

# OUTCOMES



INTERMEDIATE  
WORKBOOK

AMANDA MARIS

INTERMEDIATE

# OUTCOMES





**Outcomes Intermediate Workbook**

Amanda Maris

Publisher: Gavin McLean

Publishing Consultant: Karen Spiller

Development Editor: Steve Longworth

Head of Strategic Marketing, ELT: Charlotte Ellis

Senior Content Project Manager: Nick Ventullo

Production Controller: Eyvett Davis

Cover Design: eMC Design

Text Design: Studio April

Compositor: Q2A Media Services Pvt. Ltd.

National Geographic Liaison: Wesley Della Volla /  
Leila Hishmeh

© 2016 National Geographic Learning, a part of Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitalising, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, or applicable copyright law of another jurisdiction, without the prior written permission of the publisher.

For permission to use material from this text or product, submit all requests online at [cengage.com/permissions](http://cengage.com/permissions).

Further permissions questions can be emailed to [permissionrequest@cengage.com](mailto:permissionrequest@cengage.com).

ISBN: 978-1-305-10218-7

**National Geographic Learning**

Cheriton House, North Way, Andover, Hampshire  
SP10 5BE United Kingdom

Cengage Learning is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at [cengage.com](http://cengage.com).

Cengage Learning products are represented in Canada by Nelson Education Ltd.

Visit National Geographic Learning online at [ngl.cengage.com](http://ngl.cengage.com)

Visit our corporate website at [cengage.com](http://cengage.com)

**CREDITS**

Although every effort has been made to contact copyright holders before publication, this has not always been possible. If notified, the publisher will undertake to rectify any errors or omissions at the earliest opportunity.

**Text**

Page 30 The Telegraph, "Ten stupidest laws are named," *Telegraph Media Group*, April 12, 2008; Page 53 Kyle MacDonald, "One red paperclip," [oneredpaperclip.blogspot.com](http://oneredpaperclip.blogspot.com);  
Page 79 Paul Simpson, "10 journeys for the 21st Century," *Wanderlust*, December 1, 2006.

**Photos**

The publisher would like to thank the following sources for permission to use their copyright protected images:

5 (t) © Red Chopsticks/Getty Images; 5 (b) © mstay/Shutterstock.com; 10 (l) © pidjoe/iStockphoto; 10 (2) © Peter Finnie/iStockphoto; 10 (3) © EHStock/iStockphoto; 10 (4) © Catherine Lane/Getty Images; 10 (5) © Jethro Soudant/iStockphoto; 10 (6) © Ron Hohenhaus/Getty Images; 10 (7) © Jennifer Trenchard/Getty Images; 11 © Purestock/Getty Images; 13 (tl) © Sandra O'Claire/iStockphoto; 13 (tml) © Ana Blazic Pavlovic/Shutterstock.com; 13 (tmm) © Liza McCorkle/Getty Images; 13 (tmr) © onur kocamaz/iStockphoto; 13 (tr) © Chris Hepburn/Getty Images; 13 (b) © Pascal Genest/iStockphoto; 16 © strmkoi/iStockphoto; 17 © Thomas Barwick/Getty Images; 18 (l) © Michael Westhoff/iStockphoto; 18 (r) © Vladimir Sazonov/iStockphoto; 19 © Joel Sartore/Getty Images; 23 © Stockbyte/Getty Images; 25 © ssuni/iStockphoto; 26–27 © Duncan Baxter/Stringer/Getty Images; 29 (t) © Pinnacle Pictures/Getty Images; 29 (b) © sjlocke/iStockphoto; 30 © John Foxx Images/Imagestate; 34 © Syda Productions/Shutterstock.com; 35 © Ned Frisk/Shutterstock.com; 37 © MBI/Alamy; 39 © adrian beesley/iStockphoto; 40 (left col: tl) © Lise Gagne/iStockphoto; 40 (left col: tr) © jhorrocks/iStockphoto; 40 (left col: ml) © Chris Schmidt/iStockphoto; 40 (left col: mr) © Lisa F. Young/iStockphoto; 40 (left col: b) © Francisco Romero/Getty Images; 40 (right col) © Justin Horrocks/Getty Images; 41 © Armadillo Stock/Shutterstock.com; 43 © Grigoryeva Liubov Dmitrievna/Shutterstock.com; 47 © Zeynep Demir/Shutterstock.com; 48 © Daniel Bendji/Getty Images; 50 © elwynn/Shutterstock.com; 53 (t) © Medioimages/Photodisc/Getty Images; 53 (b) © Dan Koeck/Getty Images; 54 © David Joyner/Getty Images; 58 © Francesco Dazzi/Getty Images; 59 (t) © A J James/Getty Images; 59 (b) © William Perugini/Shutterstock.com; 61 © Steve Jennings/Stringer/Getty Images; 65 © Paul Goldstein/Imagestate; 66 © Microstock Man/Shutterstock.com; 67 (t) © Noam Armonn/Getty Images; 67 (ml) © Justin Horrocks/Getty Images; 67 (mr) © arne thaysen/Getty Images; 67 (b) © Roger Hall/Shutterstock.com; 68 © Andrew Zarivny/Shutterstock.com; 71 (t) © John Lund/Tiffany Schoepp/Getty Images; 71 (b) © Donna Coleman/Getty Images; 73 © Carme Balcells/Getty Images; 74 (tl) © Troy Aosey/Getty Images; 74 (tm) © Image Source/Getty Images; 74 (tr) © Sheer Photo, Inc/Getty Images; 74 (bl) © Carme Balcells/Getty Images; 74 (bm, br) © Digital Vision/Getty Images; 75 © PhotoDisc/Getty Images; 76 © Duncan McKenzie/Getty Images; 77 © EQRoy/Shutterstock.com; 79 (t) © Leslie Banks/Getty Images; 79 (mtl) © Bill Curtsinger/Getty Images; 79 (mtr) © Images of Africa Photobank/Alamy; 79 (mb) © Jens Kuhfs/Getty Images; 79 (b) © World Pictures/Alamy; 83 (t) © PhotoDisc/Getty Images; 83 (b) © Art Vandalay/Getty Images; 85 (t) *Las Meninas*, detail of the lower half depicting the family of Philip IV (1605–65) of Spain, 1656 (oil on canvas) (detail of 405), Velazquez, Diego Rodriguez de Silva y (1599–1660)/Prado, Madrid, Spain/Bridgeman Images; 85 (b) © Patagonik Works/Alamy; 86 © Dansin/iStockphoto; 89 © David Smart/Shutterstock.com; 91 © Kevin Russ/Getty Images; 92 © Rob Marmion/Shutterstock.com; 95 (t) © Andrew Hetherington/Getty Images; 95 (b) © Chris McGrath/Getty Images; 97 © Lucy Claxton/Getty Images; 98 (t) © Scott Barbour/Getty Images; 98 (b) © Roger Bamber/Alamy; 99 © Mark Baker/Sony Music Archive/Getty Images.

**Cover:** © Mauricio Abreu/JAI/Corbis.

**Illustrations:** 14, 24, 65 Mark Draisey; 36, 89 KJA Artists; 38 Mark Duffin.

# CONTENTS

<b>01 FIRST CLASS</b>	<b>P.4</b>
<b>02 FEELINGS</b>	<b>P.10</b>
<b>03 TIME OFF</b>	<b>P.16</b>
<b>04 INTERESTS</b>	<b>P.22</b>
<b>05 WORKING LIFE</b>	<b>P.28</b>
<b>06 BUYING AND SELLING</b>	<b>P.34</b>
<b>07 EDUCATION</b>	<b>P.40</b>
<b>08 EATING</b>	<b>P.46</b>
<b>09 HOUSES</b>	<b>P.52</b>
<b>10 GOING OUT</b>	<b>P.58</b>
<b>11 THE NATURAL WORLD</b>	<b>P.64</b>
<b>12 PEOPLE I KNOW</b>	<b>P.70</b>
<b>13 JOURNEYS</b>	<b>P.76</b>
<b>14 TECHNOLOGY</b>	<b>P.82</b>
<b>15 INJURIES AND ILLNESS</b>	<b>P.88</b>
<b>16 NEWS AND EVENTS</b>	<b>P.94</b>
<b>AUDIOSCRIPT</b>	<b>P.101</b>
<b>ANSWER KEY</b>	<b>P.113</b>



**VOCABULARY** Talking about people**1 Cross out one example in each group that isn't possible.**

- 1 My friend Lukas is from *Germany / Arabic / Japan*.
- 2 My sister's a *translator / civil servant / engineer*.
- 3 My mum works in a *warehouse / office / university*.
- 4 My brother speaks good Spanish and a bit of *Portuguese / Russian / Poland*.
- 5 I'm doing a degree in *Lawyer / Economics / Medicine* at the moment.
- 6 My family are all really into *reading / sport / cook*.
- 7 I am *an only children / the youngest of four kids / a twin*.
- 8 My uncle is *single / married / separate*.

**GRAMMAR** Auxiliary verbs**2 Write questions that you might ask another student at the beginning of a new class.**

- 1 What / name?  
*What's your name?*
- 2 Where / from?
- 3 What / do?
- 4 What / do / when / not work?
- 5 How long / study / English?
- 6 Why / learn / English?
- 7 study / here / before?

**Language note** subject questions

If a question asks about the subject of a sentence, the verb has the same form as a statement, e.g.

**Who** in the class **speaks** Italian? **Katie**.  
(= the subject of speaks)

**NOT** Who in the class **does speak** Italian?

- 8 meet / the teacher / yet?

- 9 What / think of / the test we did?

- 10 What / go / do / after this class?

**3 Match the answers (a-j) to the questions (1-10) in exercise 2.**

- a ..... I'm not sure. Maybe we could go for a coffee.
- b ..... Alava. It's a small town in the north of Spain.
- c ..... No, never. It's my first time in a school in the UK.
- d ..... I'm into cooking and spending time with my family.
- e ..... The grammar was OK but I was nervous in the speaking test.
- f ..... I work in the food industry.
- g ..... About five years, on and off.
- h ..... Magda, short for Magdalena.
- i ..... Yes, she seems very nice.
- j ..... I need it for my job. Most of our foreign clients speak English.

**4 Nick is thinking of doing a course at an international language centre. Complete his questions to the receptionist. Use the correct form of the verbs in brackets.**

N: Hi. Could you give me some information on your Russian courses?

R: Yeah, sure. Take a seat. What would you like to know?

N: Well, what <sup>1</sup>..... a typical class .....? (involve)

R: Well, it varies, but there is always a range of activities, with lots of speaking practice.

N: So how many students <sup>2</sup>..... there in a class? (be)

R: A maximum of 12.

N: And where <sup>3</sup>..... they .....? (come from)

R: All over the world. We have about 30 different nationalities at any one time.

N: And how long <sup>4</sup>..... each class .....? (last)

R: About 50 minutes, longer if it's an intensive course.

N: How <sup>5</sup>..... you ..... on a student's level? (decide)

R: Apart from beginners, there's a written test and also an oral – so that we know how good you are at speaking and understanding.

N: What qualifications <sup>6</sup>..... the teachers ..... (have), if you don't mind me asking?

R: No, it's a good question. All our teachers are native speakers and most of them have lots of experience.

N: OK, fair enough. I've used quite a few books already so which ones <sup>7</sup>..... you ..... (go / use) in the next course?

R: Well, it depends on the class. In intensive courses we use a wide range of different materials. Some of them we develop ourselves.

N: OK. One last question, how much <sup>8</sup>..... the course .....? (cost)

R: It depends. Let me get you a price list.

N: OK, great, thanks.



5 Choose the correct words in *italics* in the quiz below. Then see if you know the answers to the questions.

## LANGUAGES QUIZ



- Which / What language does *use / uses* the Cyrillic alphabet?  
☐ Polish                      ☐ Russian                      ☐ French
- How *many / much* living languages *exist / do exist* in the world today?  
☐ about 6,000                      ☐ about 600                      ☐ about 60
- Why / How do you *write / writing* Hebrew and Arabic?  
☐ from left to right                      ☐ from right to left                      ☐ from top to bottom
- When / Where does the word 'alphabet' originally *comes / come* from?  
☐ Egyptian hieroglyphics  
☐ the name of the first dictionary writer  
☐ the first two letters of the Greek alphabet
- What / How percentage of the Internet *is / are* in English?  
☐ 56 per cent                      ☐ 86 per cent                      ☐ 99 per cent
- What / Who *did create / created* the first computer programming language?  
☐ an American businessman                      ☐ a German engineer                      ☐ a British academic

## DEVELOPING CONVERSATIONS Asking follow-up questions

6 Use the questions in the box to complete the conversations. There is one extra question each time.

What year are you in?  
 How long have you been learning it?  
 Whose class were you in?  
 What are you studying?  
 Whereabouts?

- 1 A: Where are you from?  
 B: Hungary.  
 A: Oh, really? <sup>1</sup>.....  
 B: A town called Szeged. Have you heard of it?  
 A: No, sorry, I haven't. Have you studied here before?  
 B: No, never.  
 A: But your English is really good. <sup>2</sup>.....  
 B: About seven years, on and off. But it's a lot of work, with my degree course, too.  
 A: Oh, <sup>3</sup>.....  
 B: Medicine.  
 A: Really, me too. <sup>4</sup>.....  
 B: I've just finished my second year.

How many brothers and sisters have you got?  
 What do they do?  
 What did you do?  
 Did you get anything nice?  
 Older or younger?

- 2 A: Hi, again. Did you have a good weekend?  
 B: Yes, thanks. It was fun.

- A: <sup>1</sup>.....  
 B: I went with my sister to London. She's over from Italy at the moment. We went shopping.  
 A: <sup>2</sup>.....  
 B: She bought some presents for everyone at home.  
 A: Oh yes. <sup>3</sup>.....  
 B: Three sisters and a brother. What about you?  
 A: Just one brother.  
 B: <sup>4</sup>.....  
 A: The same age – in fact we're twins!

What kind of music are you into?  
 Where are you doing that?  
 Do you enjoy it?  
 So why are you studying English?  
 Where do you work?

- 3 A: What do you do?  
 B: I'm a student, from Argentina. I'm studying Law.  
 A: Oh, <sup>1</sup>.....  
 B: The University of Buenos Aires.  
 A: OK. <sup>2</sup>.....  
 B: I want to do international law. What about you?  
 A: I'm in computing.  
 B: Right. <sup>3</sup>.....  
 A: At a programming company in Frankfurt.  
 B: So what do you do when you're not working?  
 A: I'm a DJ in a club.  
 B: Really? <sup>4</sup>.....  
 A: All sorts really – funk, jazz, hip-hop.

## VOCABULARY Talking about languages

### 1 Replace the underlined words with the expressions in the box.

get by	my accent
fluently	accurate
express	picked it up
mastering	struggled

- At first I really had problems speaking French at work. No-one understood the way I said things.
- It's hard to be correct all the time. Getting complete knowledge of a language can take years.
- I'm not brilliant at German, but I can survive in the language in most everyday situations.
- I'm pretty good at Japanese now. I learnt it without formal lessons by living in Kyoto for about 10 years.
- I haven't been studying Italian for very long, so it's hard to get across what I want to say sometimes.
- I was born in Greece but I went to an international school, so I speak English very well.

### Language note word order with phrasal verbs

Remember the word order when you use a pronoun with separable verbs:

I **picked up** my Spanish while travelling. OR  
I **picked my Spanish up** while travelling. BUT  
I **picked it up** while travelling. NOT  
I **picked up it** while travelling.

### 2 Look at the underlined words. What type of word is each one?

I've just <sup>1</sup> taken up painting at our local art college. To be honest, I'm no Van Gogh. Doing anything <sup>2</sup> for the first time is <sup>3</sup> hard and people always want to do <sup>4</sup> well. But my <sup>5</sup> advice is to concentrate on the activity. What I <sup>6</sup> mean is, enjoy what <sup>7</sup> you are doing and don't worry about the end result. And never compare yourself with anyone else. There will always be those <sup>8</sup> annoyingly talented people who can <sup>9</sup> take on any new challenge and succeed. Ignore them.

