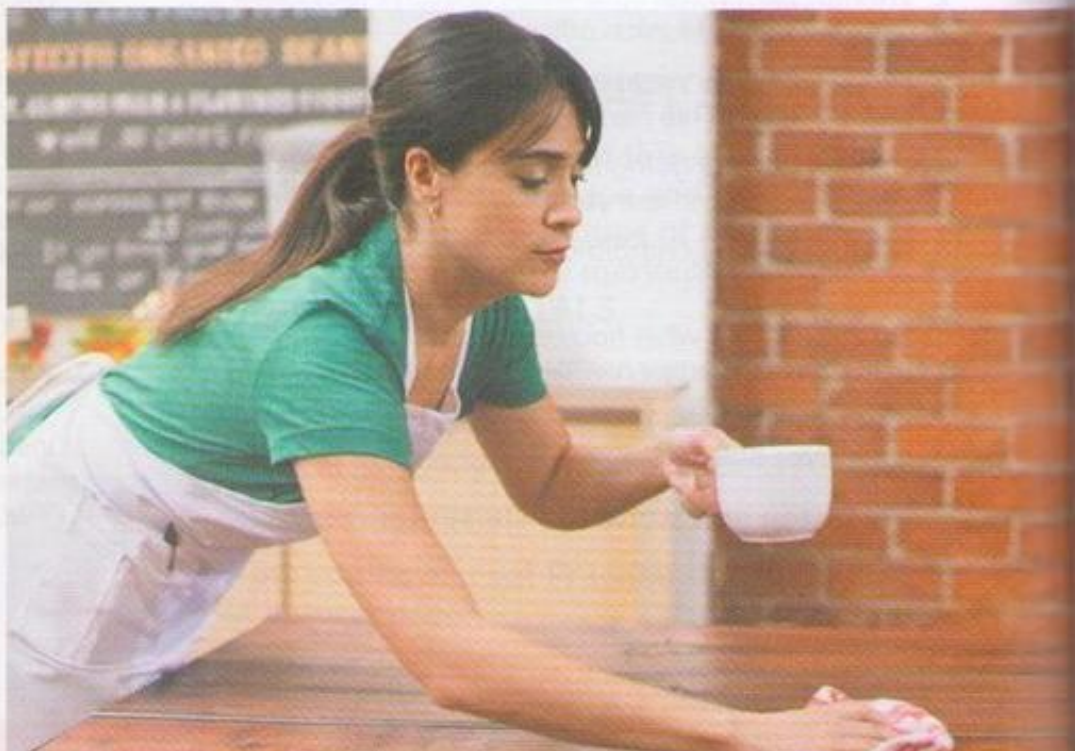


To Lian@hotmail.ml
From Chiara@hotmail.ml

Dear Lian,

- a** **Apart from** getting married, looking for a flat and working six nights a week, I'm also going to the gym a lot. I want to get fit and lose some weight so I look good in my wedding dress. And that's another thing I need to do – get my wedding dress! I'm completely exhausted, but I'm **also** really happy!
- b** Lots of love
- c** When I last wrote, I told you I'd met a guy called Hugo. Well, guess what? We're getting married! He proposed when we were having a meal to celebrate our first six months together. I know it seems quick, but he's a really wonderful guy. It now looks as if I'm going to stay in Scotland for a long time!
- d** Anyway, what about you? What are you doing at the moment? When you wrote last, you said you were feeling a bit tired and you were thinking of taking a holiday and going to see Eri in Japan. Did you go? How was it? How is Eri? I often think of you and her and the great times we had at school here. It would be great if you could come and visit.
- e** Write to me soon and tell me your news.
- f** How are you? Sorry I haven't written recently, but I've been very busy. So many things are happening in my life at the moment it's difficult to find time for anything else!
- g** **As well as** getting married, we're looking for a new place to live. We want to find a house – somewhere nice where we can start a family. It's very expensive here, so it's good that I **also** started a new job two months ago. I'm working in an Italian restaurant. The basic wages aren't great, but I usually get a lot of tips, so the money could be worse. The owner is Scottish. His grandparents were Italian, but he doesn't speak Italian very well, so it's good for my English **too**. And, of course, I speak English with Hugo and his family. Before I met his parents, I was very nervous, but they're very kind and friendly.

Chiara



KEY WORDS FOR WRITING

as well as, apart from, too and also

We use *as well as* and *apart from* to join ideas and different parts of sentences. Notice how these phrases can start a sentence and that they are followed by an *-ing* form without a subject pronoun. At the end of the clause starting with *as well as / apart from*, add a comma.

As well as *getting married, we're looking for a new place to live.*

Apart from *getting married, looking for a flat and working six nights a week, I'm also going to the gym a lot.*

Too and *also* add ideas, but you need another word such as *and, but* or *so* to join the two parts of a sentence. *Too* goes at the end of the sentence / clause. *Also* usually goes in the middle.

I am exhausted, but I'm also really happy.

He doesn't speak Italian very well, so it's good for my English too.

It's very expensive here, so it's good that I also started a new job two months ago.

5 Join the pairs of sentences using the words in brackets and making any other necessary changes.

- 1 I started a new job last week. I'm moving house. (also)
- 2 I'm studying a lot. I'm training hard for a marathon. (as well as)
- 3 My brother is living with me at the moment. I'm busy looking after him. (too)
- 4 I helped to organise my Mum's 50th birthday party. I've been busy at work. (apart from)
- 5 I went to Germany on holiday. I went to Sweden for a conference recently. (as well as)
- 6 Quite a lot of bad things have happened. I have some good news. (too)

6 Write three sentences about your recent life using *too / also* or *as well as / apart from*. Then read your sentences to a partner.

GRAMMAR

Reporting what people said

When we write to catch up with news, we often refer to the situation the last time we wrote to / spoke to / saw the person we're writing to. Notice how we use the past perfect simple or the past continuous to show if the action happened before we spoke, or around the same time.

*The other week when I saw you, I remember you said your mum **was** ill. (= ill at the time we met)*

*When I last wrote, I told you I **had met** a guy called Hugo. (= We met before I wrote.)*

*When you wrote last, you said you **were feeling** a bit tired and you **were thinking** of taking a holiday and going to see Eri in Japan (= You were thinking around the same time as you wrote.)*

7 Complete the sentences with the correct auxiliary forms. To do this, you will need to decide if the action took place before or around the same time that you wrote / spoke. Note that you may need to use negative forms.

- 1 The last time you wrote, I think you told me you _____ started a new job.
- 2 The last time I wrote to you, I think I _____ still pregnant.
- 3 The last time we spoke, you said you _____ feeling a bit down.
- 4 The last time I saw you, you _____ doing your exams.
- 5 The last time I saw you, I _____ have a job.
- 6 The last time you wrote, you said you _____ planning to move.
- 7 The last time we spoke, I still _____ graduated.
- 8 The last time I wrote, I _____ going out with Karen.

8 Match sentences 1–8 from Exercise 7 with the follow-up comments / questions a–g.

- a How are you now? I hope you're better.
- b How's it going? Are you finding it easier?
- c Did you find anywhere nice? What's your new address?
- d How did you do? Did you pass them all?
- e Well, Sara is two now and I'm actually expecting my second!
- f Well, guess what? I'm now the assistant manager of a local store.
- g Well, unfortunately we've split up.
- h Well, I finished last July and now I'm doing a Master's.

9 Complete the sentences with your own ideas. Then add a follow-up question or comment.

- 1 The last time you wrote, you said ...
- 2 The last time I saw you, I think I ...
- 3 The last time I spoke to her, ...

PRACTICE

10 You are going to write an email to someone who you haven't been in touch with for a while. You want to catch up with their news. Before you write, think about the following.

- why you haven't been in touch
- the situation you were both in when you last spoke and / or what you talked about
- your situation now; things you're doing; events that have happened to you recently
- questions you want to ask your friend

11 Write your email. Use the model email to help you and use as much language from this lesson as you can.

2 WRITING Short emails



SPEAKING

1 Work in pairs. Discuss the questions.

- How often do you check your email?
- How many emails a day do you think you send?
- Who do you write to most often?
- Do you ever send emails in English? Who to? Why?

WRITING

Explaining why you are writing

We generally begin emails with a line explaining why we are writing. To people we already know, we often begin with sentence starters like this:

| | | | |
|--------|-------|-------|------------------------|
| Just a | quick | one | to let you know |
| | short | note | to remind |
| | | email | to ask |
| | | | to tell |
| | | | to say I'm sorry |
| | | | to say thank you |
| | | | to say congratulations |

All of these sentence starters can be used with friends or with colleagues. However, in more formal contexts, it may be best to avoid the word *one* and use *note* or *email* instead.