- |                       |         |         |
|-----------------------|---------|---------|
| 1 <u>phrasal verb</u> | 2 ..... | 3 ..... |
| 4 .....               | 5 ..... | 6 ..... |
| 7 .....               | 8 ..... | 9 ..... |

### 3 Answer the questions and test your knowledge.

#### 1 What's the opposite of these words and expressions? Circle the correct option.

- easy – hard / hardly  
slowly – fastly / fast  
fluent – unfluent / not very fluent  
a minor mistake – a serious / large mistake  
good progress – slow / bad progress  
a basic level of Japanese – a high / tall level of Japanese

#### 2 Do these words collocate with **make** or **do**?

a mistake	an exercise	progress
your homework	a course	a fool of yourself
a good job	an effort	

#### 3 Write the correct prepositions.

- worry ..... your progress rely ..... your best friend  
concentrate ..... work deal ..... a problem

#### 4 Where is the stress on these words?

evidence	motivation	environment
bilingual	continuity	embarrassed

#### 5 What do these words have in common?

honest	knowledge	write	foreign
--------	-----------	-------	---------

## LISTENING

### 4 1.1 You are going to hear Trisha and Andy talking about a change in Trisha's life. Choose the correct answers, a, b, or c.

- What course has Trisha decided to go on?
  - a foreign language
  - knitting
  - building skills
- What is Andy's reaction to her news?
  - He's impressed.
  - He wants to try something new too.
  - He criticises her.
- What was the problem at the first class?
  - All the other students were men.
  - Trisha didn't know the answer to a question.
  - Trisha said something silly.
- What will Trisha do in the first term?
  - whatever she likes
  - general skills
  - bricklaying
- Trisha thinks her new job will be
  - well paid
  - interesting
  - hard work



## PRONUNCIATION Silent letters

### 5 Underline the silent letters in these extracts from the listening.

- 1 I've signed up for a building course
- 2 an evening course in a foreign language or knitting or whatever
- 3 there's a need for builders and plumbers
- 4 the first class was a bit nerve-wracking
- 5 I felt such a fool and I went bright red

### 6 1.2 Listen and check.

## READING

### 7 Read the chat room posts quickly. What question are they answering?

- a Where's the best place to learn a second language?
- b Where's the strangest place you've had a language class?
- c Why do you like learning languages?

### 8 Read the posts again. Write the correct names.

Who ...

- 1 didn't think they would learn much? ..... *Mike* .....
- 2 still remembers what they learnt? .....
- 3 was surprised by how much they knew? .....
- 4 wanted to improve on their current level? .....
- 5 didn't know specific vocabulary? .....
- 6 wasn't learning with a teacher? .....
- 7 practiced again soon after the class? .....

### 9 Complete the sentences with the missing prepositions. Look back at the posts if you need to.

- 1 It's funny how I forget some words but others stay ..... me.
- 2 An intensive course is a good way to top ..... your English.
- 3 I went ..... to a German class with a friend and really enjoyed it.
- 4 The most difficult thing is often starting ..... a conversation.
- 5 Where can I sign ..... for Italian classes?
- 6 We'd like to find ..... about Russian classes in our area.

It wasn't really a class but I learnt a lot of words. Many years ago, I was on a cycling holiday in a remote part of Spain and I had an accident. I was taken to the nearest A&E department, where no-one spoke English. I could get by with everyday Spanish, but didn't know any medical words. The staff looked after me and, by the time I left, I knew the words for all the parts of the leg and how to describe pain in Spanish. And it has stayed with me to this day!

**Alex, US**

On a ferry, of all places. We were on our way to France from the UK and suddenly a French lady appeared and gave us a leaflet about a language class on board. I must admit I was a bit sceptical about how much we could pick up in such a short time. But there was nothing much else to do so we went along. We practised ordering things in a shop and café, and it was great fun. The best thing was actually using the language on the other side of the Channel.

**Mike, UK**

Not a class in the usual sense but I got a lot of speaking practice in a tunnel in Japan! I was on a packed train using my *teach yourself Japanese* book and CD. What I really wanted was to speak to a real person but I didn't feel confident to start up a conversation and everyone was very reserved. Suddenly, we broke down in the middle of a long tunnel. It was such an unusual thing that it got everyone talking. I found out that I knew more than I thought.

**Cerys, Wales**

Under the stars! A new language school had opened in my town and I was really keen to sign up. I thought learning English with a native speaker would help me top up what I already knew from school. I arrived for the first class and found the place in darkness. The electricity had failed but rather than cancel the classes, the teachers used different spaces outside the school. All the local cafés were full of other students, so we ended up on the beach. It was a strange first lesson but it really broke the ice.

**Lydia, Greece**

## Glossary

**A&E:** Accident and Emergency

**the Channel:** the sea that separates England from France



## GRAMMAR Narrative tenses

### 1 Complete the gapped sentence to link the two actions. Write one verb in the past simple and one verb in the past perfect.

- The German class started. I arrived.  
When I arrived, the German class had already started.
- I didn't recognise her. We met a few times before.  
Although we .....
- She went bright red. She used the wrong word.  
After she .....
- Mike was late for the class. He left his books at home.  
Mike ..... because .....
- Ana spent an hour in the advanced class. She realised she was in the wrong room.  
Ana ..... before .....
- I realised he was the boss. I asked him to make me a coffee.  
By the time .....

### 2 Complete the anecdote by putting the verbs in brackets into the correct tense. Use narrative tenses.

I remember my first driving lesson like it was yesterday. I <sup>1</sup> ..... (just / have) my 17th birthday when my parents <sup>2</sup> ..... (say) I could start learning to drive. My older sister <sup>3</sup> ..... (already / pass) her test and she <sup>4</sup> ..... (save) to buy her first car. On the morning of the lesson, I was really nervous. I <sup>5</sup> ..... (not sleep) very well the night before and I <sup>6</sup> ..... (feel) a bit sick. Then there was a knock at the door – my instructor <sup>7</sup> ..... (arrive). He talked me through the controls and gave me really clear instructions. A few minutes later, We <sup>8</sup> ..... (drive) round a quiet part of town when I <sup>9</sup> ..... (see) a friend out of the corner of my eye. He waved at me and – without thinking – I waved back. The car <sup>10</sup> ..... (move) towards a tree when the instructor <sup>11</sup> ..... (grab) the wheel. 'Keep your eyes on the road!' he shouted. I went bright red and couldn't believe what I <sup>12</sup> ..... (just / do). When we <sup>13</sup> ..... (drive) home, I <sup>14</sup> ..... (not say) a word. I <sup>15</sup> ..... (concentrate) hard so that I didn't make another mistake. It was the longest journey of my life!



### 3 Match the sentence halves.

- I'm so tired today. I .....
  - Is there a problem with your mobile? I .....
  - Sorry we're late. We .....
  - What's the matter with the dog? It .....
  - We didn't see much of the area because it .....
  - Marcus lost his job because he .....
  - I'm a bit worried about Lucy. She .....
  - Phil had a brilliant job. He .....
- a was crying nearly all day yesterday.  
b was trying to get through to you all day yesterday.  
c was training young racing drivers in Milan.  
d was taking a lot of time off to visit his girlfriend.  
e was raining all week.  
f was barking for hours earlier today.  
g were waiting for a bus for ages.  
h was working on an essay until two in the morning.

## DEVELOPING CONVERSATIONS

John was telling me ...

### 4 Number the lines in the correct order to make three conversations.

- No, I have private lessons. My tutor is really good – very patient. ....  
Is he? So, what style do you play? ....  
Yeah, that's right. ....  
Amy was telling me you've taken up the guitar. ...1..  
Classical. I like listening to rock but don't think I'm a Jimi Hendrix type! ....  
Great! Are you teaching yourself to play? ....
- Well, if I hear of anything, I'll let you know. ....  
No, but I've only just started looking. ....  
Yes, that's right. ....  
Like a waiter or something? ....  
Have you had any luck yet? ....  
Paul was telling me you're looking for a part-time job. ....  
Yes. ....  
Well, maybe restaurant or bar work. ....  
What sort of job are you looking for? ....
- How long will you be away for? ....  
Yes, news travels fast! ....  
Well, good luck, I hope it goes well. ....  
About twelve months, I think. ....  
Katrina was telling me you're going to Argentina. ....  
I've got a job in a language school. ....  
That's amazing. What are you going to do? ....

## DEVELOPING WRITING

### An anecdote – checking tenses

#### 5 Correct the mistakes in a student's first draft.

I'll never forget the first time I had to give a presentation. I <sup>1</sup> studied English at the time and it was part of my course. It <sup>2</sup> was taking me a long time to choose my topic, but then I came up with a good idea. I <sup>3</sup> was always been interested in clothes, so I decided to talk about the fashion industry. <sup>4</sup> During I was preparing the talk, I <sup>5</sup> was doing a lot of research on the Internet. The evening before my presentation, I <sup>6</sup> were working until about 2 a.m. <sup>7</sup> Until I got to my class, I <sup>8</sup> have carefully printed out my notes and rehearsed my talk in front of the mirror. A classmate was also going to give her talk and she went first. Imagine my horror when she said, 'Today I'm going to talk to you about the fashion industry.' My heart sank. I was so angry with myself. I had spoken to her the week before the presentation but hadn't <sup>9</sup> check what she <sup>10</sup> chosen as her topic.

#### 6 Write an anecdote (120–150 words) about when you did something for the first time. Use one of these ideas or an idea of your own.

The first day

- at a new school
- in a new job
- on a new course

The first time you

- cooked a meal for someone special
- went on a date
- went abroad
- gave a speech / presentation

#### Learner tip

Plan your ideas and then write the first draft quickly. Go back and check your writing, correcting mistakes and looking for ways to improve the language.

## Vocabulary Builder Quiz 1

Download the Vocabulary Builder for Unit 1 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

#### 1 What's the opposite of 'a strong accent'?

#### 2 Match 1–5 and a–e to form compound nouns.

- |           |           |
|-----------|-----------|
| 1 tourist | a child   |
| 2 civil   | b teacher |
| 3 head    | c seat    |
| 4 window  | d servant |
| 5 only    | e trade   |

#### 3 Which word do you need to complete the sentences in each set?

- 1 I got ..... marks in the test. / You get great views from the ..... floor. / Who's the ..... performer in the class?
- 2 I never seem to have any ..... time. / You can stay over in our ..... room. / Where's the ..... key for the garage?
- 3 You need good computer ..... in this job. / My boss has got no people ..... at all. / It's never too late to learn new .....

#### 4 Choose the correct words.

- 1 I went bright red when I got his name wrong. I was so *frustrated* / *embarrassed*.
- 2 Translation technology is improving but humans are more *sufficient* / *efficient* at choosing the right word.
- 3 I used to be an interpreter but I don't use languages in my *current* / *actual* job.
- 4 We're going to be *based* / *lived* in Madrid next year so I need to improve my Spanish.
- 5 It's hard to *process* / *possess* what people are saying when they speak quickly.
- 6 I started learning Russian online but gave *up* / *into* because I couldn't practise with a real person.
- 7 My children *assist* / *attend* a language club to help them with their German.
- 8 My job *includes* / *involves* writing materials for online courses.

#### 5 What form of the words in brackets do you need to complete the text?

A <sup>1</sup> (centre) question in language learning is, 'What makes a good learner?' Some say language ability is <sup>2</sup> (genes), others think it's more about motivation and <sup>3</sup> (ambitious). There is <sup>4</sup> (evident) that being bilingual improves the power of the brain, especially in young learners. But what if you are an adult? Well, <sup>5</sup> (achieve) will probably take longer. But there is a huge range of tools to help you become a good <sup>6</sup> (perform) – online practice, apps and contact with other learners in the digital world. And older students can often understand their own <sup>7</sup> (strong) and <sup>8</sup> (weak) and so take control of their learning.

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again.  
Compare your scores.



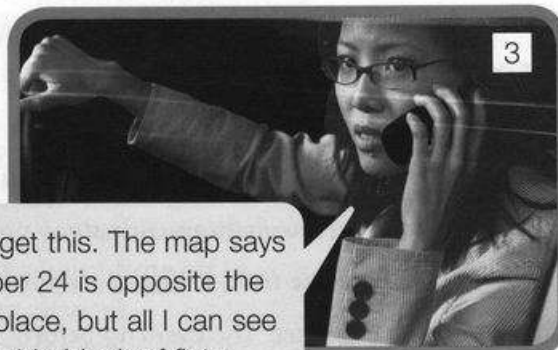
# 02

# FEELINGS

## VOCABULARY Feelings

### 1 How are these people feeling? Match the adjectives with the speakers 1-7.

happy    guilty    disappointed    exhausted  
pleased    confused    furious

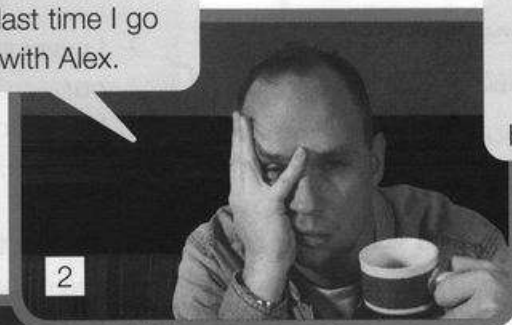


I don't get this. The map says number 24 is opposite the pizza place, but all I can see is a big block of flats.



I feel really bad about losing Mum's favourite ring. How on earth am I going to tell her?

I can't move a muscle and I could sleep for a week. That's the last time I go cycling with Alex.

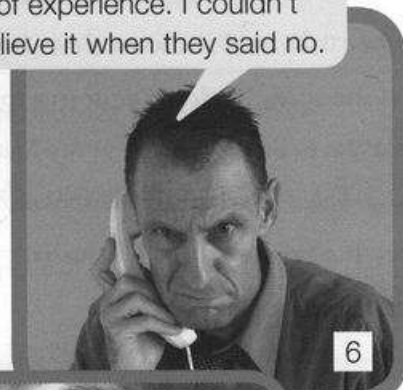
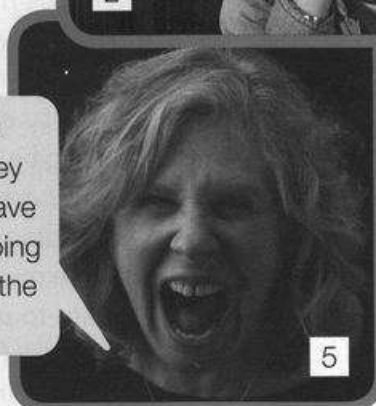


I really expected to get that job. I've got all the qualifications and loads of experience. I couldn't believe it when they said no.



I love the peace and quiet here. You can just forget all the stresses of everyday life.

This is just a nightmare! They say we can't have a refund. I'm going to complain to the manager.



A new iPod! That's just what I wanted. Thanks, that's really kind of you.

### 2 Complete the conversations with the pairs of words and phrases.

upset / worried    down / fed up  
in such a bad mood / furious    terrible / stressed

- 1 A: Are you OK?  
B: No, I feel ..... at the moment. I'm so ..... out at work that I can't sleep at night.
- 2 A: Is Magda OK? I think she's been crying.  
B: She's ..... because her sister's in hospital. She must be really ..... about her.
- 3 A: Why are you .....?  
B: I crashed my dad's sports car last night and he's absolutely ..... with me.
- 4 A: Don't speak to Eddie. He isn't in a very good mood today.  
B: How come he's so .....?  
A: He hasn't scored a goal for weeks and he says he's really ..... with training.