2 Complete the pairs of sentence endings 1–7 with sentence starters from the box.

- 1 ... you that next Monday is a public holiday.
... you to bring that book you said you'd lend me.
- 2 ... I missed you while you were in Paris.
... to hear you've been ill.
- 3 ... for all your hard work organising the conference.
... for a lovely weekend.
- 4 ... I arrived safely in Hong Kong.
... I'll be a bit late to the meeting tomorrow.
- 5 ... if you could do me a big favour.
... if you could send me the photos you took at the party.
- 6 ... you I can't make the meeting tomorrow.
... you how much we enjoyed the barbecue last night.
- 7 ... on your exam results.
... to you both. The baby's beautiful.

3 Work in pairs. Write one more possible ending for each of the seven sentence starters in the box above.

4 Complete the three short emails with the correct whole sentence from Exercise 2.

1

Dear Thorsten,

_____ I'm planning to come to Germany next month on business and need to contact Matthias Einhoff before I arrive. I want to arrange a meeting with him to discuss a new project. The problem is, though, I've lost his contact details. Do you know anyone who might have them? I'd be really grateful if you could try to find out.

Anyway, I hope all is well – and hope to hear from you soon.

Many thanks,
Oliver

2

Hi Lars

_____ I think you arrived the day after I had to go to Vienna for a friend's wedding. I was there for three days and had a great time, and then came back on the 27th and tried to call you, but I got a message saying the number wasn't available. Have you changed your mobile or lost it or something?

Anyway, I hope you had fun here and please let me know in advance next time you're planning to come here again. I would love to see you again. It's been a long time!

All the best,
Maria

3

Hi Tatsu,

_____ I can't believe you got an A! You must be really pleased. Still, after all your hard work, you deserve it! I hope you're going to go out and celebrate. I've got my exams next month and am really worried about them. I just hope I do as well as you did.

Anyway, write to me when you have a free minute and tell me all your news.

Cheers for now,
Davorka



SPEAKING

5 Work in pairs. Discuss the questions.

- Have you ever lost anyone's contact details? How did you lose them? Did you manage to get them back again?
- Have you been to a wedding in the last few years? When? Whose was it? What was it like?
- Have you congratulated anyone recently? Why?
- Have you got any exams in the near future? Do you know anyone else who has?

GRAMMAR

Leaving out words

When we add information to a sentence using *and* / *or*, we often leave words out if they have already been used. We assume the missing words are understood by the reader.

I'm planning to come to Germany next month on business and (I) need to contact Matthias Einhoff before I arrive.

6 Decide which words have been left out of these sentences. Then work in pairs. Compare your answers. What kinds of words are generally left out?

- 1 Have you changed your mobile or lost it or something?
- 2 I've got my exams next month and am already really worried about them.
- 3 I hope this is OK with you and won't cause too many problems.
- 4 I will talk to Rose on Thursday and ask her what I missed, but please do let me know if there's anything urgent I need to do or know about before then.

7 Rewrite each of the groups of sentences below as one sentence. Link your ideas using *and* / *or*. Leave out any words you think are unnecessary.

- 1 We left Sydney on Friday night. We arrived in Hong Kong on Saturday morning.
- 2 I really want to send one of the photos to my mum. I want to burn some of the other photos onto a CD.
- 3 Don't worry about missing class tomorrow. Don't worry about taking time off if you need to.
- 4 Don't feel you have to wear a suit to the party tonight. Don't feel you have to bring a present.
- 5 I'm going to Prague tomorrow. I'm going to Pisa on Friday, so I won't be at the meeting on Thursday. I won't be at work for the rest of this week.
- 6 I thought the story was great. I thought the acting was really good, but I didn't really like the ending. I didn't really like some of the songs.

VOCABULARY

Ending emails

The way we end emails depends on who we are writing to. Some endings are more common for formal emails, while others are more common for neutral or informal ones.

8 Look at these nine different ways of ending emails. Work in pairs. Discuss which endings you could use:

- 1 in more formal situations (e.g. applying for a job, writing to someone you don't know at all).
- 2 in more neutral situations (e.g. colleagues at work, people you already know).
- 3 in more informal situations (e.g. close friends and family).

| | | |
|------------------|-----------------|----------------|
| Kind regards | Love | Lots of love |
| Yours faithfully | All the best | Cheers for now |
| Many thanks | Yours sincerely | Yours |

9 Work in pairs. Think of the letters and emails that you send. Which of the endings in Exercise 8 could you use if you wrote them in English? Say as much as you can about who your emails are to, and which endings you would use.

PRACTICE

10 Write four short emails. Begin each one with a sentence starter from the Writing box. Try to write two more informal emails, and two more formal ones. Use as much of the language from this lesson as you can.

3 WRITING Stories

SPEAKING

1 You are going to read a short story written for an exam. It starts with the line: *It was dangerous, but I knew I had to do it.* First, work in pairs and do the following.

- Based on this first line, think of four possible things that the writer was about to do.
- How do you think each of these four stories might then develop?

WRITING A story

2 The four sentences below are from the story. Check you understand the words in bold. Then work in pairs. Discuss the order you expect to read the sentences in. Explain your ideas.

- I could feel the wind **rushing** past me as I fell.
- I **floated** slowly down.
- I moved my feet closer to the **edge** and looked down!
- Eventually, I pulled the **cord**.

3 Now read the story and complete it with the correct form (past simple, past continuous or past perfect simple) of the verbs. Then work in pairs and compare your ideas.

SPEAKING

4 Work in pairs. Discuss the questions.

- Do you know anyone who has done a parachute jump?
- Would you like to do one? Why? / Why not?
- Would you like to do any of these other dangerous things? Are there any you have done already?
 - go whitewater rafting
 - go mountaineering
 - do a bungee jump
 - go hang-gliding
 - hitchhike round the world
 - explore caves

It was dangerous, but I knew I had to do it. If there is one thing I love, it's a challenge. I moved my feet closer to the edge and looked down. I was just about to jump when it suddenly hit me. I was really going to do it! Nobody had believed me when I ¹ _____ (say) I would do it, but there I was.

I moved my feet closer to the edge and looked down. It was a very long way to the ground! Everyone else ² _____ (seem) so relaxed, but my heart ³ _____ (beat) like crazy. Just as I ⁴ _____ (think) about maybe changing my mind, the voice behind me ⁵ _____ (scream), 'Go! Go! Go!' – so I jumped.

Suddenly, the panic and the fear just disappeared. I ⁶ _____ (really / fly)! I could feel the wind rushing past me as I fell. Eventually, I pulled the cord on my parachute and it ⁷ _____ (open) – thankfully! I floated slowly down, enjoying the incredible views. I ⁸ _____ (land) safely and knew at once that this was something I wanted to do again.



KEY WORDS FOR WRITING

just about to, just as

Was / Were (just) about to + infinitive (without to) is used to talk about something you were planning to do before something else happened. *When suddenly* often follows *just about to*.

I was just about to jump when suddenly it hit me!

Just as is used to emphasise that two verbs happened at exactly the same time. It is more common to use the past continuous after *just as* but the past simple is also possible.

Just as I was thinking about maybe changing my mind, the voice behind me screamed, 'Go! Go! Go!'

Just as I turned on the computer, I heard a bang and the lights went out.

5 Match the two parts of the sentences.

- 1 I was just about to give up and stop looking
 - 2 She was just about to go back to bed
 - 3 We were just about to kiss
 - 4 Just as the band appeared on the stage,
 - 5 Just as we were all sitting down to eat dinner,
 - 6 Just as I was walking out of the store,
- a when she suddenly heard a strange noise downstairs.
 - b three men ran in, holding guns and pushed past me.
 - c when suddenly I saw something shiny in the dirt.
 - d there was a loud knock at the door.
 - e when my ex-boyfriend suddenly walked in.
 - f the woman next to me started screaming like crazy!

6 Work in pairs. Think of one more possible ending for each of the sentence beginnings 1–6 in Exercise 5.

7 Rewrite each pair of sentences as one sentence. Link your ideas using the words in brackets. Make any other changes you think are necessary.

- 1 We were planning to leave. Then they gave us a table. (just about to)

- 2 I was planning to give up and go home. Then I saw him walking towards me. (just about to)

- 3 I was planning to go to bed. Then the doorbell rang. (just about to)

- 4 We were walking towards our car. A police car suddenly drove up and stopped right in front of us. (just as)

- 5 We were starting to think the holiday was going to be a disaster. At that moment, the sun came out. (just as)

VOCABULARY

Descriptive verbs

We can use descriptive verbs to make stories more exciting.

The voice behind me screamed, 'Go! Go! Go!'

8 Match the descriptive verbs 1–7 with their definitions a–g.

- | | |
|-----------|--|
| 1 slam | a say very quietly |
| 2 grab | b move very quietly / slowly |
| 3 shout | c look at something for a long time |
| 4 stare | d close; put something down angrily / loudly |
| 5 rush | e say very loudly |
| 6 creep | f run; go in a hurry |
| 7 whisper | g take hold with your hand suddenly |

9 Work in pairs. Take turns to act the words from Exercise 8. Can your partner guess what you are doing?

10 Complete the sentences with the correct form of the verbs from Exercise 8.

- 1 The train was leaving in ten minutes so we _____ to the station.
- 2 He ran out and _____ the door shut behind him.
- 3 I _____ at the paper. I couldn't believe what it said.
- 4 Just as I was leaving, someone _____ my bag and ran off.
- 5 It was chaos. Everyone was screaming and _____.
- 6 I _____ down the stairs, trying not to make a noise.
- 7 I tried to _____ the answer to my friend but the teacher heard me.

PRACTICE

11 Look at the exam questions below and choose one.

- a Write a story that starts with one of the following lines:
 - It was three o'clock in the morning when the phone rang.
 - It was dangerous, but I knew I had to do it.
- b Write a story that ends with one of the following lines:
 - ... and that was the best day of my life.
 - ... and that was the worst day of my life.

12 Plan your story. Then work in pairs and discuss your ideas. Can you think of any ways to make the story more exciting?

13 Write the story. Use between 150 and 180 words.

4 WRITING Making requests

SPEAKING

- 1 Check you understand the words in bold. Then work in pairs and discuss the questions.
- When was the last time you **did** a friend a **favour**? What was it?
 - When was the last time you **asked** a friend to **do you a favour**? What was it? How did you ask? What did they say?
 - Do you **owe** anyone a **favour** at the moment?

GRAMMAR

Indirect questions

In writing, we often avoid direct requests and questions. Notice how the word order changes after the indirect question phrase. For example:

Can you send me the files as soon as possible? →

Do you think you could send me as soon as possible?

How much **is it**? →

Could you tell me how much it is?

- 2 Complete the indirect questions by putting the words in brackets in the correct order.
- 1 **Could you do me a favour and** _____ (it / now / for / buy / me) and then I'll pay you back later?
 - 2 **Do you think** _____ (could / ring / give / him / a / you) and speak to him about it?
 - 3 **Is there any way** _____ (letter / could / this / you / translate) for me?
 - 4 **I was wondering** _____ (could / if / me / you / send / possibly) some samples of your work?
 - 5 **Could you tell me** _____ (everything / when / be / will / collect / to / ready)?
- 3 Write a different ending for each of the five indirect question starters in bold in Exercise 2.

WRITING

- 4 Read these four emails and complete them with one word in each space.
- 5 Work in pairs. Discuss these questions for each email.
- Who is writing to whom?
 - What phrase(s) are used to say thank you?
 - Do you think the requests are reasonable? If not, why not?
 - Are there any requests you would not ask or would refuse to do? Why?

1

Dear Sir/Madam,

I have already ¹_____ a reservation under the name of Rosario for the 18th–20th January. Would it be possible to stay an extra night on Saturday 21st January? If not, do you ²_____ you could inform me as ³_____ as possible as I will then need to make other arrangements.

Many thanks.

Yours faithfully,

Sandra Rosario

2

Hi Zarina,

Just a quick one to ¹_____ thank you for the email. I love the photos! Is there any ²_____ you could print them out, though, as my printer isn't very good? I'd ³_____ to frame the photos and put them on my wall.

Michaele

3

Dear Margot,

Long time, no see. How are you? I've been very ¹_____ finishing my final dissertation for my Master's. It's 20,000 words, so I haven't been out much! I've attached it here. As your English is so good, could you do me a big ²_____ and look through it carefully to check it's OK? I'd ³_____ really grateful.

Cheers,

Olaf

4

Dear Mario,

Just a quick email to ¹_____ you know when I'll be arriving in Milan. The flight gets in at 05.10 on Friday morning. Actually, I was ²_____ if you could possibly come and pick me up, if it's not too much trouble? I'd be really grateful as I'll have loads of luggage.

³_____ the best,

Andre

VOCABULARY

Synonyms

In the first email, Sandra asks if they can *inform her as soon as possible*. *Inform* is a synonym for *tell*. We can use synonyms to make something sound more formal or more 'chatty', but often there is no difference in formality.

6 Match the verbs in italics 1–8 with their synonyms a–h. Which verbs are more formal?

- | | |
|---|-------------|
| 1 <i>request</i> a refund | a pick up |
| 2 <i>collect</i> Maria from the airport | b send on |
| 3 the flight <i>arrives</i> at five | c get in |
| 4 <i>inform</i> me when it is ready | d fill in |
| 5 <i>enquire</i> about prices | e ask for |
| 6 <i>complete</i> the form | f say sorry |
| 7 <i>forward</i> the email to him | g ask |
| 8 <i>apologise</i> for the error | h tell |

7 Work in pairs. Tell each other about the last time you:

- requested something by email.
- informed someone of something by email.
- enquired about something by email.
- completed a form.
- sent on an email, message or link.
- apologised for something.



KEYWORDS FOR WRITING

as

We saw in Writing 3 that *as / just as* is sometimes used to mean *while*. *As* is also very commonly used to mean *because*.

As your English is so good, could you do me a big favour and look through it carefully to check it's OK?

I'd be really grateful as I'll have loads of luggage.

As is also used in certain common expressions.

Do you think you could inform me as soon as possible?

8 Use the ideas below to write five requests and add reasons using *as*. Use one of the expressions from Exercise 5 to say thanks.

look after the kids?

Is there any way you could look after the kids on Friday as we have tickets for the theatre? We'd be really grateful.

- 1 send me another copy of the invoice?
- 2 give me a lift?
- 3 stay at your place for a few days?
- 4 extend the deadline for my essay?
- 5 complete the work by Thursday?

9 Complete the sentences below with these expressions.

- a as far as I know
- b as far as the hotel is concerned
- c as soon as you hear
- d as soon as you arrive
- e as quickly as you can
- f as soon as possible

- 1 Do you think you could email me _____ any news as I'm a bit worried about him?
- 2 When you arrive, you need to go _____ to Terminal B as there isn't much time for the transfer between flights.
- 3 Give me a call _____ at the station and I'll come and pick you up. Just wait outside the main entrance.
- 4 _____, it's all booked and confirmed. Is there any way you could sort out the car hire, though, as I don't have a driving licence?
- 5 Could you let me know _____ whether you can come or not as we need to make the booking?
- 6 _____, the shuttle bus runs all night, but perhaps you should ring the tourist information office to check.

PRACTICE

10 Work in pairs. First, working on your own, write two short emails making requests. One should be to a hotel or company and the other should be to your partner. Use as much language from this lesson as you can.

11 Swap your emails with your partner. Write a reply to each one.

5 WRITING Formal emails

SPEAKING

1 Work in groups. Discuss the questions.

- What things need doing when you organise the following?
 - a meeting
 - a wedding
 - a group excursion
 - a conference
 - a party
- Which is the most difficult thing to organise? Why?
- Have you ever been involved in organising any of these things? How easy was it?
- Did you have to make any changes or compromises?

WRITING

Fourteen 16-year-old schoolchildren are going on an exchange visit to Valencia, Spain. One of them has written to the organisation arranging the trip to ask to change the programme.

- 2 Read the email below. If you were Ms Roberts, would you agree to the change? Why? / Why not? What ways does Simon Holden use to try to persuade Ms Roberts?
- 3 Work in pairs. The email should have paragraphs to organise the different information and make it easier to read. Mark where you would start each new paragraph with //.