#### Learner tip

Remember to record adjectives with the correct preposition, e.g. *fed up with*, *worried about*, *confused by*. Sometimes an adjective can go with more than one preposition, depending on what you are talking about, e.g. *Why are you so upset with me?* *I was upset about the sad news.* If you are not sure, check in a dictionary. Remember to write example sentences in your vocabulary notebook.



## GRAMMAR Linking verbs

- 3 Complete the chat room messages with the pairs of words. Put the linking verbs in the correct form.

1

feel / guilty    sound / fed up    be / upset

A: Sorry I was rude to you earlier.

B: No problem. You ..... really ..... How come?

A: I had a row with my mum. To be honest, I said some horrible things and now I .....

B: You both must ..... but I'm sure you'll make it up soon.

2

feel / embarrassed    seem / down    be / pleased

A: How's it going?

B: Not great.

A: Any news?

B: Not really.

A: You ..... a bit ..... What's up?

B: I saw my ex-girlfriend yesterday. I ..... really ..... to see her, but she didn't want to speak to me. She was with her new boyfriend.

A: Maybe she ..... because he was there.

3

sound / relaxed    feel / disappointed    look / stress

A: Are you OK? You ..... a bit ..... when I saw you yesterday.

B: I'm OK, thanks, but I didn't get onto the course I wanted to do. I ..... yesterday but I'm OK now.

A: Good, you ..... a lot more ..... now – more like your old self.

## DEVELOPING CONVERSATIONS

### Response expressions

- 4 Match the news (1–6) with the responses (a–f).
- My laptop has been stolen.....
  - I've just passed my driving test.....
  - I'm afraid I can't come to your party.....
  - My sister's getting married.....
  - My dad has just lost his job.....
  - My grandmother is coming out of hospital tomorrow.....
- Really? Congratulations! You can give me a lift to work!
  - Wow! That's great. When is the wedding?
  - Oh, no! I'm sorry. I'm sure he'll find a new one soon.
  - Oh, no, what a pain! Have you lost all your work?
  - Phew, that's a relief. I know how worried you were.
  - Oh, what a shame! I'll send you some photos.

## LISTENING

- 5 2.1 You are going to hear three people talking about the same event. Listen first to Mark. What event is he talking about?
- a wedding
  - meeting his girlfriend's parents for the first time
- 6 2.1 Listen to Mark again, and then to Mrs deVere and Annie. Are these statements true or false?
- Before the dinner, Mark felt nervous.
  - He was wearing clothes that were too formal.
  - He felt he wasn't very good at making conversation.
  - Annie's parents already knew a lot about him.
  - Annie's parents hadn't liked her previous boyfriends.
  - Annie had forgotten to warn Mark about clothes.
  - She didn't mind that he told some jokes.
  - She was pleased that Mark had met her parents.

## PRONUNCIATION Stress

- 7 2.2 Underline the main stresses. Listen and check.
- I'm not normally a nervous person, so I felt pretty relaxed about the whole thing.
  - I was wearing jeans and a shirt, but the restaurant was a really elegant place.
  - I was really fed up with Annie that she hadn't warned me it was a formal dinner.
  - To be honest, we hadn't been very keen on most of her boyfriends, so my husband and I were rather worried about the dinner.
- 8 Listen again. Practise saying the sentences.

## VOCABULARY -ing / -ed adjectives

### 1 Cross out two nouns that do not usually go with the -ing adjectives.

- 1 relaxing holiday / friend / weekend / massage / food
- 2 annoying neighbour / disaster / mobile phone ring / success / habit
- 3 disappointing problem / result / ending / exam grade / clothes
- 4 confusing atmosphere / situation / idea / explanation / skill
- 5 exciting sleep / development / help / news / story
- 6 inspiring crime / leader / speech / plan / loss

### 2 Choose the correct words.

- 1 You walk out of the place completely *relaxed* / *relaxing*. And they don't play that *boring* / *bored* whale music, which is a relief.
- 2 I had to give my height, weight, and my age – it was so *embarrassed* / *embarrassing*. I was a bit *shocked* / *shocking* when I saw how much weight I'd put on.
- 3 I'm not sure I'm in the correct level. I'm always so *confused* / *confusing* at the end of the lesson. And concentrating for an hour is *exhausting* / *exhausted*.
- 4 I didn't expect it to be so beautiful. I was quite *surprising* / *surprised* when I saw the scenery. But our flight was delayed, which was *annoyed* / *annoying*.
- 5 I wasn't very *interested* / *interesting* in the characters. And the ending was *disappointed* / *disappointing*.

### 3 What are the people in exercise 2 talking about? Match 1–5 above to a–e.

- a a gym      c a trip      e a health spa  
b a novel      d a language school

### 4 Complete the conversations with the correct form of the verbs in brackets.

- 1 A: If you don't mind, I'd like to change channels before the news. There's an ..... (interest) programme on at 8 p.m.  
B: Go ahead. I don't want to watch the news. It's always so ..... (depress).
- 2 A: Can you believe that score – six nil? I've never been so ..... (disappoint).  
B: I know. I was so ..... (excite) at the start of the season.
- 3 A: Do you fancy coming for a walk? The view over the beach is meant to be ..... (amaze).  
B: Thanks, but I'm not up to it. I feel ..... (exhaust) after that journey.
- 4 A: Only ten people turned up to my party. I don't think I've ever been so ..... (embarrass).  
B: That's a shame. It's very ..... (annoy) when people let you down.

## READING

### 5 Read the article opposite quickly. What is the main reason for writing it?

- a to advise people on how to improve their diet
- b to explain that there is a connection between food and how people feel
- c to describe a series of experiments on food

#### Learner tip

It's a good idea to read a text quickly first to get an idea of the content. Use all the information that you can see with the text (headings, photos, diagrams, etc.) to help you.

### 6 Six parts of the article 'How food affects mood' have been removed. Write the correct letter (a–f) in the gaps in the article.

- a Research also suggests that the right foods
- b that activate when people enjoy themselves
- c if they were eating healthily and taking regular physical exercise.
- d who wrote a report based on the survey
- e but felt guilty afterwards.
- f There is a definite link with food and mood

### 7 Underline the following parts of the article.

- 1 four mental health problems
- 2 the word the writer uses to describe food / drinks with a positive effect and examples of these
- 3 the word the writer uses to describe food / drinks with a negative effect and examples of these
- 4 the reason why it is important to drink enough fluid

### 8 Which adjectives went with these nouns? Look back at the article and sentences a–f in exercise 6.

- 1 immediate effect
- 2 ..... foods
- 3 ..... mental health
- 4 ..... improvements
- 5 ..... link
- 6 ..... physical exercise





# How food affects mood

Eating ice cream really does make you happy. Scientists at the Institute of Psychiatry in London tested the brains of people eating vanilla ice cream. They found an immediate effect on parts of the brain <sup>1</sup>... . It works on the same part of the brain that reacts when people win money or listen to music.

<sup>2</sup>... can improve people's mood and even their overall mental health. A survey of 200 people found 88 per cent reported that changing their diet improved their mental health. 26 per cent said they had seen marked improvements in mood swings, 26 per cent had seen improvements in panic attacks and anxiety, and 24 per cent in depression.

People in the survey identified mood 'stressors' and 'supporters'. Eating fewer 'stressors' like chocolate, sugar, caffeine and alcohol improved their mood. They also increased the 'supporters' they ate, like water, fruit, vegetables and oily fish. Not skipping breakfast, and eating regularly also led to an increase in well-being.

Over a third of people said they were 'very certain' that the improvements to their mental health were directly linked to the changes they had made to their diet. One person who completed the survey said, '<sup>3</sup>... but I do lapse and when I do, I feel noticeably different. Once you find out your triggers, you can feel so much better.'

Amanda Geary, <sup>4</sup>... said 'A lot of these changes are very simple things that people can do and are fairly safe, and fit with healthy eating advice.'

Dr Wendy Doyle, a dietician, said oily fish and fruit and vegetables were known to be beneficial. 'They are good for general health – and you must have enough fluid to prevent dehydration.' She said people would also feel better <sup>5</sup>... Dr Doyle added, 'People may feel bad after eating chocolate because they enjoyed eating it, <sup>6</sup>...'



## 9 Complete the sentences with the collocations from exercise 8.

- 1 I think there's a ..... between talking about your feelings and being happy.
- 2 I gave up strong coffee and it had an ..... on me – I stopped having headaches straight away and I slept better.
- 3 There's been ..... in my children's behaviour since they have stopped eating sugar.
- 4 A diet containing the ..... doesn't have to be boring.
- 5 Many people don't realise that ..... is linked to eating a good diet.
- 6 Taking ....., like walking or cycling, helps me deal with stress.

## Glossary

- mood swings:** sudden changes in how you feel
- skipping breakfast:** avoid having breakfast
- lapse:** stop following good habits
- triggers:** things that produce a reaction



## GRAMMAR Present simple and continuous

### 1 Circle the correct form in italics.

- A: What on earth *are you wearing* / *do you wear*?  
 B: It's my new summer shirt. I think *it looks* / *it's looking* pretty cool.  
 A: Well, *we meet* / *we're meeting* my boss later, so don't wear it then.
- A: What *do you do* / *are you doing* this Saturday?  
 B: *I'm going* / *I go* to a new yoga class. Do you fancy coming? It *sounds* / *is sounding* very relaxing.  
 A: Sorry, I can't. *I visit* / *I'm visiting* my parents every Saturday.
- A: Why on earth *are you being* / *do you be* so aggressive? It's unlike you.  
 B: Sorry. I'm just stressed out. *I work* / *I'm working* on a really important project. *We're giving* / *We give* a presentation this afternoon and *I'm still preparing* / *I still prepare* my part.  
 A: Oh dear. You must be a bit nervous. Good luck with it.
- A: Cheer up. Why on earth are you so down?  
 B: Don't worry. *I always feel* / *I'm always feeling* like this in the winter. I can't stand the short days.  
 A: I know what you mean. We *normally go* / *are normally going* on holiday in the winter, but my kids *do* / *are doing* their exams soon.

### Language note ... on earth ...

You can add ... *on earth* ... to questions to express surprise or add emphasis:

**What on earth** are you wearing?

**Why on earth** did he say that?

**Where on earth** have you been?



### 2 Complete the pairs of questions. Use the present continuous or present simple form of the verbs in brackets.

- How's the match ..... *going* ..... (go)? Who's ..... *winning* ..... (win)?
- What ..... you ..... (do) on Friday evenings? ..... you ..... (fancy) joining our book group?
- Why ..... you ..... (cry)? ..... you ..... (want) to talk about it?
- Where ..... you ..... (move) to? What ..... (be) the new area like?
- Why ..... those people ..... (stand) there? ..... they ..... (need) help?
- ..... your brother ..... (enjoy) his new job? What exactly ..... he ..... (do) every day?
- How ..... your kids ..... (get) to school every day? How long ..... it ..... (take)?

### 3 Use the words to write reasons for refusing the requests.

- A: I was wondering if you wanted to get together on Saturday?  
 B: *I'd love to but I can't. I'm going away for the weekend.* (love to / but can't. go away / for the weekend.)
- A: Can you give me a hand to set up my new computer?  
 B: ..... (sorry / can't. work late / this evening.)
- A: Do you think I could use your mobile?  
 B: ..... (afraid / can't. don't have / with me.)
- A: Do you fancy coming to my party on Friday evening?  
 B: ..... (nice / of you to ask me. play in a band / every Friday.)
- A: Would you like to meet up some time this weekend?  
 B: ..... (kind / of you to ask us. go to London / every weekend.)
- A: Can you help me with my homework?  
 B: ..... (no / sorry. go out / this evening.)



## DEVELOPING WRITING

### A letter – giving news

- 4 Rani has just started university. Complete the letter to her parents with the words in the box.

pretty	miss	settling	hug	down
sorry	into	mind	expect	out

Dear Mum and Dad

<sup>1</sup> ..... I haven't written before, but I've been <sup>2</sup> ..... busy since I started. I'm <sup>3</sup> ..... in to my flat and enjoying the course so far. Lectures have started but I didn't <sup>4</sup> ..... to be working so hard in the first month!

I've been a bit <sup>5</sup> ..... this week. It's nothing to worry about but Rachel has changed course, so I'm now one of the few girls doing physics! I had a feeling she wasn't very happy, but I think she's sorted it <sup>6</sup> ..... now.

I <sup>7</sup> ..... everyone but I'm making a lot of new friends. My flatmates are all

<sup>8</sup> ..... adventure sports (my idea of hell!), but I had a go at climbing last weekend - exhausting but good fun.

My next lecture is about to start, so I'll put this in the post. Give everyone a <sup>9</sup> ..... from me.

Lots of love

Rani  
xx

P.S. If you don't <sup>10</sup> ....., I won't ring you on my mobile. It's too expensive - but you can ring me!

### Language note

a bit / pretty / not very + adjective

If you don't want to sound too negative, you can soften an adjective like this:

I'm **a bit tired**.

It was **pretty disappointing**.

It **wasn't very easy**.

- 5 Imagine you have just left home to start a new job / go on a course. Write a letter home (120–150 words) and give your news. Use the letter in exercise 4 to help you.

## Vocabulary Builder Quiz 2

Download the Vocabulary Builder for Unit 2 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

- 1 Match the verbs in A with the phrases in B. There is one extra verb that you don't need.

A kiss belong drive put be get

B really behind with work a better mark on a lot of weight someone mad someone on the cheek

- 2 Write **up** or **down** in the correct place in these sentences.

- What's the matter with Max? He seems a bit at the moment.
- I'm sorry I haven't phoned. We're really busy setting our new business.
- You sound really fed up. Why don't you go away for the weekend to cheer yourself?
- I haven't been out yet today. It's been pouring here all morning.
- It's such a shame about your sister and her husband. I just heard that they split.

- 3 Complete the words with the correct prefix or suffix.

- I didn't think I was going to get the job but I was pleasant.... surprised when they offered it to me.
- There are several charities that work hard to help home.... people get off the streets.
- Nobody knew about the financial problems at work. The job losses were completely ....expected.
- You shouldn't feel guilt.... about taking time off. Everyone needs a holiday.
- Don't be too disappoint.... about failing your driving test. You can take it again.

- 4 Choose the correct words.

- Why are you in such a bad *mood* / *atmosphere* today?
- I would never *join* / *approach* my dad to ask for advice.
- They made every *intend* / *attempt* to save the business.
- The next bus isn't *ahead* / *due* for half an hour.
- Why did the company suffer another *lose* / *loss* in its profits last month?

- 5 What form of the words in brackets do you need to complete the text?

Isn't it strange how people's feelings change? When I was in my thirties, I was very competitive at work and getting <sup>1</sup> (promote) was very important to me. I also hated routine and would die of <sup>2</sup> (bore) if I had to do the same thing more than once. Now, I might be a bit <sup>3</sup> (disappoint) if I don't get to the next level but it doesn't make me too miserable. I also find my work more <sup>4</sup> (meaning) now and I take <sup>5</sup> (please) in working with the same groups of people every day.

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again. Compare your scores.



# 03 TIME OFF

## VOCABULARY Places of interest

- 1 Complete the travel advice with the nouns in box A and the prepositions in box B.

**A** theme park    nightlife    gallery    ruins    lake  
old town    stalls    mosque    palace    walls

**B** by    out    along    about    outside

## TRAVELLERS' TIPS

### culture vultures

**THIS SUMMER** the royal <sup>1</sup>..... is open to the public for the first time with exhibitions of paintings from across the centuries. There is also a private <sup>2</sup>..... in the city with paintings for sale.

**FOR LOVERS** of architecture, head to the <sup>3</sup>..... with its interesting mix of historic buildings. <sup>4</sup>..... in the east of the city, is the site of the old Jewish district. It also has a number of beautiful churches and the city <sup>5</sup>.....