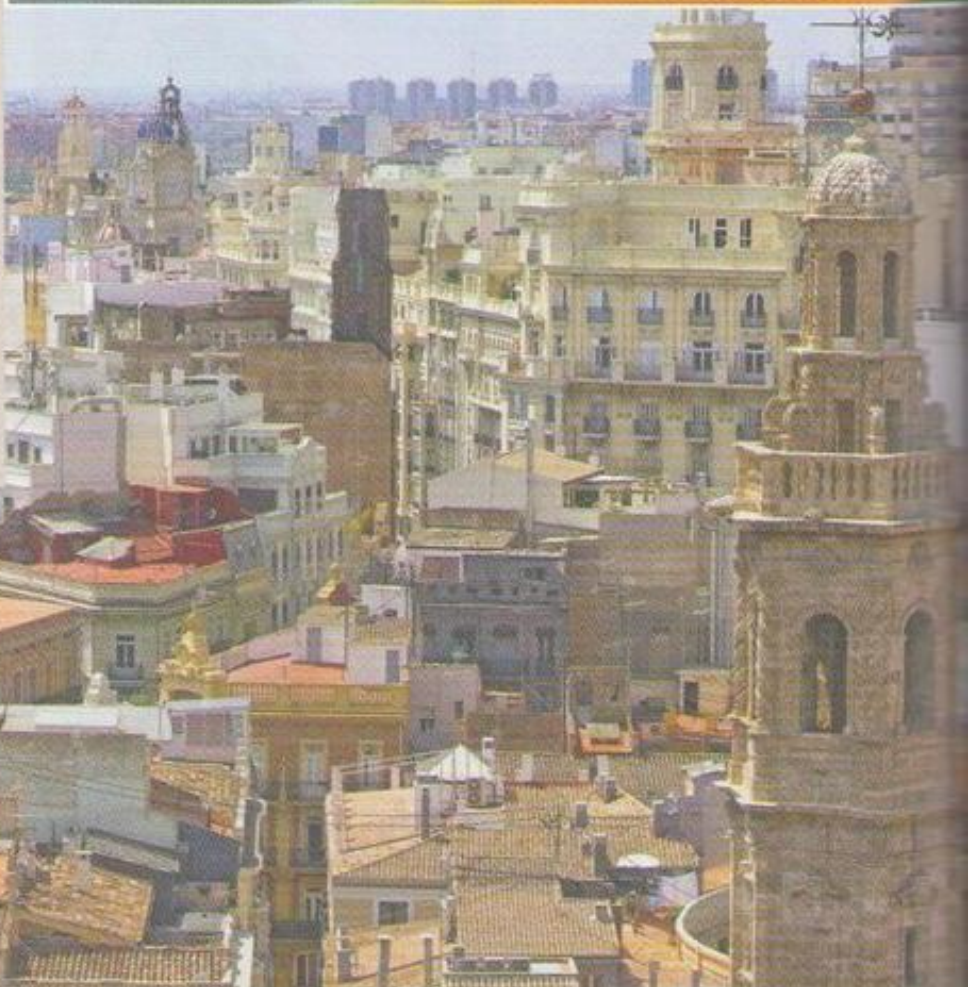
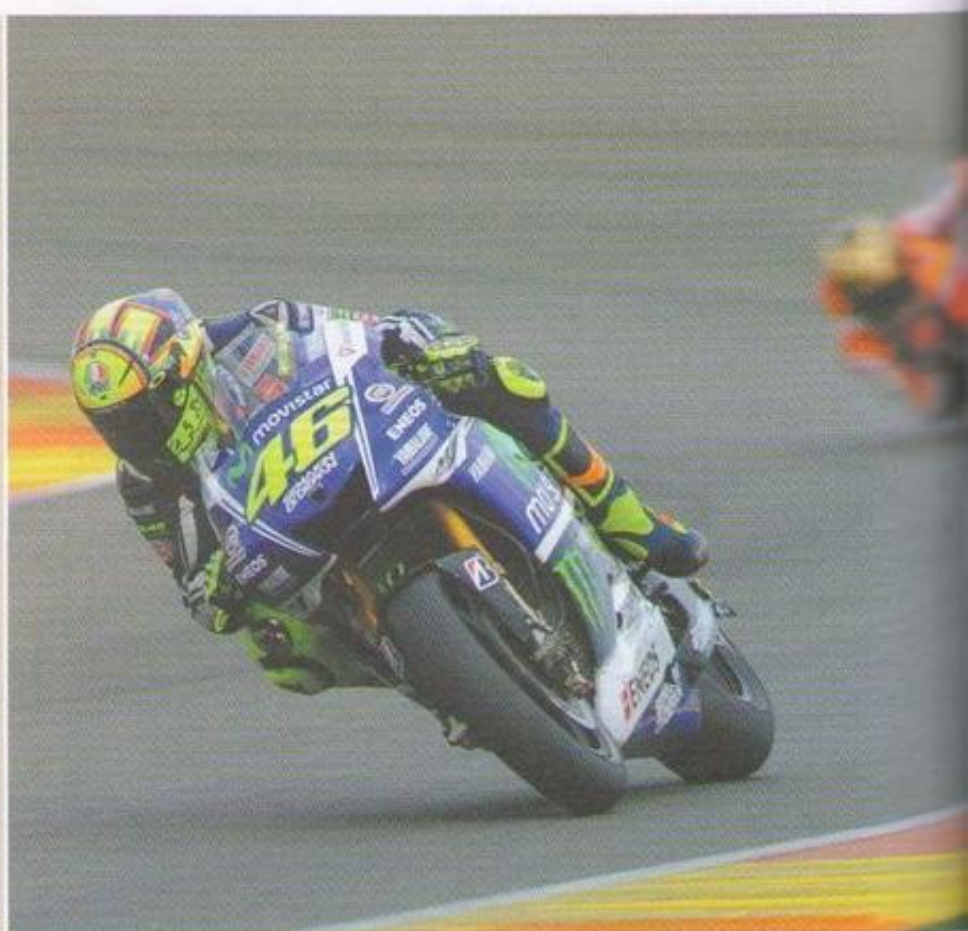


To roberts14@ex-spain-ge.es
From simonholden@exploremail.com

Dear Ms Roberts,

I am writing on **behalf** of the students who are going on the trip to Valencia in October. Firstly, can we say **thanks** for all your hard work organising the trip. On the **whole**, it looks great and we are all very much looking forward to it. However, we were **wondering** if we could possibly suggest one change. The Sunday after we arrive, there is a motorcycle Grand Prix in Cheste and ten of us would like to go. Currently, we are **scheduled** to go to the zoo that day and are free after lunch. Although we are sure the zoo is really nice, it seems a shame to miss such a big event while we are there, and Cheste is supposed to have a very special atmosphere. The four who are not interested in the motorcycling said they do not mind missing the zoo either. **Alternatively**, we could visit the zoo on Wednesday afternoon, which is currently free for shopping. We can take public transport to the Grand Prix as it is only 30km from Valencia. Obviously, we would pay for any extra cost, although we imagine you would have to come with us to supervise. We are sorry if this causes any **inconvenience**, but we are all very keen to go. We really hope that the change is possible and thank you again for all your work putting together the programme – we very much **appreciate** it. Yours sincerely,

Simon Holden



4 More formal writing has some rules such as those below. Find an example of each in the email.

- 1 Use surnames to address people.
- 2 Use full forms, not contractions (e.g. *did not* rather than *didn't*).
- 3 Avoid direct questions.
- 4 Use more formal words (e.g. *request* rather than *ask for*).
- 5 Use formal ways to sign off.

5 Look at the words in bold in the letter. Underline the whole chunk you could use for a similar letter.

6 Work in pairs. Cover the email and complete the extracts with one word in each space.

- 1 _____ behalf _____ the students who are going on the trip to Valencia.
- 2 Firstly, _____ thanks _____ organising the trip.
- 3 _____ whole, it looks great and we are all very much looking forward to it.
- 4 ... we _____ wondering _____ suggest one change.
- 5 _____, _____ scheduled _____ go to the zoo ...
- 6 Alternatively, _____ visit the zoo on Wednesday ...
- 7 We _____ inconvenience, but we are all very keen to go.
- 8 Thank you again for all your work putting together the programme – _____ appreciate _____.

KEYWORDS FOR WRITING

however, although and but

However, although and but can all have a similar meaning, but they use different grammar.

7 Look at these sentences from the email and complete the rules below.

- Although** we are sure the zoo is really nice, it seems a shame to miss such a big event.
- On the whole, it looks great and we are all really looking forward to it. **However**, we were wondering if we could possibly suggest one change.
- We are sorry if this causes any inconvenience, **but** we are all really keen to go.

- 1 _____ and _____ connect two parts of the same sentence. _____ usually starts the sentence, but can come in the middle.
- 2 _____ always connects to an idea in a previous sentence. It usually starts the second sentence, but it can come in the middle or at the end of the second sentence.

8 Complete the sentences with one word in each space.

- 1 _____ it would be nice to visit the museum, we don't have enough time.
- 2 It's a very full programme. _____, there is space for one more visit on Monday afternoon.
- 3 We would really like to go to the exhibition, _____ we were wondering if we could go on Tuesday instead of Sunday.
- 4 Thanks again for your help. _____ we realise these last minute changes are inconvenient, we are sure they will improve the programme.
- 5 On the whole, everything seems to be very clear. I do have couple of queries, _____.

9 Rewrite each pair of sentences as one sentence using the words in brackets and the correct punctuation.

- 1 Giving all the participants a souvenir is a nice idea. It might be a bit too expensive. (but)

- 2 I personally like rock music. Some of those attending might prefer something different. (although)

- 3 The menu for the dinner looks great. I think we should have a better option for vegetarians. (however)

VOCABULARY Programme

10 Complete the collocations with *programme* by using the correct form of these words.

| | | |
|----------|-------------|--------------|
| exciting | include | put together |
| full | last-minute | swap |

- 1 Thank you for all your hard work _____ the programme.
- 2 We were wondering if we could make two _____ changes to the programme.
- 3 Alternatively, we could _____ some things round in the programme.
- 4 Currently, it is a very _____ programme. Could we perhaps drop something from the programme and make room for some free time?
- 5 It looks like a very _____ programme of events and we are very much looking forward to it.
- 6 We regret to inform you we will be unable to _____ your talk in the programme.

PRACTICE

- 11 Work in pairs. Plan a week's programme for a group of exchange students visiting where you live or a programme of lectures and activities for a company team-building day.
- 12 Swap your programme from Exercise 11 with another pair. With your partner, discuss what you would change in the programme, why you would change it and how.
- 13 Write a formal email to the organisers to request your changes. Use as much of the language from this lesson as you can.

6 WRITING Reports



SPEAKING

1 Work in pairs. Discuss the questions.

- Look at the photos. What kind of age group do you think the activities / places are good for?
- What other activities / places are good for the following ages?
3–6 12–15
7–11 16–18
- What facilities are there for young people where you live? Do you think there are enough? Why? / Why not?

WRITING

2 Read the report on the facilities for young people in a Spanish village called Rocafort. Then work in pairs and discuss the questions.

- Do you think the area is better or worse for young people than where you live? Why?
- Can you think of any other services or facilities that could be provided for the young people of Rocafort?

CURRENT YOUTH PROVISION IN ROCAFORT

Introduction

At present, there are only a limited number of things for young people to do in Rocafort. As a result, the main free-time activity is simply hanging out in the street.

Sports

There is a small outdoor sports centre, which has a football pitch, a basketball court and two tennis courts. In addition, there is a swimming pool, although this is only open from July till the first week in August. Nearby, there is a small park with a climbing frame and swings.

Other activities

The village has a social centre that runs classes in dance and yoga two days a week. For younger children, there are painting classes. This centre also has a small cinema screen and auditorium. However, this is rarely used.

Recommendations

As far as classes are concerned, the council could provide a wider range for all age groups. For example, they could do drama or run music groups. More could be done with the cinema: why not show regular films on Friday evenings or Saturday mornings?

In terms of the sports facilities, the council could provide more organised teams and subsidise coaching sessions. Finally, the council should consider covering the swimming pool so it could be used in winter.



- 3 Look at the report again. Underline all the examples of the passive that you can find. Then work in pairs and discuss why the passive is used in writing reports.
- 4 Find four ways of giving advice / making recommendations in the report.

VOCABULARY Describing facilities

- 5 Complete the sentences using words from the report.
- There are only a limited _____ of classes you can go to.
 - The problem is that there's nowhere safe for kids to _____ out with their friends.
 - There are several squash _____ and table tennis tables.
 - The school _____ a drama club in the evenings. Anyone can go.
 - There is a sauna at the sports centre, but for some reason it is _____ used.
 - The cinema could put on a _____ range of films.
 - More could be _____ with the existing facilities – why not open them in the evenings?
 - The government should _____ swimming pools so everyone can afford to use them.
 - The council should _____ providing free sports equipment.

6 Work in pairs. Discuss the questions.

- Where do kids hang out in your town / area? Is it a problem?
- Does the government subsidise anything in your area?
- Are there any places / facilities you know which are underused? How could more be done with them?
- Is there anything your local council should consider doing?

KEY WORDS FOR WRITING

Referring to things

We often refer to particular things in a report using *as far as X is / are concerned* or *in terms of X*.

As far as classes are concerned, the council could provide a wider range for all age groups.

In terms of the sports facilities, the council could provide more organised teams.

7 Match the two parts of the sentences.

- As far as public transport in the area is concerned,
 - In terms of the canteen,
 - As far as the hotel facilities are concerned,
 - In terms of security,
 - As far as the French classes are concerned,
 - In terms of the park,
- the number of students should be reduced.
 - the owners should consider building a swimming pool.
 - more could be done to stop robberies.
 - most people are satisfied with the quality of food.
 - there's a good range of play equipment for younger kids.
 - many complain that the trains do not run late enough.

8 Think of the area where you live. Complete the sentences with your own ideas, explaining how people feel or how things could be different.

- As far as public transport is concerned, ...
- As far as schools are concerned, ...
- In terms of sports facilities, ...
- In terms of things for young people, ...

9 Work in pairs. Discuss your sentences from Exercise 8. Do you agree with your partner's ideas?

PRACTICE

10 Write a short report on one of the following.

- Facilities for young people the place where you live
- Public transport where you live
- Your school / university / workplace

Write about the current situation and make some recommendations about how things could be improved. Use the passive where appropriate and add suitable subheadings at the start of each new section.

7 WRITING Opinion-led essays

SPEAKING

- 1 You are going to read a short essay about cars. First, work in pairs and discuss the questions.
- What kind of car do you / the people in your family have?
 - Do you have a favourite kind of car?
 - What is the traffic like where you live?
 - Do you use the car much? To go where?

WRITING

- 2 Look at the essay title below. Write three reasons why people might agree with the statement in the title and three reasons why people might disagree.

'Cars are no longer the best means of transport.' How far do you agree with this statement?

| Cars are good because ... | Cars aren't good because ... |
|---------------------------|------------------------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

- 3 Work in pairs and compare your ideas. Then discuss how far you agree with each of the reasons you thought of.
- 4 Read the essay. Does the writer think the same as you?

The number of cars on our roads has increased a lot over the last twenty years. Traffic is getting worse and worse every year and we are slowly running out of oil. As such, it is worth asking if cars are still the best way to travel. ¹ _____, I do not believe they are.

There are several reasons why cars remain so widely used. ² _____, they allow one to get directly from A to B. ³ _____, people feel comfortable in their cars and ⁴ _____, the car industry is a large employer and has influence with the government.

- 5 Complete the essay with these words.

| | | | |
|-----------|---------|---------------|------------|
| obviously | However | Otherwise | Secondly |
| Firstly | thirdly | In conclusion | Personally |

- 6 The list below contains six pieces of advice for writing essays. Find examples in the essay of where the writer follows each piece of advice.

DOS AND DON'TS FOR OPINION-LED ESSAYS

- 1 Show you know why the question is being asked by giving examples of current trends or problems connected to it.
- 2 Make your own opinion clear in your introduction.
- 3 Allow space for points of view you disagree with and explain why you disagree with them.
- 4 Use paragraphs.
- 5 Avoid using *you*. Use impersonal forms like *people* or *one*.
- 6 Do not use contractions like *it'll* or *that'd*. Use full forms instead.

GRAMMAR

Describing trends

We usually begin introductions to opinion-led essays by describing trends or problems connected to the title. This helps to show the reader we understand why this question is important. To describe trends, we often use a 'double' comparative.

*Traffic is getting **worse and worse** every year.*

*Cycling is becoming **more and more popular**.*

***More and more people** are moving out of the city.*

***Fewer and fewer people** have driven to work as a result of the congestion charge.*

⁵ _____, in the long term we ⁶ _____ need to find alternatives to the car. ⁷ _____, we will end up unable to move round our cities, as our streets become full of traffic. Road deaths will increase and there will be terrible environmental damage. It is time to limit car use and to encourage greater use of public transport and bicycles.

⁸ _____, while car users may want to continue using their vehicles, other options must be explored more fully.

- 7 Complete the introduction sentences below by making 'double' comparatives with these words. The first one is done for you.

| | | | |
|-------|-----------|------|------|
| bad | expensive | less | more |
| cheap | few | long | old |

- As property becomes *more and more expensive*, children are living at home _____, with the average home-leaving age now well over 30.
 - Public transport has improved dramatically over the last few years. Despite this, _____ people are driving into the city centre to work every day.
 - Crime is getting _____ at the moment. The government recently increased the amount of money available to the police, but this has not made much difference.
 - We are constantly demanding _____ food. As financial pressures grow, animals are given _____ space to live in and the risk of diseases resulting from poor conditions is growing every year.
 - _____ people are having children these days. The average age to become a mother is getting _____. As such, the birth rate is dropping quite dramatically.
- 8 Work in pairs. Discuss which trends in Exercise 7 are the same in your country – or how they are different.
- 9 Write similar introduction sentences to those in Exercise 7 for the two essay titles below.