**TAKE A TRIP** out to the Roman <sup>6</sup>..... and learn about some of the first people to live in the area. Local archaeologists give talks at the weekends.

### get active

**CHECK OUT** SkyFlyer, the tallest roller coaster in the country, at the new <sup>7</sup>..... It's <sup>8</sup>..... 45 minutes <sup>9</sup>..... the city but it's well worth the trip.

**ENJOY** the <sup>10</sup>..... – there are lots of bars and restaurants and it's always very lively.

For a **MORE RELAXING** time, take a boat out on the <sup>11</sup>..... Swimming isn't allowed but you can enjoy a picnic down <sup>12</sup>..... the water.

### fun on a budget

**IF MONEY IS A BIT TIGHT**, join a free walking tour. Local residents act as guides and give an insider view of the city. All tours start inside the city <sup>13</sup>..... under the clock tower.

**DON'T MISS** the market on Fridays and Saturdays with <sup>14</sup>..... all <sup>15</sup>..... the High Street. You'll find everything from cheap and tasty snacks to local souvenirs at bargain prices.

## DEVELOPING CONVERSATIONS

### Giving and responding to suggestions

- 2 Kim is talking to her Mexican friend, Felix, about a possible holiday. Write the correct letters for the missing lines in the conversation. There is one line that you do not need.

- a Oh, I'd love to but I can't.
- b Jo isn't really a big fan of sunbathing, to be honest.
- c OK, well in that case, how about something more cultural?
- d That would be great, thanks.
- e It depends on what you like.
- f And you could always have a go at some water sports.
- g My boyfriend Jo and I are thinking of going to Mexico this year.

Kim <sup>1</sup>..... Can you recommend anywhere good to go?

Felix Well, Mexico is a big country and there are lots of places to choose from. <sup>2</sup>..... If you want a relaxing holiday, there are some fantastic beaches all along the Caribbean coast.

Kim <sup>3</sup>..... And I'm not really into it either.

Felix <sup>4</sup>..... There are amazing Mayan ruins throughout the area.

Kim That sounds interesting. I think I saw a documentary about them on TV. They look like pyramids but with steps. Is that right?

Felix Well, some of them are pyramids. Others are more like houses, or even palaces.

Kim Wow! That sounds amazing.

Felix <sup>5</sup>..... There are lots of places for diving or snorkelling. You could also try kayaking if you like.

Kim Oh, that's my idea of heaven!

Felix OK, I can do an online check for the best places for doing that, if you want.

Kim <sup>6</sup>.....



## DEVELOPING WRITING An email – giving advice

### 3 Dan has emailed his friend, Yuko, with some advice about his home town. Number the content of his message in order.

- suggestions of other things to do .....  
 ending .....  
 reason for writing .....  
 practical advice .....  
 greeting .....1  
 where to go first .....

### 4 Complete the email with the words in the box.

time      quick      at      take      anyway      straight  
 during      down

Hi Yuko,

Just a <sup>1</sup>.....*quick*..... note to say I'm sorry I can't see you next week. I'm on a training course, but here are a few ideas of things to do <sup>2</sup>..... your stay.

The old town is a good place to start. You can just wander round and soak up the atmosphere. If you want to

<sup>3</sup>..... photos, head to the castle ruins and you'll find some amazing views.

Don't miss the parade on Saturday. It's a great laugh. They have decorated floats, people in fancy dress, and bands playing music. It starts <sup>4</sup>..... midday in the main square.

I know you're a fan of roller coasters, so check out the new theme park, Adventure Zone. It's about an hour outside of town, but you can get a bus <sup>5</sup>..... there.

Don't forget to buy a travel card. It's the cheapest way to get around the area. The best places to eat are <sup>6</sup>..... by the old canal. They're pretty cheap but the food is good.

<sup>7</sup>....., hope this information helps. Have a great

<sup>8</sup>.....

All the best,  
 Dan

### 5 Cross out the word or phrase that doesn't collocate.

- 1 Have a great week / *time-off* / time.
- 2 You can *ride* / get / take a bus to the castle.
- 3 I know you are *like* / into / a fan of old churches.
- 4 The festival is *great fun* / a great laugh / funny.
- 5 The show starts at 2pm / every day / on Wednesday.
- 6 The best places to eat / for food / for eating are in the man square.

### 6 Match the sentence halves.

- 1 If you're into art, head .....
  - 2 The comedy festival starts on Friday, so don't .....
  - 3 Local transport isn't great. It's difficult to get .....
  - 4 If you have some spending money, check .....
  - 5 When you want to relax, go to the beach and soak .....
  - 6 Don't try the restaurants in the centre. They're pretty .....
  - 7 Take lots of photos and don't .....
  - 8 It's nice to wander .....
- a out the new shopping mall.  
 b to the new gallery in the main square.  
 c round the market on a Sunday morning.  
 d forget to send me copies.  
 e around after midnight apart from in a taxi.  
 f up some sunshine.  
 g miss it. It's a great laugh.  
 h expensive and you have to book.

### 7 Write an email in 120–150 words for the following situation. Use the checklist in exercise A and the language in this section to help you.

An English-speaking friend is spending a week's holiday in your home town. You are going to be away, so write an email to your friend giving advice about their stay.

#### Learner tip

Try to keep your reader interested when you write. Vary the language you use so that your sentences don't all sound the same, e.g. instead of saying *try* or *go* to all the time, use language like *check out*, *head to*, *don't miss*, *don't forget to*, etc.



## GRAMMAR Future plans

## 1 Rewrite the sentences with the words in brackets.

- We will definitely be away in June. (going)  
*We're going to be away in June.*
- Perhaps I'll try couch-surfing this year. (might)  
I .....
- I can't meet up this weekend. I have to revise for my exams. (got) I .....
- Jim might go travelling this summer. (thinking)  
Jim .....
- I think it will be too cold for swimming. (probably)  
It .....
- They definitely won't be on holiday in July. (going)  
They .....

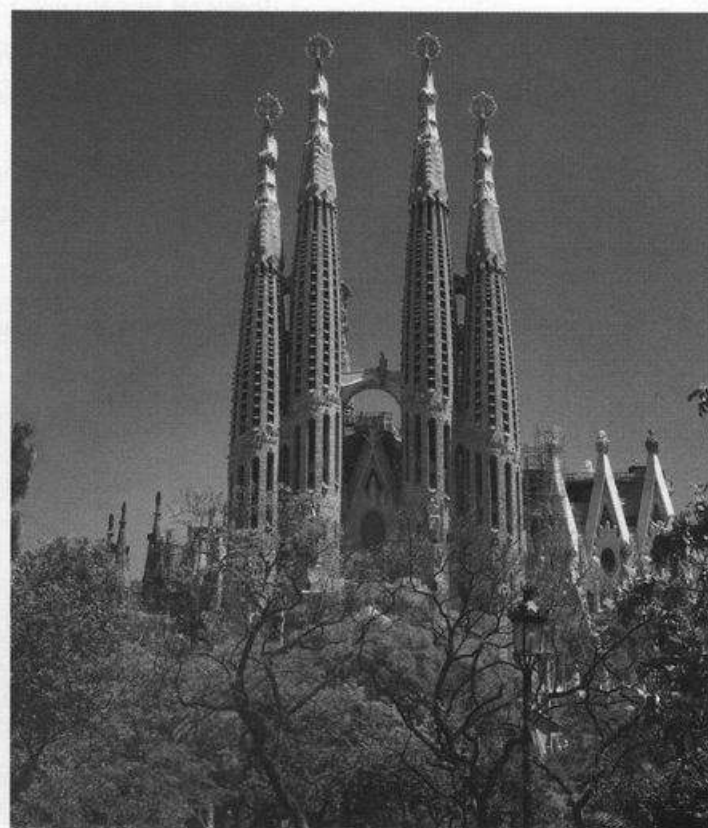
## 2 Use the words in 1-7 to complete the students' replies to the teacher's question.

- I've got to study for my university entrance exam.*  
(I / got / study for / my university entrance exam)
- I'm not sure yet but  
.....  
(my friends and I / think / go / camping / near the coast)
- .....  
(Marek and I / go to / a concert / in Manchester on Friday) We need to leave class early to get the train.
- I'm not sure.  
.....  
(I / might / meet up with some friends in London)
- .....  
(I / got / a free weekend) I'm going to catch up on some sleep.
- .....  
(my sister and I / not go / be around) We've been invited to a party in Brighton.
- I haven't made any plans but  
.....  
(I / probably / go to / my friend's barbecue)

3 Circle the correct forms in *italics*.

- A: Where *are you going* / *do you go* on holiday this year?  
B: I'm not sure. In fact I *will* / *might* not go away at all because I'm a bit short of money. My dad lent me some cash for a car and *I've got* / *I must* to pay him back. How about you? What are your plans?  
A: Well, it depends on the weather. I've only *got* / *got to* a week's holiday, so I want to go when it's hot and sunny.  
B: They say *it'll* / *it might* probably be another very hot summer, so you should be OK.
- A: It's my day off today and I'll *have* / *I'm having* lunch with James and Gary in that new restaurant. Would you like to join us?  
B: I'd love to but I can't. I'm *going* / *thinking of going* to the doctor's.  
A: Oh, nothing serious, I hope.  
B: No, I'm fine, thanks. But *it'll probably take* / *it's taking* ages. The waiting room is always so crowded.
- A: I've booked an apartment in Barcelona this year. *We might go* / *We're going* for two weeks in August. Do you fancy coming with us?  
B: It's nice of you to ask me but I'm not *going* / *thinking* to be here in the summer. *I'll spend* / *I'm spending* two months in Australia.  
A: Really? That sounds exciting.  
B: Yes, I'm thinking to *emigrate* / *of emigrating* there at some point.  
A: Wow, that's great.

What are you doing  
at the weekend?



## READING

## 4 Read the webpage quickly and match the headings to the paragraphs.

There is one heading that you don't need.

- a But is it safe?
- b How much does it cost?
- c How long do people stay?
- d Who are these couch-surfers?
- e So what is couch-surfing, exactly?
- f What are the disadvantages?
- g What are the benefits?

## 5 Complete the sentences with the words and phrases in bold in the webpage.

- 1 Ask Anna and Paolo for advice about Rome. They know the city .....
- 2 I don't mind where we go for the weekend..... you.
- 3 Don't ..... when you go to see grandma and granddad.  
Come home after a couple of hours.
- 4 It was a ..... when I first met my mother-in-law. I didn't speak Spanish and she didn't speak English.
- 5 I looked at the reviews of a lot of holiday companies. Adventure Tours have .....
- 6 My teachers were so helpful that I decided to ..... at the end of the course.

## Love to travel but hate paying for hotels? Too old for a youth hostel?

Then couch-surfing might be right up your street. Check out these FAQs:

1 .....e.....

Couch-surfing is a network of people who offer accommodation to strangers travelling in their area. It's simple. When you 'surf a couch' you are a guest in someone's house and they are your host. You don't pay for the room or couch, and your hosts will get the same favour back when they travel. They may stay with you or with another person in the network.

2 .....

Of course, there are smaller numbers of surfers in remote locations, but the network covers every continent (including Antarctica!) The top five couch-surfing nations are the United States, Germany, France, Canada and the United Kingdom. The average surfer is 27 years old and just over half the surfers are male.

3 .....

Couch-surfing was created so that everyone can travel the world and make meaningful connections, but staying with your host is always free. Many surfers like to take their hosts a gift or **treat them to a meal** to say thank you. They also thank people in small ways like doing the washing-up or sending a postcard from their next destination.

4 .....

Surfers get the advantage of staying with someone who knows the area **like the back of their hand**. They can tell how not to get ripped off, or what to do when it's pouring with rain. And when people of different cultures meet, who better than a local to help with social skills? Knowing whether to shake hands, bow, or kiss a person on the cheek can be very confusing!

5 .....

**It's entirely up to** the host. Some surfers come for a single night, or even just for dinner. The important thing is not to **outstay your welcome**, so surfers usually check with the host first. In the words of one host, 'We want surfers to be comfortable, but not too comfortable. Staying two or three nights is cool; longer gets a **bit awkward**.' And remember that in Germany they say 'Guests are like fish – after three days they start to smell ...'

6 .....

Well, there are always risks in life, but the majority of surfers never have any problems. Most travel networking sites have their own security systems. Hosts and surfers have to be registered and prove that they are who they say they are. There are reviews posted on the Internet and so surfers can select hosts with a **good track record**. Mostly, it's a question of common sense and avoiding anyone who sounds odd.

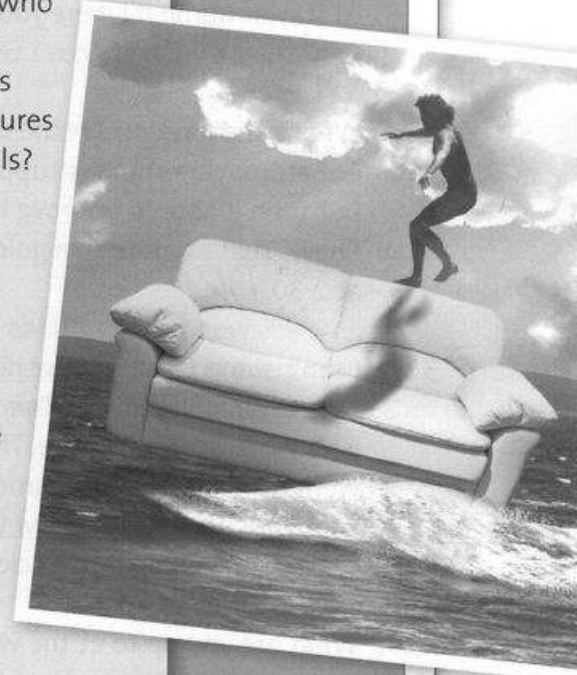
### Glossary

**FAQS:** frequently asked questions

**remote:** hard to get to

**common sense:** the ability to make sensible decisions

**odd:** strange or unusual

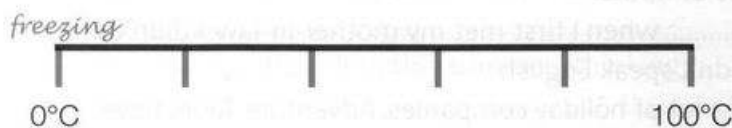




## VOCABULARY Weather

- 1 Write the words and phrase that describe temperature in the correct place on the diagram.

freezing	cold	boiling hot	a bit chilly
quite warm	hot		



- 2 Replace the underlined words in the conversations with the words in the box.

wet	pour down	drop	heat	reached
clear up	keep out of	humid		

- 1 A: Have you heard the weather forecast?  
B: Yes, apparently it's going to rain a lot all weekend.  
A: Oh, no, what a pain. I was thinking of going to the beach.  
B: I'd stay at home if I were you and avoid the rain.
- 2 A: What's the forecast for the weekend?  
B: Er, Saturday morning is supposed to be rainy, but then it should improve in the afternoon.  
A: Phew! That's a relief. I'm going to a wedding at 2:30.
- 3 A: I can't stand this hot weather.  
B: I know what you mean. The air conditioning isn't working in my office. The temperature went up to 40° yesterday.  
A: Poor you! It's so hot and wet that I can't sleep.  
B: Yeah, we need a storm to clear the air.
- 4 A: What are you up to at the weekend?  
B: It depends on the weather.  
A: Apparently, it's going to be freezing. They say it could fall to minus 5°.  
B: Time to stay in with a good book, I think.

## Language note weather adjectives

When describing the weather, we often use adjectives in pairs.

It's going to be **cold** and **windy**.

The weather on holiday was **hot** and **humid**.

## LISTENING

- 3 3.1 You are going to hear five people talking about holiday problems. Match the speakers (1-5) to the letters (a-e).