'The Internet has destroyed both jobs and profits for far too many people.' Discuss.

'Fast food is having a terrible effect on the health of the nation. As such, it should be banned.' Do you agree?

KEY WORDS FOR WRITING

as such

To introduce results or conclusions, we often use *as such*. It means 'because what has just been said is true'. It usually begins a sentence and is followed by a comma.

Traffic is getting worse and worse every year and we are slowly running out of oil. As such, it is worth asking if cars are still the best way to travel.

- 10 Match sentences 1–5 with the results / conclusions a–e.

- Many people nowadays are too busy to meet potential partners in the traditional way.
 - The war had become one disaster after another.
 - Over the last few years, the company has decided to do a lot more e-marketing.
 - More and more people are suffering from depression.
 - The school had the best results in the country last year.
- As such, sales have grown dramatically.
 - As such, it is important to learn from its success.
 - As such, Internet dating is growing in popularity.
 - As such, the decision was made to bring the army home.
 - As such, research into the factors affecting happiness has become more and more important.

- 11 Work in pairs. Think of one more possible sentence that could follow each sentence 1–5 in Exercise 10. Start each one with *As such*.

PRACTICE

- 12 Work in pairs. Choose either the title below or one of the titles in Exercise 9. Discuss possible reasons why people might agree or disagree with the main statement in the title you choose. Then discuss your own opinions.
- 'Some sports and entertainment stars earn far too much money.' How far do you agree with this statement?
- 13 Plan the content of each of your paragraphs. Use the model essay in this lesson to help you.
- 14 Write the essay. Use between 150 and 180 words. Use as much language from this lesson as you can.



8 WRITING Reviews

SPEAKING

- 1 Work in groups. Discuss the questions.
 - How often do you watch films?
 - What kinds of films do you usually enjoy watching?
 - Are there any kinds of films you usually avoid? Why?
 - Do you prefer to watch films at the cinema or at home? Why?
 - How do you decide what film you want to watch? Do you ever read reviews?
 - Have you ever been given a recommendation which turned out to be a bad one?

VOCABULARY Describing films

- 2 Match the descriptions below to these words.

| | | |
|-----------|-----------|--------------|
| moving | gripping | entertaining |
| uplifting | hilarious | scary |

- 1 I couldn't stop laughing. It's great.
- 2 It's so sad! I was in tears at the end of the film.
- 3 Some scenes make you jump out of your seat and it could give you nightmares!
- 4 It's really exciting. You just never know what's going to happen next.
- 5 Although she has a difficult life, the film leaves you feeling really happy and positive. It's a very inspiring story.
- 6 I enjoyed it. It's a fun film. It's got everything – a great cast of actors, lots of action, a good soundtrack.

- 3 Complete the sentences below with these adjectives.

| | | |
|--------|--------|----------|
| acted | chosen | directed |
| filmed | set | written |

- 1 The film is _____ in Belfast in the early 1970s.
- 2 The main character is superbly _____ by Leonardo DiCaprio.
- 3 It has a very well-_____ script, full of jokes.
- 4 The mountains and countryside are beautifully _____.
- 5 The film is brilliantly _____ by David Fincher.
- 6 The soundtrack contains several well-_____ songs, which really remind you of the time the film is set in.

- 4 Choose four adjectives from Exercises 2 and 3. Use them to tell a partner about films you know.

WRITING

- 5 Read this online article recommending three films. Then work in pairs and answer the questions.
 - 1 Have you seen any of the films? Do you agree with the descriptions?
 - 2 Would you like to see any of the films? Why? / Why not?
 - 3 What tense is used to describe the plot in each review?
 - 4 Are you told the whole plot? If not, why not?
 - 5 Can you find eight adverb + adjective collocations in the three reviews?

FILM ONLINE

SEARCH

HOME

MOVIE NEWS

REVIEWS

BLOGS

Three all-time favourites

LIFE IS BEAUTIFUL (LA VITA È BELLA)

★★★★★

This is a strangely uplifting film directed by and starring Roberto Benigni. It tells the story of an Italian man and his son who are sent to a concentration camp during the Second World War. While they are there, the father distracts the boy from all the bad things that are happening by turning their life into a game. The film has everything: it's funny, heartbreaking, superbly written and beautifully filmed.

SEVEN PSYCHOPATHS

★★★★★

When this thoroughly entertaining film begins, we see the Hollywood sign in the hills of Los Angeles, and it's very much about the whole process of creating movies. It features a well-chosen cast and stars Colin Farrell, who is a writer working on a film called ... *Seven Psychopaths!* As part of his research, Farrell meets all kinds of strange people and the line between life and art becomes increasingly unclear. The film manages to be hilarious, complex and clever. I can't recommend it enough.

12 YEARS A SLAVE

★★★★★

The historical drama *12 Years a Slave* is a remarkable film about the experiences of Solomon Northrup, a free black man who was kidnapped while he was living in New York and then sold into slavery. The film is based on a true story and is both gripping and extremely moving. Directed by British filmmaker Steve McQueen, it's not an easy watch as it's very violent in places. However, it's a powerful story that is incredibly well acted.

KEY WORDS FOR WRITING

while, when and during

While, when and during show how two or more actions relate to each other in time. *While* and *during* introduce a continuing action or a period of time in which another action happens. *While* is followed by a clause (often using the past continuous). *During* is followed by a noun.

... a free black man who was kidnapped **while he was living in New York**.

It tells the story of an Italian man and his son who are sent to a concentration camp **during the Second World War**.

When introduces a finished action. It is usually followed by a clause using the present or past simple.

When this thoroughly entertaining film begins, we see the Hollywood sign in the hills of Los Angeles ...

Note that you can also use *when* instead of *while* for continuous actions, but *while* is more common.

6 Decide if both options are possible in each sentence. If not, choose the correct option.

- 1 The film takes place *during* / *when* the Gulf War in 1990.
- 2 They fall in love *when* / *while* she is planning his wedding!
- 3 *While* / *During* he's not looking, he puts a drug in her drink.
- 4 *While* / *During* the night, the toys come alive.
- 5 Things start to go wrong *when* / *while* the main character decides to change his name.
- 6 *While* / *During* the parents are away, he has to defend the house against robbers.

GRAMMAR

Adding information after nouns

7 Read the Grammar box. Then match each sentence a–f to one of the three ways (1–3) we add information after nouns.

We often add information after nouns in three different ways:

1 by using *-ed* / *-ing* participles

This is a strangely uplifting film directed by and starring Roberto Benigni.

2 by adding a prepositional phrase

The historical drama 12 Years A Slave is a remarkable film about the experiences of Solomon Northrup.

3 by using relative clauses

It features a well-chosen cast and stars Colin Farrell, who is a writer ...

- a This a moving love story about *a disabled woman*.
- b This is a comedy action film starring *Akshay Kumar*.
- c The film is directed by Lasse Hallstrom, who also directed *The Cider House Rules*.
- d The film is set in a small town during *the mayoral election*.
- e The main character is a *brilliant but lonely doctor* superbly played by *Jennifer Jenkins*.
- f The documentary follows the lives of *four couples* who have recently *emigrated to Australia*.

8 Work in pairs. Replace the words in *italics* in the sentences in Exercise 8 with ideas of your own. Think of two possible alternatives for each sentence.

PRACTICE

9 A film magazine has a competition inviting readers to send in a review of three films. Each week they publish one winner. Write your entry for one of the choices below. Use between 180 and 225 words.

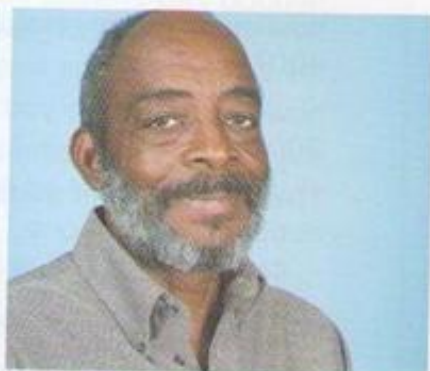
- Three best films of last year
- Three films for a Sunday afternoon with the family
- Three classics
- Three films for three different moods



INFORMATION FILES

FILE 1

Unit 1 page 9 CONVERSATION PRACTICE



FILE 2

Unit 3 page 30 READING

STRANGE WORLD

As you can probably tell, my initial reaction when I first read about the phenomenon of disaster tourism and experiences was to think these people are mad. I saw it as holidays in other people's misery. I told myself that there's no way I would be interested in anything like that, but then I started thinking about some of the places I've visited over the years. I slowly came to realise that maybe I'm not so different. For instance, I've been to the Hiroshima Peace Memorial Park, which commemorates the people who died as a result of the first nuclear bomb. I've visited many castles, like the Tower of London, where people were executed. Last year I went to Pompeii, the ancient ruins of a city which was completely destroyed by a volcano in the first century. While there, I took a photo of a 2,000-year-old dead person. OK, I didn't take a smiling photo of myself in front of it, like the people on the website 'Selfies at serious places'. But still, looking at it now, I am wondering why I took it and I've come to the conclusion that perhaps I am a disaster tourist myself.

I guess I go to these places because I'm interested in history. Visiting them reminds you of the power of nature and the value of your life. Many so-called disaster tourists actually have similar motivations, it's just that the 'history' is now. Nicholas Wood of the company Political Tours says: 'We're not for people looking for danger, we're for people who want a deeper understanding of the world.' His company sometimes takes clients to scenes of recent conflict to meet local people and experts, but may equally help clients understand the risks of the globalised financial world by touring the City of London and introducing them to decision-makers there.

James Wilcox, whose company does specialise in active areas of conflict, also argues his 'disaster' tours bring much-needed money to the places affected and locals welcome them. 'To be honest, the majority think we're crazy, but the second reaction is they're proud. It's as if they've almost forgotten they have a lot to offer. They might be struggling, but other people are willing to take the risk and travel halfway around the world to visit.'

Maybe disaster tourism isn't such a disaster.

LUCY CLEGG

FILE 3

Unit 2 page 21 **SPEAKING**

Student A

You bump into someone you knew at school. You stop to say 'hello' and you are really happy to see them again. When you were at school, you had difficulties with schoolwork and with other students, but you always liked this person. Now you are very successful.

- Think about what you do now and your situation – for example, work, family, etc. (This can be true or you can invent the information.)
- Try to keep the conversation going for as long as you can, even if the other person tries to end it.
- Offer to meet or take them out somewhere in the future – think about where and when.
- Remember, you don't want to lose touch again.

FILE 4

Unit 6 page 53 **CONVERSATION PRACTICE**

Student A

You are a customer. Decide:

- how much you currently pay for your phone.
- how many text messages you get per month: 200? 400? 500?
- how many minutes you get per month: 300? 500? 800?
- Then decide what questions you want to ask about the new phone:
 - camera?
 - battery life?
 - screen size?
 - how well does the operating system link with other devices?
 - how easy is it to navigate?

FILE 5

Unit 7 page 63 **CONVERSATION PRACTICE**

Student A

- You are studying Medicine. It's a five-year course. Decide which year you are in.
- You have an exam on endocrine systems. Use a dictionary so you can explain it.
- You are positive about the course, your tutors and classmates. Think of reasons why.
- You want to become a doctor.
- You are going to talk to a friend who is studying Business Management.

FILE 6

Unit 7 page 66 **READING**

Student A

Hattie gives a score for the effectiveness of each factor. Anything with a negative score has a negative effect. 0 has no effect. 0.4 is the average positive effect.

Teachers having high levels of subject knowledge **Score: 0.09**

The level of qualifications that teachers have in their subject doesn't have very much impact. This may be because in many classes the level of knowledge the students are learning is quite low, for example primary school maths. What's more important is the teacher's ability to be clear, encouraging and good at giving feedback.

Programmes to extend students' vocabulary **Score: 0.67**

Trying to increase the amount of vocabulary students know seems to work well, especially providing both definitions and examples of how the words are used. It's an example of challenging students and helps with several subjects by improving reading skills.

Setting up schools outside of government control **Score: 0.2**

Several countries have set up schools (e.g. Charter schools in the USA) which are more independent from government: they can choose what to teach, which teachers to employ, etc. They get some money from the government and some from private sources so students don't have to pay. They do make a difference, but just a very small one.

FILE 7

Unit 2 page 21 **SPEAKING**

Student B

Someone you knew from school stops you outside a shopping mall. You hardly recognise them. They had struggled at school. They weren't very popular, although you got on quite well. Now they look different, are very well dressed and seem to be very successful.

- Think about what your situation is – for example, work, family, etc. (This can be true or you can invent the information.)
- Have a conversation with them for five minutes.
- You are in a bit of a rush so you will try to end the conversation – think of a reason.
- Although you liked them, your life is very busy and you don't need a new friend. Try to avoid making any arrangements in the future – think of excuses.

FILE 8

Unit 6 page 53 **CONVERSATION PRACTICE**

Student B

You are a salesperson in a mobile phone shop. Think about the phone you want to sell.

- Decide the details of the phone:
 - camera?
 - battery life?
 - screen size?
 - links with other devices?
 - user experience?
- What makes it better than other phones?
 - battery?
 - price?
 - something else?
- How many text messages per month you can offer: 200? 400? 500?
- How many minutes per month you can offer: 300? 500? 800?
- What price can you offer?

FILE 9

Unit 6 page 54 **READING**



Add up your score:

A answers = 1 B answers = 3 C answers = 5

14-28

You really can't stand shopping. Some people might even say you're mean because you never spend money, although you prefer to say it's because of political reasons such as protecting the environment. Fashion doesn't interest you and sometimes people say you look scruffy or old-fashioned. You're only interested in getting the cheapest things available.

29-42

You don't mind shopping, but you're quite careful with your money and you often keep an eye out for bargains. You want to look good, but you also want clothes to last, so the latest fashions don't interest you so much. There's more to life than shopping.

43-56

You're quite fashion conscious and love shopping. It's one of your main leisure activities and it often cheers you up. You probably have a particular obsession – shoes, shirts, DVDs. Although you generally control your spending, from time to time you spend more than you should. Sometimes you buy things without thinking and then later realise it was a bad idea.

57-70

Your only interest is shopping and fashion and you are out of control! You can't go shopping without buying something – even if you don't need it. You follow all the latest fashions and have drawers and wardrobes full of clothes you hardly ever wear. Your buying habits are getting you into debt. You should get some help before you end up owing the bank too much money!

FILE 10

Unit 7 page 63 CONVERSATION PRACTICE

Student B

You are studying Business Management.

- One of your current modules is Tax and Accounting. Use a dictionary so you can explain it.
- You're struggling. Think of reasons why.
- The tutors are not so good. Think of reasons why.
- You want to get a job in a bank.
- You are going to talk to a friend who is studying Medicine.

FILE 11

Unit 13 page 121 GRAMMAR

Situation 1

You checked in for a flight and went to have something to eat. When you went to the departure lounge, there was a queue to transfer to the terminal and extra security. When you walked up to the boarding gate, the airline said it was closed and they would charge you for a new ticket.

Situation 2

You hired a car. You got a flat tyre and there wasn't a spare one so you called roadside assistance. Just before you took the car back, you filled the tank with the wrong kind of petrol. Now the car company wants to charge you for both problems and you don't have any insurance.

Situation 3

You reserved a seat on a train to attend an important meeting. The first train arrived five minutes late so you missed the connection. The next train was full and you had to stand for two hours. You arrived at the meeting tired, late and angry and it went badly. Now you want compensation from the train operator.

Situation 4

You and a friend hired a car to go to a wedding. Your friend had been to the place before so said you didn't need a GPS. You left the motorway to avoid a traffic jam and then got completely lost. When you got back on the motorway, you tried to make up for lost time, but were caught speeding and now you have to pay a fine. You think your friend should pay it.

FILE 12

Unit 7 page 66 READING

Student B

Hattie gives a score for the effectiveness of each factor. Anything with a negative score has a negative effect. 0 has no effect. 0.4 is the average positive effect.

Reducing class sizes by 50% Score: 0.21

Smaller classes are better, but the increase in achievement is very small. Hattie suggests that one reason for this may be that teachers don't change the way they teach when the class size is reduced.

Provide information on how students will be assessed and feedback on what they did Score: 0.73

This has a very positive effect. Hattie says it is because students will often try harder when it is clear how they can get a higher grade. If the teacher then shows the next steps to improve, this is more encouraging than saying just 'well done'.

Talking about students' expectations Score: 1.44

This had the highest effect in Hattie's study. When you ask students to grade themselves or to predict their grades in exams (sometimes called 'self-report grades'), they are often very accurate. Hattie suggests this is because they have learnt what level they are by what teachers say or how they are grouped in class. By asking students, teachers understand their expectations better, and can then challenge their students and show them how to exceed these expectations.

FILE 13

Unit 7 page 66 READING

Student C

Hattie gives a score for the effectiveness of each factor. Anything with a negative score has a negative effect. 0 has no effect. 0.4 is the average positive effect.

Practising what you have learnt over time Score: 0.71

Sometimes people learn something then immediately practise it. They might do several practice activities in the same short space of time. However, the evidence from Hattie's research is that it is much better to do some learning, then leave it; practise a day or so later, then leave it; then practise again a week later, etc. This is called 'Spaced Practice'.