- a It cost a lot more than we had expected.  
b We had several transport problems.  
c The local attractions were awful.  
d We didn't get on with each other very well.  
e There were too many other people.

Speaker 1	<input type="checkbox"/>	Speaker 4	<input type="checkbox"/>
Speaker 2	<input type="checkbox"/>	Speaker 5	<input type="checkbox"/>
Speaker 3	<input type="checkbox"/>		

## PRONUNCIATION Same sound or different?

- 4 Are the letters in **bold** the same sound (S) or different (D)?

- 1 The hotel **sounded** wonderful. / The terminal was so **crowded**. ☒ S  
2 There was only a **theme** park. / There were **queues** everywhere. ☐  
3 We had **booked** a taxi. / I was in such a bad **mood**. ☐  
4 There was a train **strike** that day. / It was **quieter** in the autumn. ☐  
5 My **neighbour** offered to take us. / I was so **relieved** to get home. ☐  
6 The bus **service** was terrible. / The **journey** was a nightmare. ☐

- 5 3.2 Listen and check. Practice saying the sentences.

## GRAMMAR Present perfect questions

- 6 Complete the questions with the correct form of the verbs in brackets. Then choose the correct words in the answers.

- 1 A: ..... you ever ..... the pyramids? (see)  
B: No, never. I *love* / I'd *love to*, though.
- 2 A: ..... you ever ..... on holiday by yourself? (go)  
B: No, I've *ever* / *never* really fancied it.
- 3 A: ..... you ever ..... camping? (try)  
B: Yes, *lots* / *several times*.
- 4 A: ..... you ever ..... Japanese food? (eat)  
B: No, never. It's supposed *be* / *to be* delicious.
- 5 A: ..... you ever ..... a camel? (ride)  
B: No, never. *Have you?* / *Did you?* I've heard it's quite difficult.
- 6 A: ..... you ever ..... Disneyland with your kids? (visit)  
B: Yes, but I wouldn't go there if I were you. It's not worth *it* / *of it*.
- 7 A: ..... you ever ..... in a helicopter? (fly)  
B: No, never. What *does* / *is* it like?
- 8 A: ..... you ever ..... to Singapore? (go)  
B: Yes, it's wonderful. You should *to go* / *go*.

## VOCABULARY Holiday problems

### 7 Correct the underlined mistakes.

- What a nightmare! Our flight was delay and we were stucked at the airport for hours.
- I'm never going on holiday with my family again. My brother and sister didn't stop argue all week.
- We must go somewhere warm next year. It poured of rain and it was so wind all week.
- I must look like a tourist. Everywhere we went we got ripped up. I paid €15 for a beer!
- A couple took our part on the beach and Jim got really anger with them. It was so embarrassing!
- Never again! The beach was so crowd you couldn't even see the sand.
- The kids were ill on the plane. Jodi threw off three times. Poor thing!

### 8 Complete the conversations with the pairs of words in the box. Put the verbs in the past simple.

steal / passport	spoil / trip	miss / flight
lose / camera	charge / a fortune	
have / upset stomach		

- A: Did you have a good holiday?  
B: Not really. We came home early.  
A: How come?  
B: We all ..... *had* ..... an ..... *upset stomach* ..... and couldn't eat anything. That was our only holiday this year and it really ..... the .....
- A: I'm exhausted. The journey back was a nightmare.  
B: How come?  
A: Well we ..... our ..... to Heathrow and the next plane landed at 3 a.m. The taxi driver ..... us ..... to take us home – over £100.  
B: Oh no, what a pain!
- A: You seem a bit fed up.  
B: Yeah well, I've just had the holiday from hell.  
A: What happened?  
B: Well, I expected a nice relaxing week, but I spent the first night at the police station because someone ..... my ..... I took loads of photos but then I ..... my ..... on the last day. It's just so disappointing.  
A: Oh, what a shame!

## Vocabulary Builder Quiz 3

Download the Vocabulary Builder for Unit 3 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

### 1 Which words that are both verbs and nouns can complete these sentences?

- Did you go on the scary ..... at the theme park?  
When did you learn to ..... a bike?
- My phone has a 12-month .....  
It's impossible to ..... good weather in the UK.
- There has been a ..... in petrol prices for the last six months.  
It's so hot – I wish the temperature would .....
- Don't ..... driving a long way in this fog.  
Don't take the ..... of lending money to someone you don't know.
- It's freezing. I wish the weather would ..... up.  
It's usually nice and ..... in the south in June.
- They ..... diamonds in parts of Africa.  
My grandfather used to work in a coal .....

### 2 Choose the correct words.

- The Roman site was *discovered* / *recovered* by an amateur archaeologist.
- That flag is in the wrong place. We need to *put* / *take* it down.
- You'll find details of *housing* / *accommodation* on the tourist website.
- Check out the website for the latest *entertaining* / *entertainment* on offer.
- What was your *early* / *initial* reaction to the news?
- It's a really *living* / *lively* city. There are clubs on every corner.
- My father slowly *came* / *became* to realise it was time to retire.

### 3 Match 1–6 and a–f to form compound nouns.

- |              |            |
|--------------|------------|
| 1 department | a guide    |
| 2 art        | b gallery  |
| 3 tour       | c market   |
| 4 shopping   | d store    |
| 5 tour       | e guide    |
| 6 street     | f district |

### 4 Read the statements. Was each experience positive (✓) or negative (x)?

- It was a real bargain. The shop was closing down. ☐
- It was a nightmare. It poured down all week. ☐
- It was a total rip-off. There was hardly any food on the plate. ☐
- It was well worth it. Give it a go some time. ☐
- It was spoiled by the atmosphere between some of the guests. ☐
- It was all cleared up really quickly. ☐

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again.  
Compare your scores.



## VOCABULARY Free-time activities

### 1 Complete the spidergram with the words in the box.

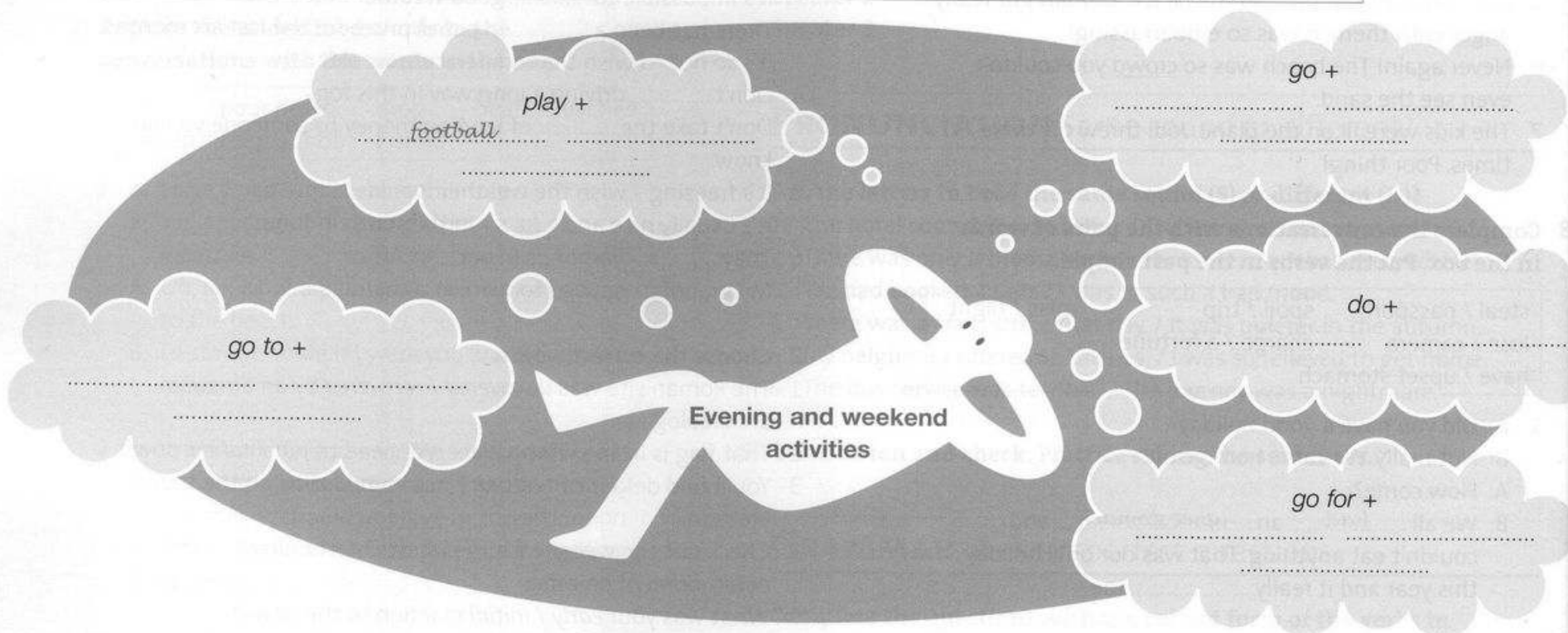
the theatre  
some baking  
a friend's place

football  
sailing  
a run

the cinema  
tennis  
a drive

climbing  
a ride on my bike  
a bit of exercise

cards  
shopping



### 2 Complete the conversations. Put the words in brackets in the correct order.

- A: Mum, I'm bored.  
B: Well, go and ..... or .....  
(play / ride / your / football / bike)  
A: But that's boring. I do that every day.  
B: Well, ..... and ..... then.  
(in / bedroom / stay / tidy / up / your)
- A: What did you do at the weekend?  
B: I just ..... and .....  
(in / it / stayed / took / easy)  
A: How come? You're usually such a party animal.  
B: Yeah, I ..... (fancy / just / going / clubbing / didn't)  
A: Fair enough.
- A: What's your idea of a perfect Friday night?  
B: Going ..... or just ..... at home. What about you?  
(easy / for / to / it / place / a / friend's / dinner / taking)  
A: My idea of heaven is .....  
(for / and / staying / exams / studying / in / my)  
B: Why on earth would you want to do that?  
A: Only joking. My ideal night out is going ..... and then .....  
(going / watch / clubbing / bar / football / to / a / the / to)

## GRAMMAR Habit and frequency

### 3 Complete the questions with the answers. Use the present simple of the verbs in the box.

play golf	go walking in the country	eat out
go clubbing	go to the gym	work

- A: How ..... ?  
B: About once every two months. The local restaurants are quite expensive.
- A: ..... ever ..... weekends?  
B: Yes, all the time. I'm at my desk every Sunday morning.
- A: ..... much?  
B: Not as much as I should, so I'm starting to put on weight.
- A: ..... ever ..... ?  
B: No, never. It's not my kind of thing. I'm into team sports like football or rugby.
- A: ..... a lot?  
B: Yeah, at least three times a week. My best friend is a DJ.
- A: ..... often ..... ?  
B: Whenever I can. I love being away from the city.

4 Look at the answers to the question 'How often do you listen to music?' Choose the correct words. Then number the answers in order (1 = most often).

- a Not quite / that often. Maybe once a week. ....
- b All the / Every time. I can't live without my iPod. .... 1
- c Hardly ever / never. I never have the time. ....
- d Not as much as I used to / was used to. Maybe only once a fortnight. ....
- e Never / Not never. I'm more into books. ....
- f Quite much / often. Probably five times a week. ....
- g Not as much as I would / did like to. Just two or three times a week. ....
- h Nearly every / all day. Usually when I want to relax in the evenings. ....

5 If possible, replace the underlined past simple forms with **used to**. One sentence cannot change.

- 1 When I was at my first school, I had loads of time to see my friends, but now I have to study all week.
- 2 I took every weekend off, but these days I spend every waking hour at the office.
- 3 I worked from six in the morning until 10 at night one day last week. It was just exhausting.
- 4 My colleagues and I always left work on time but now we're expected to stay late at the office.
- 5 I spent all weekend with my family before I started working. Now, I hardly ever see them.

## LISTENING

6 4.1 You are going to hear Mike giving a talk about making small changes to your life. Listen to Part 1 and circle the four aspects that he mentions.

travel sport food relationships free time shopping

7 4.2 Listen to Part 2. Mike, Amy, and Jack talk about the changes they made. Who did or said what? Write M, A, or J.

- Changing my routine has changed my attitude. .... A.
- I became bored with my hobby even though I'm quite good at it. ....
- I thought you needed money to have a good time. ....
- It's silly to keep repeating things that upset you. ....
- I wanted to share my ideas with other people. ....
- I feel motivated to help others join in. ....
- I developed a great social life at no cost. ....

## PRONUNCIATION Sentence stress

### Language note unstressed sounds

Structural words (e.g. prepositions, conjunctions, auxiliaries and articles) are not usually stressed because they don't carry the main information in a sentence. The unstressed syllables are usually pronounced with the same vowel sound, /ə/.

Like a lot of people, I used to have a pretty fixed routine ...

8 Mark the stresses in these sentences from *Listening*. Practise saying the sentences with the correct stressed and unstressed syllables.

- 1 Like a lot of people, I used to have a pretty fixed routine.
- 2 I'm in a much better mood when I get to work.
- 3 I'm into sport and I'm quite good at it.
- 4 All my friends were playing the same sports.
- 5 What have you got to lose?

9 4.3 Listen and check. Practise the sentences again.

## DEVELOPING CONVERSATIONS

Are you any good?

10 Complete the replies with the phrases in the box.

Yeah, quite good.	No, I'm useless.
I'm OK.	No, not really.

So are you any good at singing?

- 1 ..... I can't sing at all. In fact they asked me leave the school choir.
- 2 ..... Actually, I've been in a band for ages and we've won a few talent competitions.
- 3 ..... I used to sing a bit at school and I like to do karaoke with my friends.
- 4 ..... I haven't got a very good voice. I get really embarrassed if people hear me sing.



## VOCABULARY Injuries and problems

1 Look at the cartoon and complete the words for the sports problems.



- 1 A: What's up with you?  
B: I'm not making excuses but my shoulders are really s\_\_\_\_\_. I don't think I can play in goal today.
- 2 A: Is something wrong with you as well?  
B: Er ... yes, coach. Can I be substitute today? I've p\_\_\_\_\_ a thigh muscle and I don't think I can play the full 90 minutes.
- 3 A: What happened to you?  
B: I fell off my horse and b\_\_\_\_\_ my arm. I'm going to be in plaster for six weeks.
- 4 A: How come the referee has got a nose i \_\_\_\_\_?  
B: Max just tried a shot at goal but he missed and hit him in the face.
- 5 A: What happened to Phil?  
B: He just slipped and b\_\_\_\_\_ his head on the goalpost. I hope he'll be OK.
- 6 A: Have you seen the other team? They look so fit.  
B: I know. They're full of c\_\_\_\_\_.
- 7 A: Are you injured too?  
B: I think I need to stop. I haven't been for a run for ages. I'm so u\_\_\_\_\_.

## GRAMMAR Present perfect continuous and past simple for duration

2 Match the question halves. Then match the questions (1–5) to the answers (a–e).

- 1 How long did Jodie been doing ballet? .....
- 2 How long has you in plaster after your accident? .....
- 3 How long were you train before the marathon? ...d...
- 4 How long was you been doing yoga? .....
- 5 How long have your team in the first division? .....

- a For just one season. We were beaten so many times we went back down again.
- b For about six weeks. It's still quite painful.
- c For just a few months. It's very relaxing and I feel better for it.
- d For about six months. I ran four times a week.
- e For years off and on. She started when she was just four.

3 Find and correct a tense mistake and a time expression mistake in each conversation.

- 1 A: I have riding lessons since last summer. *I've been having*  
B: Really? I fell off a horse when I was a kid and I've been a bit scared from since. *since then*
- 2 A: Kim was telling me you've taken up the piano. How long have you played?  
B: Just a few months. I practise every day during an hour.
- 3 A: We used to do judo at my old school.  
B: Really? That's unusual. How long have you done that for?  
A: For the age of about 14 until I left.
- 4 A: You've got a great voice.  
B: Thanks. From quite recently, I was a singing teacher but I had to give it up.  
A: That's amazing. How long have you taught for?  
B: Six years off and on.

## DEVELOPING WRITING An email – asking for information

- 4 Complete the email at the bottom of the page with the words in the box.

grateful	provided	let	keen	regards
advert	join	experience	confirm	forward

- 5 Read the email at the bottom of the page. Tick the correct statements.

- a It's the first time Richard has written to the organisation. ☐
- b He has never been part of a conservation group before. ☐
- c He wants to find out about a job. ☐
- d He asks for information about transport. ☐
- e He asks about equipment. ☐
- f He says how he found out about the group. ☐

### Language note indirect questions

We often use indirect questions in writing to sound polite. They

- use statement word order
- don't use *do / does / did*
- use *if / whether* in questions you can answer with a 'yes' or a 'no'
- use *if* in indirect questions that are conditional
- often use introductory phrases like:  
*I would like to know ...*

- 8 Write an email (120–150 words) to ask for information about an activity that you would like to do. Use an idea from the list or your own idea. Follow the content checklist and remember to use indirect questions.

- a course at a college or with a one-to-one tutor
- a sport / activity at a gym
- joining a volunteering group

### Checklist

- how you heard about the course / activity / group
- the days and times
- the cost
- if you need any experience / skills
- if you need any equipment

### Learner tip

If you write to someone you don't know to ask for information, don't include too many questions. If you keep the number of requests fairly short, you are more likely to get a quick reply!

- 6 Underline the indirect questions in the email.

- 7 Make indirect questions using the introductory phrases.

- 1 Do I have to wear anything special?  
Can you confirm .....
- 2 How is transport to each session organised?  
I would like to know .....
- 3 Where is the nearest car park to the gym?  
Can you confirm .....
- 4 Does the tutor have a good success rate?  
Could you tell me .....
- 5 How much does a course of lessons cost?  
I'd be grateful if you could tell me .....
- 6 Will I have to take an exam or a test?  
I would like to know .....

To: \_\_\_\_\_

Subject: \_\_\_\_\_

▲

Dear Sir / Madam

I have recently moved into the area and I saw an  
<sup>1</sup>..... for your volunteering group in the  
 local library. I am <sup>2</sup>..... to find out more  
 about your organisation.

I have always been interested in local history and  
 geography, but I have never done any conservation  
 work. Could you tell me whether any  
<sup>3</sup>..... or special skills are necessary to  
<sup>4</sup>..... the group? I would also like to  
 know whether volunteers need to bring their own tools,  
 or whether these will be <sup>5</sup>.....

Could you <sup>6</sup>..... the days and times that  
 the group meets? I would also be <sup>7</sup>.....  
 if you could <sup>8</sup>..... me know whereabouts  
 the group works and the type of tasks the volunteers  
 do.

Finally, could you tell me if you organise any special  
 courses in conservation?

I look <sup>9</sup>..... to hearing from you soon.

Kind <sup>10</sup>.....

Richard Clarke

▼



## VOCABULARY Describing music

### 1 Complete the conversations with the pairs of adjectives in the box.

catchy / repetitive    bland / commercial  
depressing / uplifting    heavy / soft  
moving / sentimental

- 1 A: Do you mind if we don't listen to this song? I find it really ..... It kind of reminds me of when my dad died.  
B: Sure, no problem, I'll put on something more .....
- 2 A: Oh, turn the radio off. That DJ is so boring. He just plays this ..... music the whole time.  
B: Well, they need to play ..... stuff sometimes. They need to make money.
- 3 A: I love the lyrics of this song. They're so ..... and romantic.  
B: Don't tell me you're going to cry. I can't believe you like this ..... rubbish.
- 4 A: Please stop humming that tune to yourself. You're driving me mad.  
B: Sorry, but it's just so ..... And the beat is so ....., I can't get it out of my head.
- 5 A: Are you into rock music?  
B: No, it doesn't do much for me. It's a bit ..... I like something ..... and relaxing – a nice bit of Vivaldi or Debussy.

## DEVELOPING CONVERSATIONS

### Talking about tastes

### 2 Circle the correct words to complete the conversation.

- A: Do you watch films <sup>1</sup> *much* / *lot*?  
B: Yeah, all the time.  
A: What <sup>2</sup> *like* / *kind* of films are you into?  
B: <sup>3</sup> *All* / *Every* sorts really, but <sup>4</sup> *hardly* / *mainly* science fiction and adventure movies.  
A: Oh right. Any films <sup>5</sup> *of* / *in* particular?  
B: I don't know ... *Blade Runner*, *The Matrix* series, <sup>6</sup> *stuffs* / *stuff* like that.  
A: So have you seen <sup>7</sup> *anything* / *any* good recently?  
B: Well, I saw this old black and white movie from the 1950s called *Invasion of the Body Snatchers*.

## READING

### 3 Read the article quickly. What is the main reason for writing it?

- a to criticise teenagers who download illegally
- b to give some facts about the problem of illegal downloads
- c to describe how to file share

### 4 Read the text again. Number the paragraph summaries in order.

- the extent of the problem .....  
possible solutions for the future .....  
examples of people who have been punished .....  
the ways people get music .....

### 5 Look at the bold words in the article. What do they refer to?

one or two = *CDs*.

### 6 What do these numbers in the article refer to?

£1 billion (line 13)	14–24 (line 17)	10 000 (line 19)
48 per cent (line 21)	\$222 000 (line 29)	1 702 (line 31)

## The changing face of music

Until quite recently people were happy to go along to a music shop, look through the CDs and maybe buy **one or two**. But since the development of the Internet, the music scene is unrecognisable from what it was.

- Nowadays, music can be downloaded from the Internet to a computer or mobile phone. Most people do this legally, by buying songs from businesses like iTunes, but there is also the growing problem of file-sharing. **This** is downloading songs to a computer but also allowing other people to copy them.

- Although file-sharing is in itself a legal technology, many people use **it** to exchange copyrighted materials without permission. This is often referred to as 'music piracy'. It is estimated that **this** will cost the recording industry up to £1 billion over the next few years. A recent survey has found that teenagers and students have an average of 842 illegal downloads on their iPod or digital music player. The research also showed that half of 14–24-year-olds are happy to share all the music on their hard drive. This would allow others to copy up to 10 000 songs at any one time. The average digital music player holds 1 770 songs meaning that 48 per cent of a music collection is copied illegally.

- However, the music industry has been fighting back. Organisations that represent musicians have taken legal action against thousands of people across the world for music piracy. **One of them** is a thirty-year-old woman from Minnesota in the USA. Jamie Thomas was asked





- 7 Complete the sentences with the words and phrases in the box. All of them appeared in the article.

the research also showed      a recent survey  
it is estimated      nowadays      the average

- 1 ..... into local transport has shown that car use has declined after the rise in petrol costs. .... a slow-down in car sales.
- 2 ..... age of the students on the course was 17.
- 3 ....., couples are getting married later or deciding not to marry at all.
- 4 ..... that temperatures will rise by two degrees in the next 20 years.

to pay \$222 000 for the songs she had downloaded and distributed without permission. This was estimated at a total of 1 702.

So, what is the way forward? UK Internet providers and the record industry have come to a new agreement to stop illegal downloaders. **They**

- 35 plan to block their access to download sites or to slow down their Internet connection to make downloads impractical. **Another possibility** is to get downloaders to pay a subscription for access to legal music files. The positive message is that **80**
- 40 **per cent of them** said they would be willing to pay for a legal service.

## Vocabulary Builder Quiz 4

Download the Vocabulary Builder for Unit 4 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

### 1 Write the missing preposition in the correct place in these sentences.

- 1 It's important to warm before you do any exercise.
- 2 I'm so unfit. I don't think I could run the block without stopping.
- 3 This song reminds me a holiday I had in Rome.
- 4 My friend always sings to the songs on her iPod.
- 5 I've still got a scar from when I fell my bike when I was a kid.

### 2 Complete the adjectives that begin with un...

- 1 I haven't done any exercise for years. I'm so un.....
- 2 She isn't very well so it's un..... she'll come to the party.
- 3 They blamed me for the team's mistakes. It was so un.....
- 4 We hadn't seen her for years so her phone call was completely un.....
- 5 He's so un..... He never keeps his promises.
- 6 Everyone nearly fell asleep. He was a very un..... speaker.
- 7 I'm afraid your job application has been un.....
- 8 I need to think about it. I'm un..... about what to do.

### 3 Match the sentence halves.

- |  |  |
|--|--|
| 1 I'm not very sporty but my boss persuaded me       | a advantage of every opportunity.          |
| 2 You need to try to take                            | b on very well in the second half.         |
| 3 If you don't warm up, you might pull               | c impossible challenges.                   |
| 4 If you missed the match, you can download          | d to join the team.                        |
| 5 We weren't bad in the first half but we didn't get | e a muscle or get stiff legs.              |
| 6 Our coach always sets us                           | f it from the Internet and watch it later. |

### 4 What form of the words in brackets do you need to complete the text?

I play football about three times a week. Last month, I ended up with an <sup>1</sup> (injure) to my ankle and I haven't played since. I'm quite an <sup>2</sup> (energy) person and I really miss my training. I've been having physiotherapy but it's taking ages for me to <sup>3</sup> (cover). I have <sup>4</sup> (confident) in my physio trainer but I guess I lack <sup>5</sup> (patient). The exercises are really boring and <sup>6</sup> (repeat) and I can't wait to be back on the pitch.

Score \_\_\_/25

Wait a couple of weeks and try the quiz again.  
Compare your scores.

### Glossary

**copyrighted:** protected by law so that the copyright owner has control over how a work is used

**Internet provider:** a company that connects people to the Internet

**subscription:** an agreement to pay money regularly for a service you receive



## VOCABULARY Describing jobs

### 1 Complete the job names.

#### 1 Public sector

ci \_ v il s \_ e r v a \_ n t

#### 2 Construction

pl \_ \_ \_ \_ e \_

l \_ \_ \_ o \_ r \_ r \_

e \_ \_ \_ \_ tr \_ c \_ \_ \_

#### 3 IT, technical

p \_ \_ \_ \_ r \_ m \_ \_ \_

en \_ i \_ \_ \_ er

#### 4 Legal, finance

l \_ w \_ \_ \_

ac \_ \_ \_ \_ \_ t \_ \_ \_

#### 5 Art, design,

new media

gr \_ \_ \_ \_ ic

d \_ \_ \_ \_ \_ n \_ r

#### 6 Healthcare

s \_ r \_ \_ \_ \_ n

#### 7 Property

e \_ t \_ \_ \_ e \_ ge \_ \_

s \_ c \_ r \_ t \_ g \_ \_ r \_

### 4 Complete the opinions below with the pairs of words in the box. Which of the jobs in exercise A are the people talking about?

insecure / physically demanding

responsibility / paperwork

stressful / rewarding

creative / varied

well paid / competitive

- Of course, it's ..... because you have people's lives in your hands, but it's also incredibly ..... when someone's health improves.
- We work on short contracts so it's quite ..... It's also ..... – I spend the day lifting and carrying heavy weights.
- It's hard coming up with new ideas all the time, but, after all, people pay me to be ..... I'm self-employed and I have a wide range of clients, so my work is very .....
- People think that because we deal with money that we are very ..... You can earn a lot but only really in the top jobs and they are difficult to find. It's a very ..... industry.
- It's a big ..... when we have to prepare a case for court, but one of the worst things is the ..... Working with each client involves hundreds of documents, letters and emails.

### 2 Mark the main stress on the words in exercise A.

civil servant

#### Learner tip

Remember to record pronunciation in your vocabulary notebook, e.g. main stress, silent letters and phonetics for words with difficult pronunciation.

### 3 Match the sentence halves.

- It's not a bad job. I'm involved .....
  - I feel so fed up. I've applied .....
  - I've worked late every night this week. I've got .....
  - People often ask how I got .....
  - I know all jobs have their .....
  - It's such a relief to work shorter hours. In my old job I did .....
  - In the interview they asked if I could work under .....
- pressure. Of course I said yes.
  - for hundreds of jobs but no luck yet.
  - an important deadline to meet.
  - boring moments, but I expected computing to be more fun than this.
  - in inspecting hotels for a travel company.
  - something like 50 hours a week.
  - into the film industry. I worked my way up from the bottom.

## LISTENING

### 5 5.1 You are going to hear five people talking about unsuccessful job interviews. Match the speakers (1–5) to the letters (a–e).

Who ...

Speaker 1 .....

Speaker 2 .....

Speaker 3 .....

Speaker 4 .....

Speaker 5 .....

- didn't appear serious enough?
- criticised his / her current boss?
- came across as too big-headed?
- arrived late?
- didn't do enough preparation?

## Language note *work* + preposition

**work in** + place / area of work, e.g. I **work in a factory**. / Kim **works in publishing**.

**work for** + name of company, e.g. I'd like to **work for Vodafone**.

**work as** + job, e.g. How long **have you worked as a teacher**?

**work on** + a project, e.g. We've **been working on a new design**.

**work with** + person / equipment, e.g. **Did you work with** Leo on the sales figures? / We **have to work with dangerous chemicals**.

## DEVELOPING CONVERSATIONS

### Doing what?

#### 6 Choose the correct option.

- A: I work in the *sales / selling* department.  
B: Oh yeah. Doing what?  
A: I'm *rep / the rep* for the whole of the central region.
- A: I'm in *staff / human resources*.  
B: Oh really? Doing what?  
A: I deal *with / for* staff contracts and training.
- A: I work in the *accounts / accountant* department.  
B: Oh yeah. Doing what?  
A: I'm responsible *of / for* all the salaries and bonuses.
- A: I'm in *marketing / the marketing*.  
B: Really? Doing what?  
A: I mainly *make / do* admin, but sometimes I'm *involve / involved* in market research.
- A: I work in the *warehouse / wearhouse*.  
B: Oh yes. Doing what?  
A: I *do / make* all the orders and check they are ready for delivery.

## GRAMMAR *Must* and *can't* for commenting

#### 7 Write responses using *must* or *can't* and the adjectives in brackets.

- A: I have such a lot on my plate – recruitment, contracts, training, and all the admin. (stressful)  
B: *That must be stressful*.
- A: I work with children with learning difficulties. It's amazing to see how much progress they can make. (rewarding)  
B: .....
- A: I've been promised promotion every year, but then the boss changes his mind. (very motivating)  
B: .....
- A: I don't have a contract and I never get holiday pay. (legal)  
B: .....
- A: Basically, my hobby has become my job. I design computer games. (great fun)  
B: .....
- A: I'm on the road for most of the year. I spend my life in meetings and hotel rooms. (easy)  
B: .....

## PRONUNCIATION

### Past simple *-ed* endings

#### 8 Look at these extracts from *Listening*. How many syllables does each past simple form have?

- he invited a group of us to go for a meal .....3..
- when I looked at my watch, I couldn't believe it was 11:30 .....
- My alarm went off at 6:30 but I just ignored it and went back to sleep. ....
- Every time the interviewer asked me something, my mind just went blank. ....
- It sounded really good, so I decided to go for it. ....
- I remembered I'd skipped breakfast. ....
- The head of sales looked a bit surprised but handed them both over. ....
- I answered it because it was one of my co-workers. ....

#### 9 Mark the links in the sentences in exercise A.

- He invited a group of us to go for a meal.

#### 10 5.2 Listen and check your answers.





## GRAMMAR Talking about rules

### 1 Complete the sentences with the pairs of verbs in the box.

should / turn off	not allow / drink	shouldn't / send
not suppose / leave	suppose / clear	allow / buy

- Employees *are not allowed to drink* alcohol or smoke anywhere in the building.
- We ..... company products at a 10 per cent discount off the normal price.
- All employees ..... their tables when they have finished lunch.
- I ..... really ..... personal mail from the post room, but it's OK just this once.
- Visitors ..... the building without signing out and returning their passes.
- We ..... really ..... our computers at the end of each day, but sometimes I'm in a rush, so I leave mine on.