Doing homework Score: 0.29

Students everywhere might be happy to hear that homework isn't very effective. However, Hattie says it depends at what age and what kind. In primary school, it has no effect at all (nearly 0). In secondary school, the effect is higher (nearer 0.4), especially if it is a simple, short practice of what has been learnt (see practice over time). He doesn't recommend *not* giving it!

Summer holidays Score: -0.09

There are complaints that long summer holidays are bad for student achievement, and unfortunately if you are a student or teacher it is true! However, the negative effect is very small so maybe there are other things we should worry about first!

FILE 14

Unit 8 page 70 VOCABULARY



1 olives



2 oysters



3 raisins



4 squid



5 prawns



6 corn on the cob



7 peanuts



8 limes



9 kebabs



10 spinach



11 trifle



12 tripe



13 blue cheese



14 radishes

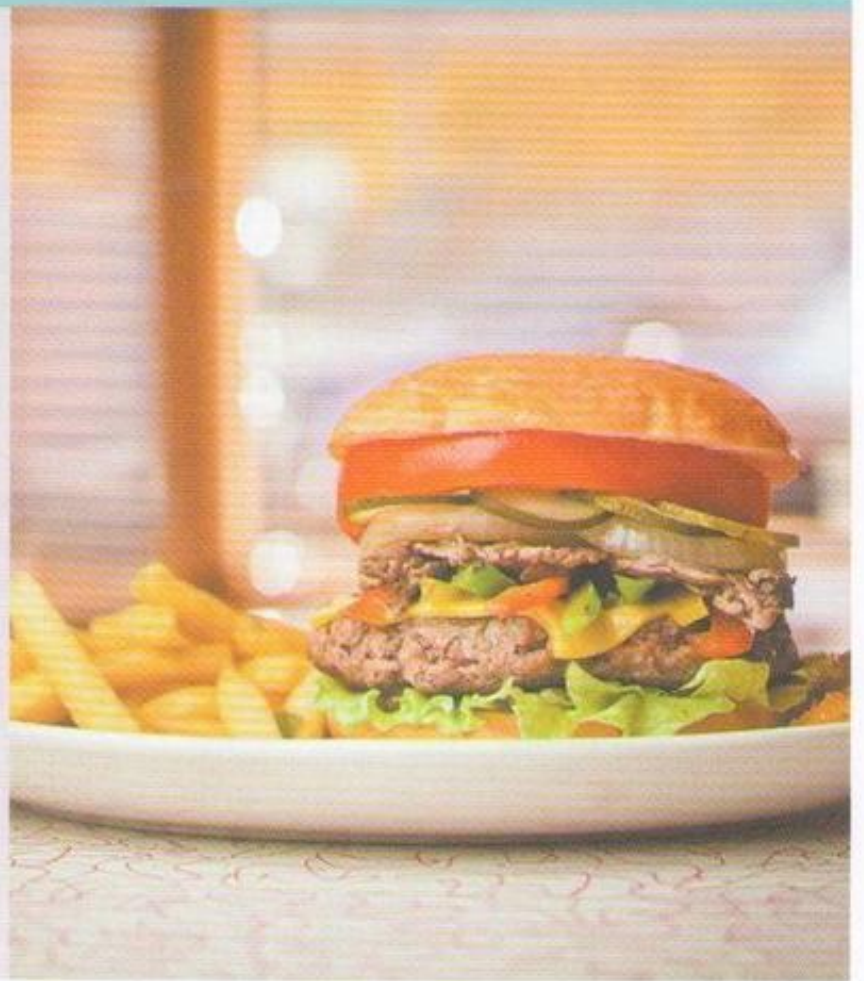
Student B

YA-WEN (Taiwanese)

I work for a big accounting firm and they transferred me to the States a couple of years ago. It's been quite a shock! For one thing, the portions here tend to be enormous. You see people with steaks the size of their plate – and they eat it all! It's really off-putting. Even worse is steak with blue cheese sauce. I can't stand the way it smells! Why would you put something which is basically mouldy cow fat in your mouth? And it's served with French fries all the time! I really miss having rice with my meals.

Of course there's good food here too. To begin with, there are some good Taiwanese restaurants here! There are also lots of amazing health food shops. I've also got some friends who are great cooks and they often have me round for dinner. Back home, we tend to meet in restaurants, so it's a lovely thing to do.

One last thing that I sometimes find frustrating is the way people usually order things individually for themselves. Sometimes you choose something which doesn't turn out to be that nice and the food goes to waste. It would be better if people shared more. That way, everyone would get something they like.

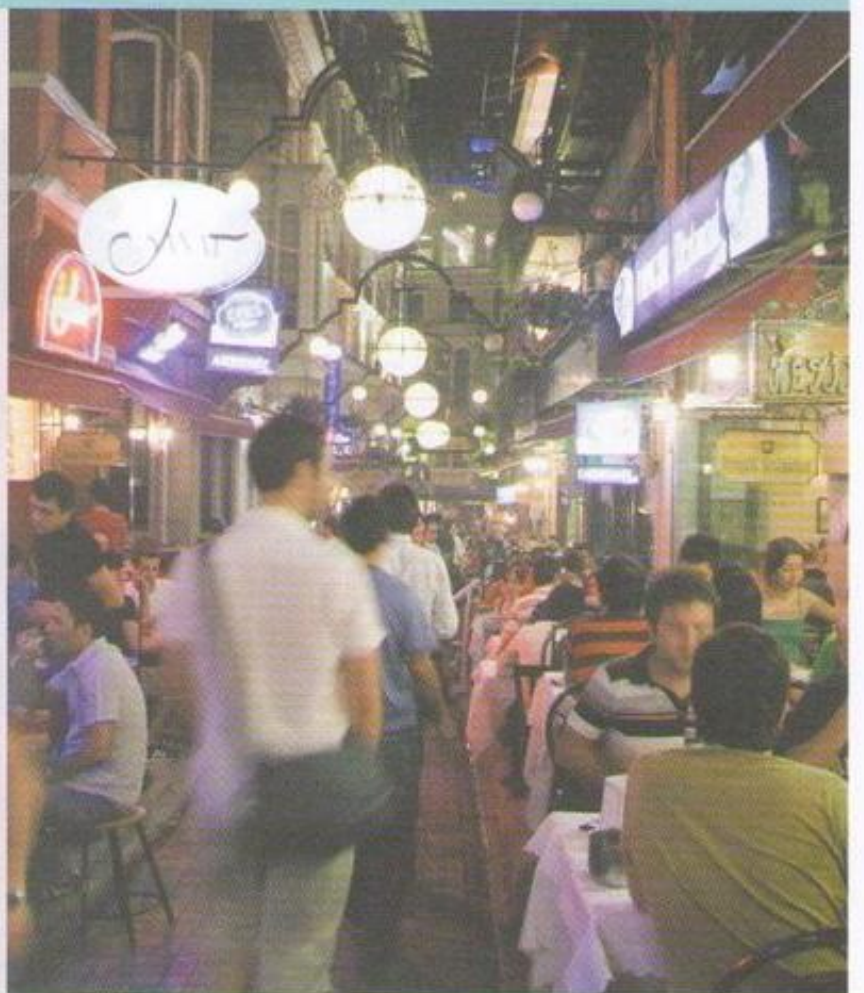
**ALAN (Scottish)**

One of the first things I saw when I came to Valencia to teach English was people pouring oil on their bread. I thought it was really weird, but then I tried it and I quite like it now. It's not so different to spreading butter on bread.

In general, there's a lot more good food here and people tend to buy fresh food every day and cook, rather than buying lots of ready meals from the supermarket. Eating out is also good. I always enjoy ordering *tapas* – lots of little dishes that you share.

Having said that, it's not very good if you're a vegetarian. A friend of mine came over and they were always giving him 'vegetable' dishes with bits of ham or sausage in them. It's quite strange – they don't seem to think of ham as meat! The other thing is, it's difficult to get food which isn't Spanish – maybe because there's a lot of regional variation. I love curry, but there are hardly any Indian restaurants here and the curry is never spicy enough!

One last thing that I'm still not used to is having dinner so late. When we eat out, we sometimes don't get to the restaurant until around eleven, and I'm usually starving by then!





1 squirrel



2 lizard



3 bear



4 eagle



5 dolphin



6 cockroach



7 deer



8 whale



9 wolf



10 crow



11 crocodile



12 parrot



13 snake



14 scorpion



15 rat



A1 A2 B1 B2 C1 C2

CEFR correlation:

Outcomes Intermediate is for students who are around level B1 and want to progress towards B2.



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