### 2 Read the list of some of the world's strangest rules. Find and correct a mistake in each example.

- You are not allowed die in the Houses of Parliament in London.
- You are not suppose to put a stamp showing the British king or queen's head upside-down on an envelope.
- In Scotland, if someone knocks on your door and asks to use your toilet, you have let them come in.
- In Ohio, you don't allowed to get a fish drunk.
- In Florida, single women no are supposed to parachute on Sundays.
- In Vermont, a woman have to get written permission from her husband to wear false teeth.
- In Milan, you have smile at all times, except during funerals or hospital visits.
- In France, you no allowed to name a pig 'Napoleon'.



## VOCABULARY Work rules and laws

### 3 Rewrite the sentences using the expressions in the box.

was fined	a legal requirement	ban
hire and fire people	against the law	ignored

- It's illegal to offer different rates of pay for the same job. It's *against the law* to offer different rates of pay for the same job.
- The company tried to stop staff using their smartphones during working hours. The company tried to ..... the use of smartphones during working hours.
- The law says you have to offer staff a smoke-free environment to work in. It's ..... to offer staff a smoke-free environment to work in.
- The factory was closed down because the owners didn't follow fire safety procedures. The factory was closed down because the owners ..... fire safety procedures.
- A good manager needs to know when to take on and dismiss staff. A good manager needs to know when to .....
- The company had to pay a financial penalty for not keeping accurate accounts. The company ..... for not keeping accurate accounts.

### 4 Choose the correct words.

- The company used positive *discriminate / discrimination* to employ equal numbers of men and women, which was an *unpopular / unpleasant* decision with some managers.
- Two of the directors were *called / found* guilty of *take / taking* money from the company pension.
- The country has *introduced / changed* existing laws on the *employment / employ* of workers from abroad.
- More needs to be done to *force / enforce* taxation law in order to reduce *corruption / corrupt*.
- A group of workers *took / held* their company to court because of unsafe working conditions. They *beat / won* their case and the company had to pay a huge *debt / fine*.

## READING

5 Read the article quickly. Write the missing headings in the correct place.

Be accurate	Give the full story	Be honest
Be concise	Send a covering letter	

6 Read the article again. Decide if these sentences are true or false, or if the article doesn't say.

- 1 People in recruitment don't spend long reading each CV.
- 2 An employer never reads a CV that is longer than two pages.
- 3 You should put information about your oldest job first.
- 4 It's essential to give information about every job you have done.
- 5 Employers hardly ever check information in a CV.
- 6 You shouldn't send CVs with the same content to a range of employers.
- 7 An employer won't read a CV without a covering letter.

7 Replace the underlined words in these sentences with the phrases in bold in the article.

- 1 Sending your CV to a recruitment website can give you more opportunities of getting a job.
- 2 A website with clear headings makes the key information easy to see.
- 3 If you go into a lot of detail about every job you've ever done, it is boring for the reader.
- 4 I don't have a problem with interviews. The hard part is gaining a first introduction to the company.
- 5 You want to make a good impression but it's madness to not be completely honest on your CV. If they catch you out, you won't even get an interview.

## TIPS FOR A BETTER CV!

A good curriculum vitae (CV), with information about you and your qualifications and experience, will **boost your chances** of getting an interview for a job, but a poor CV could ruin everything before you even start. On average, a recruiter will spend just 15 to 20 seconds reviewing a CV, so it's important to get it right.

✓ Remember that your CV is only a way of **getting your foot in the door**, so keep it short. Most successful CVs include the following sections: Profile, Achievements, Experience, Special skills (languages / computers), Education, Training, and Interests (this is optional). Use no more than two sides of A4 paper and save the real detail for your interview.

✓ **Make it look good**  
Make sure the key points of your CV are clear. Use bullet points and relatively short sentences for the key information. Leaving a border of white space around the text also makes the information **stand out** and makes the CV easier to read.

✓ Give information about your work history in date order. Start with the most recent job first and don't leave any gaps. If you have been out of work for a time, give reasons, but don't go into details about jobs you did more than 10 years ago.

✓ **Include relevant facts, not lists**  
List your duties, achievements, and responsibilities under each job. Use a separate section in your CV for specific skills, such as languages, administrative or computing skills. There's no need to include them for every job you've done. This **makes dull reading** for the recruiter.

✓ Although you want to present yourself well, don't **bend the truth**. You are likely to be caught out and your application rejected. Many companies employ people to check the facts that candidates supply, including qualifications.

✓ Always check for errors. Use the spell-checker on your computer to deal with basic errors of spelling and grammar, but also get someone else to read your CV and tell you what they think.

✓ **Adapt it**  
Take the time to adapt your CV for each job you apply for. Research the company and use the job advert to assess what they are looking for. Link your skills and experience to the requirements of each job. If you are sending your CV to a recruitment website, look at the jobs and employers on the site and adapt your CV accordingly.

✓ Use this to highlight information from your CV that is most relevant to the job you are applying for. It isn't good practice to send your CV to an employer on its own without this.

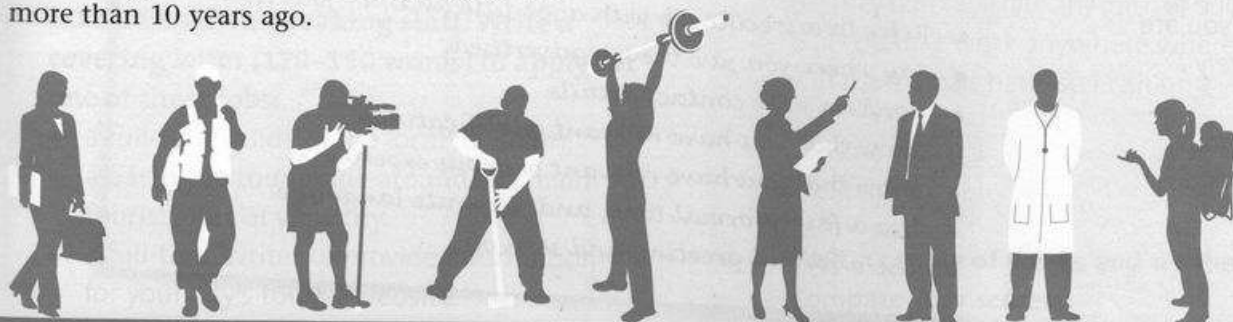
### Glossary

**profile:** the section of a CV with a summary of the person's key skills and what he / she can do for the employer

**A4:** a standard (210 x 297 mm) sheet of paper

**bullet point:** a printed circle before items in a list to make them clearer

**gap:** something that is missing



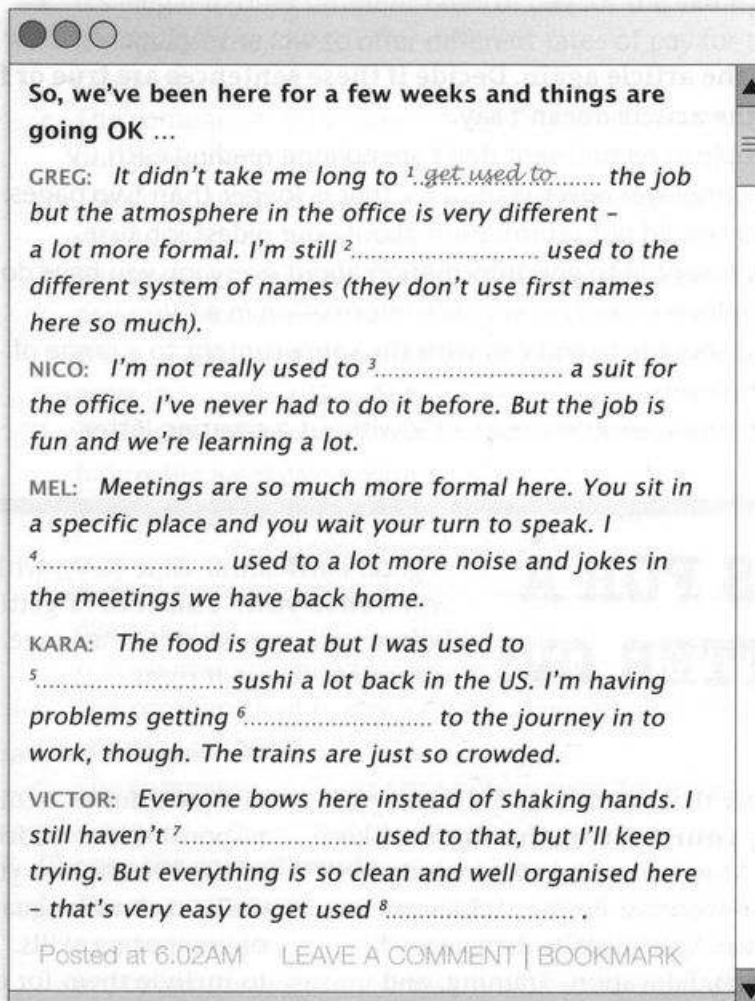


## VOCABULARY *Be used to and get used to*

### 1 Choose the correct ending (a or b) in speaker 2's answers below.

- 1 Speaker 1: How is everything at your new school?  
Speaker 2: Fine now, but ...  
a it took a while to get used to it.  
b I'm getting used to it.
- 2 Speaker 1: How are things with the new baby?  
Speaker 2: Oh, she's wonderful, but we're exhausted! It's difficult to ...  
a get used to waking up every few hours.  
b be used to waking up every few hours.
- 3 Speaker 1: Are you enjoying living in the country?  
Speaker 2: Yes, but it seems so quiet. Coming from London, we're ...  
a getting used to it.  
b used to noise and traffic all day.
- 4 Speaker 1: What do think of Lucy's blonde hair?  
Speaker 2: Well, it was a shock at first, as she's always been dark, but ...  
a I'm getting used to it.  
b I'm being used to it.
- 5 Speaker 1: Do you like boarding school? It must be hard being away from your family.  
Speaker 2: To be honest, I've always studied away from home, so ...  
a I'll never get used to it.  
b I'm used to it.
- 6 Speaker 1: Is your arm OK now after you broke it?  
Speaker 2: No, not really. I can't play sport now, which is a real shame, but ...  
a I'll just have to get used to it.  
b I'm used to it.

### 2 A team of programmers have left the US to work for an IT company in Japan. Write suitable words to complete these extracts from their blog.



So, we've been here for a few weeks and things are going OK ...

GREG: It didn't take me long to <sup>1</sup> *get used to* ..... the job but the atmosphere in the office is very different – a lot more formal. I'm still <sup>2</sup> ..... used to the different system of names (they don't use first names here so much).

NICO: I'm not really used to <sup>3</sup> ..... a suit for the office. I've never had to do it before. But the job is fun and we're learning a lot.

MEL: Meetings are so much more formal here. You sit in a specific place and you wait your turn to speak. I <sup>4</sup> ..... used to a lot more noise and jokes in the meetings we have back home.

KARA: The food is great but I was used to <sup>5</sup> ..... sushi a lot back in the US. I'm having problems getting <sup>6</sup> ..... to the journey in to work, though. The trains are just so crowded.

VICTOR: Everyone bows here instead of shaking hands. I still haven't <sup>7</sup> ..... used to that, but I'll keep trying. But everything is so clean and well organised here – that's very easy to get used <sup>8</sup> .....

Posted at 6:02AM   LEAVE A COMMENT | BOOKMARK

## DEVELOPING WRITING *More formal writing – a covering letter*

### 3 Choose the correct information about writing more formal letters.

- 1 If you know the name of the person you are writing to, start the letter *Dear (name)* / *Hi (name)*.
- 2 If you don't know the name of the person you are writing to, start the letter *Dear Employers* / *Dear Sir or Madam*.
- 3 If you know the name of the person you are writing to, end the letter *Yours sincerely* / *Yours faithfully*.
- 4 If you don't know the name of the person you are writing to, end the letter *Yours sincerely* / *Yours faithfully*.

### 4 Read Marcus's covering letter opposite. Which three things from the covering letter checklist did he not do?

- 1 .....
- 2 .....
- 3 .....

#### Covering letter checklist

- Refer to a specific job with a job title and / or job reference.
- Say where you saw the job advertised.
- Confirm your contact details.
- Show that you have relevant qualifications.
- Show that you have relevant previous experience.
- Use a fairly formal tone, and accurate language.
- Use a formal greeting and sign off.

**5 Where would you put the missing information to make Marcus's letter more complete?**

- 1 ... for a Tourist Information Officer (reference IO1791)
- 2 I can be contacted on my mobile: 08614 308692, or at home on 01855 593410.
- 3 I have a degree in French and Spanish, and a diploma in Tourism Management. I also have knowledge of several computer programs, and am currently learning Italian.

Dear Sir or Madam,

I am writing in response to your job advertisement on the Jobsonline website. I am enclosing my CV for your consideration.

As you can see from my CV, I have five years' experience working in the tourist industry, both as a tour guide abroad and as an Information Officer in my hometown. I have experience in managing teams of employees, both in this country and abroad. In my current job, I have been in sole charge of my local Information Office for the last year.

I am available for interview at any time and please do not hesitate to contact me for further information. I look forward to hearing from you.

Yours faithfully,

Marcus Ryder

**6 Underline the more formal ways of saying these things. Refer to both the letter and exercise C.**

- 1 You can call me ...
- 2 I can use ...
- 3 I can meet you ...
- 4 Here's my CV for you to look at.
- 5 I've been the boss of ...
- 6 This letter is about ...
- 7 Hope to hear from you soon.

**7 A British company is expanding its links with tourism in your area and needs to take on English-speaking staff. Write a covering letter (120-150 words) to apply for one of these jobs:**

- a full-time guide in the local museum.
- a part-time tour guide around the main tourist sites of your city.
- a full-time writer to provide information for your city's tourist website.

## Vocabulary Builder Quiz 5

Download the Vocabulary Builder for Unit 5 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

**1 Cross out the nouns that don't go with the adjectives.**

- 1 competitive industry / market / finances / atmosphere
- 2 demanding bonus / children / boss / job
- 3 permanent staff / delivery / contract / damage
- 4 rewarding deadline / job / experience / opportunity
- 5 stressful boss / colleagues / accounts / atmosphere
- 6 temporary job / contract / training / situation

**2 Find words that are both verbs and nouns to complete these sentences.**

- 1 We need to do more market ..... on this product. The marketing team is going to ..... opportunities in the Far East.
- 2 I don't get much ..... in this job. If you decide to leave your job, I will ..... you.
- 3 I'm in ..... of the sales department. How much does our biggest competitor ..... for delivery?
- 4 We need to ..... more staff. Please ask the new ..... to come to my office.
- 5 I think you would be taking a ..... to set up your own business now. I never complain because I don't want to ..... losing my job.
- 6 You don't ..... the hard work I do. I'm handing in my ..... now.

**3 Choose the correct words.**

- 1 He started *swearing* / *abusing* at everyone in the meeting.
- 2 My basic salary isn't great but I earn quite a lot more in *wages* / *bonuses*.
- 3 Working in *finances* / *accounts* isn't very rewarding but at least it's secure.
- 5 I've just placed an *order* / *delivery* online for a new laptop.
- 6 We're going to be *responsible* / *involved* for setting up a new office in Milan.
- 7 How many hours are you *recruited* / *contracted* to work every month?

**4 Replace the underlined text with words from the box.**

put up with	with more variety	do any lifting
handed in my notice	deadline	handle
		put in charge of

- 1 I've just been made responsible for the whole sales team.
- 2 What's the last time and date for delivery of the order?
- 3 I hate my job. I want to do something that consists of lots of different things.
- 4 I've just told my boss I'm going to leave.
- 5 They don't tolerate any form of bullying in the workplace.
- 6 I couldn't work anywhere where you have to touch fresh meat.
- 7 I have a bad back, so I can't move heavy objects.

Score \_\_\_\_ /25

Wait a couple of weeks and try the quiz again.  
Compare your scores.



## VOCABULARY Smartphones

## 1 Match the sentence halves.

- 1 I wish one of the phone companies would offer
- 2 Is there anywhere I can plug
- 3 I really didn't want to sign
- 4 It's easy to use. It's this icon to turn
- 5 I love the screen on my new phone. It's so easy to
- 6 Don't worry about a password. Just swipe your
- 7 I don't have a camera. My phone takes

- a the record function on.
- b finger across the screen to unlock it.
- c navigate your way around.
- d a three-year phone contract.
- e a better deal. I'd switch.
- f my phone in?
- g great high quality pictures.

## 2 Cross out one extra word that isn't needed in each sentence.

- 1 My phone's out of date, so I really should upgrade up to the latest version.
- 2 I'm am with Orange at the moment but I might switch.
- 3 The battery on my phone is almost dead – I need to charge up it.
- 4 My phone's hopeless because the battery only lasts during a few hours.
- 5 To open a new document you just tap in this icon here.
- 6 It can store up to of 5,000 songs at a time.

## GRAMMAR Comparisons

## 3 Is the meaning of these pairs of sentences more or less the same (S) or different (D)?

- 1 a The battery life is a bit better on the upgrade. ☒ S
- b The battery life is slightly better on the upgrade.
- 2 a I get double the number of free minutes on this new deal. ☐
- b I get three times as many free minutes on this new deal.
- 3 a I'm less interested in online gaming than I used to be. ☐
- b I'm not as interested in online gaming as I used to be.
- 4 a The download speeds are way slower despite the new connection. ☐
- b The download speeds are far slower despite the new connection.
- 5 a The picture quality is quite a lot better than on my old phone. ☐
- b The picture quality is a tiny bit better than on my old phone.
- 6 a This deal is half the cost compared with what I used to pay. ☐
- b This deal is twice as expensive compared with what I used to pay.

## 4 Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.

- 1 My new phone isn't as user-friendly as my old one. (less)  
My new phone is ..... my old one.
- 2 Our new internet connection costs double the price of the old one. (twice)  
Our new internet connection ..... the old one.
- 3 A touch screen is far easier to use than a keyboard. (much)  
A keyboard is ..... a touch screen.
- 4 Ease of use is of the same importance to me as battery life. (as)  
Ease of use is ..... battery life.
- 5 The upgrade isn't really much better than the previous version. (slightly)  
The upgrade ..... the previous version.
- 6 You can store a lot more photos, songs and films without losing quality. (far)  
You can store ..... photos, songs and films without losing quality.
- 7 The sound quality isn't very much better than in my old phone. (tiny)  
The sound quality ..... in my old phone.



## DEVELOPING CONVERSATIONS

### Avoiding repetition

- 5 **Make these sentences sound more natural. Change the wording to include *one* or *ones*.**

- 1 There are 600 free minutes with this deal while that deal has unlimited calls.
- 2 This cover is made of leather whereas that cover is made of plastic.
- 3 You can get a free gift with this phone contract whereas there's no free offer with that contract.
- 4 The first internet providers weren't very competitive whereas the latest providers are.
- 5 These phones are in the sale while those phones aren't.
- 6 I took these photos on my smartphone whereas these photos were taken with a camera.

## DEVELOPING WRITING

### Using the right tone – complaining

- 6 **Read the two texts by the same person about shopping online. Answer the questions. Write 1 or 2.**

**Which text:**

- a is for other shoppers to read? ☐
- b uses slightly aggressive language? ☐
- c makes two specific requests? ☐
- d has complete sentences? ☐
- e was written when in a very bad mood? ☐
- f uses a more formal tone? ☐
- g is for the internet company to read? ☐

- 7 **Complete text 2 with the words in the box.**

charge warehouse regular grateful courier  
unacceptable delay quality placed helpdesk  
resolve make

- 8 **Write an email (120–150 words) to an Internet company to ask for a refund. Choose from these problems:**

- a mobile phone which was damaged when it arrived
- three CDs but only one was delivered
- a pair of trainers but the wrong size and colour were sent.

1

A load of rubbish

shopaholic

Posted: 24/10

Saw the jacket on the website and thought 'must have that'. It looked gorgeous on the model. Ordered the size and colour I wanted, paid extra for express delivery to arrive next day. Big mistake. It took ages and when I got it I couldn't believe my eyes. They'd sent wrong colour, leather was horrible – hard and cheap-looking – and jacket had tacky plastic buttons. That wasn't all. There was a big rip at the back, so I rang Customer Services. After hanging on phone for 45 mins, I got through and some woman said I must have damaged jacket and refused to give me my money back. What a joke!! Take a tip from me – never order from these idiots!!!

Comments (7)

Was this review helpful?

yes

no

2

To

Subject

Order number: 128978LU

I <sup>1</sup> ..... an order for a leather jacket in dark blue from your website on 17/10. I paid an additional delivery <sup>2</sup> ..... of £9.99 in order to receive the jacket the following day. The order failed to arrive and after a further <sup>3</sup> ..... of six days, it was finally delivered. I am sorry to say it was not at all what I had expected. Not only had the <sup>4</sup> ..... sent out the wrong colour, but the jacket was very disappointing. The leather was of very poor <sup>5</sup> ..... and there was a large rip at the back. I tried to contact your customer <sup>6</sup> ..... and when I eventually got through, the operator was extremely unhelpful. She accused me of damaging the jacket myself and refused to give me a refund. Despite repeated attempts to <sup>7</sup> ..... the issue through customer services I now have to <sup>8</sup> ..... a formal complaint. I have been a <sup>9</sup> ..... customer of yours and I find the recent poor service <sup>10</sup> ..... I would be <sup>11</sup> ..... if you could refund the sum of £149.99 to my account and arrange for a <sup>12</sup> ..... to collect the damaged jacket.



## VOCABULARY Clothes and accessories

### 1 Give possible answers for each category.

- three things you can wear in winter
- three things you wear for sport
- three accessories worn by both men and women
- three types of clothes and shoes usually worn only by women
- three things you wear on your feet
- three types of jewellery

### 2 Choose the correct words.

- A: What do you think of my outfit for Jo's wedding?

B: Er, it's a bit <sup>1</sup> *bright* / *stripy*, with all those red and yellow flowers. Haven't you got anything else?

A: But I like <sup>2</sup> *colourful* / *plain* clothes. They go with my personality.

B: Yes, but the bride is supposed to be the centre of attention, not you. How about a <sup>3</sup> *scruffy* / *smart* suit in a <sup>4</sup> *checked* / *nice* colour like pale blue?

A: Sounds a bit old-fashioned. I want to look <sup>5</sup> *cool* / *out of date*.

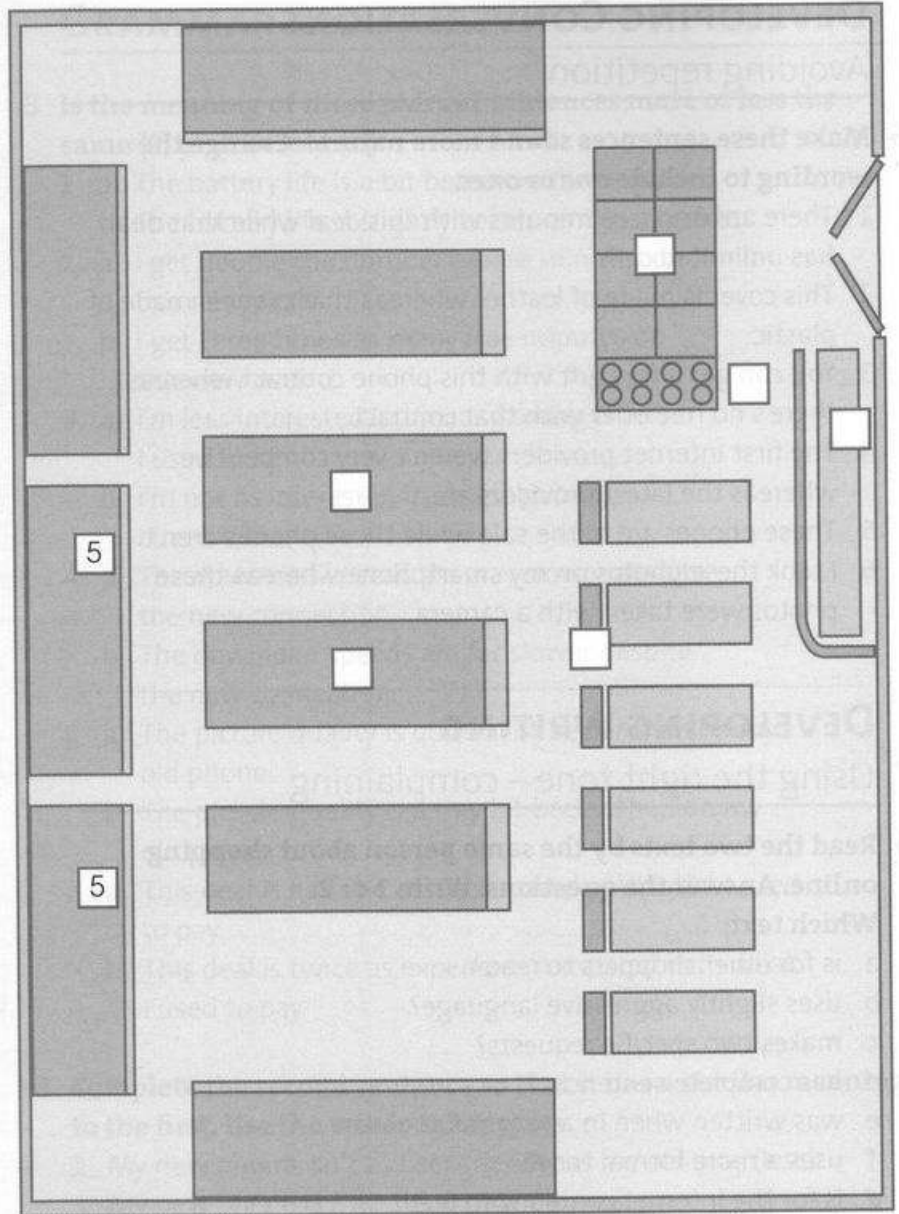
B: Yeah, well, I wouldn't wear that outfit if I were you.
- A: You look nice. That top really <sup>6</sup> *matches* / *suits* you.

B: Thanks. I shopped around for ages to find something to <sup>7</sup> *suit* / *match* this skirt and in the end I bought this on eBay.

A: Good for you. I've just bought these trousers in the sale. The thing is they don't <sup>8</sup> *fit* / *suit* me properly round the waist. They're a bit <sup>9</sup> *trendy* / *tight*.

A: Why didn't you try them on in the shop?

B: Well, there was this huge queue for the changing rooms, so I just bought them. I thought they would <sup>10</sup> *match* / *go* with all my tops for work but now I'm not so sure.



## READING

### 3 Read the article quickly. Then choose the best title.

- How supermarkets improve a local area
- How supermarkets get you to spend
- How supermarkets have changed

### 4 Where would you find these things in a supermarket, according to the information in the article? Read the text again and match the things to the numbered areas of the plan.

ice cream	.....	bread	.....
milk	.....	a magazine	.....
a tin of tomatoes	.....	trolleys and baskets	.....
roses	.....	strawberries	.....

### 5 Tick (✓) the true statements according to the article.

- Buying healthy food at the start of a shopping trip makes shoppers feel good about themselves. ☒
- Music can help persuade people to buy certain products. ☐
- Colours in supermarkets are carefully chosen. ☐
- The more products you see in a supermarket, the more you are likely to buy. ☐
- Everyday items are easy to find in most supermarkets. ☐
- Supermarkets like shoppers to finish their shopping as quickly as possible. ☐
- Companies sometimes spend more money to have their products clearly displayed in a supermarket. ☐
- The most expensive brands are often placed on the top shelf of a display. ☐

## There are supermarkets in cities from Buenos Aires to Birmingham, so what is the secret of their success?



It all starts at the doors to the store. This is the usual position for trolleys and baskets. If you take a basket, you can carry more than in your hands. And taking a trolley is even better. The body of the trolley is much bigger than the average product, giving plenty of room to add more as you walk round the aisles. Flowers, fruit and vegetables are also often at the entrance. Flowers create a welcoming atmosphere, and buying fruit and vegetables makes you feel healthy. After you have chosen your apples, carrots and salad, you won't feel so guilty about picking up chocolate, crisps and beer later.

It's all about the senses. The smell of freshly-baked bread from a supermarket bakery makes you feel

hungry, and so makes you buy more. Over two weeks, one supermarket played French or German music. When the French music was played, they sold more French food and when they played German music, sales of German food went up. Colour also has an effect. You will never see blue around food in a supermarket because it doesn't look good. Orange, red and pink aren't common either because they are colours that encourage you to move on.

The more you see, the more you shop. Fresh meat, fish and dairy products tend to be placed around the walls and outer parts of the store, whereas canned, frozen and processed foods are located towards the middle. This

means you walk along nearly all the aisles to find everything you need. Essentials such as milk, bottled water or bread are often positioned at the back of the store, making you walk past hundreds of other products. Supermarkets are designed to make you stop as often as possible because of narrow aisles, special offers, or free samples.

**SPECIAL OFFER**

Every product has its place. New or popular items are often found at the end of aisles, on displays known as 'end caps'. Manufacturers pay extra for these prominent positions. Shelving is also important. The most expensive items are at adult eye level, with the brands above and below often at lower prices. Grabbing the first pack you see is easy, but might be hard on your pocket. And you don't escape when you queue up at the checkout. This is where you get bored waiting, and add magazines, sweets and chocolates to your trolley.

### Glossary

- trolley:** a large container on wheels that you use for carrying things
- aisles:** /aɪlz/ passages between the shelves in a supermarket
- dairy products:** milk, and products made from milk
- processed foods:** food which has been dried or treated in some way

### 6 Complete the conversation with the correct form of words from the article.

A: You were a long time at the supermarket.

B: Yes, sorry. They had lots of <sup>1</sup> f..... s..... : cheese, biscuits, chocolate – so I tried some of each. Then I noticed all the <sup>2</sup> s..... o..... around the store. You know - buy one, get one free, so I put my basket back and went for a <sup>3</sup> t..... I walked round all the <sup>4</sup> a..... and <sup>5</sup> p..... u..... loads of bargains. The store was really busy, so I had to <sup>6</sup> q..... u..... for ages to pay at the <sup>7</sup> c.....

A: Right. So, where is all the shopping?

B: Oh, I couldn't carry it, so they're going to deliver it later today. If you spend over £75, you get free delivery.

A: But to be honest, it isn't really free. It cost us £75.



## VOCABULARY

### Describing souvenirs and presents

- 1 Find six materials in the word snake. Match them with the sets of objects (1–6).

clay silk leather wood plastic wool

- 1 ..... sandals / belts / bags
- 2 ..... masks / bowls / carvings
- 3 ..... rugs / hats / socks
- 4 ..... pots / pipes / bricks
- 5 ..... scarves / ties / shirts
- 6 ..... dolls / models / bags

## GRAMMAR Noun phrases

- 2 Choose two of the three adjectives to complete the sentences. Write them in the correct order.

- 1 A: They've got some .....  
(handmade / lovely / carved) paper in that shop.  
I think I'll buy some to wrap Mum's present.  
B: Nice idea. I've bought her a .....  
..... (little / nice / tacky) wool hat. Hope she likes it.
- 2 A: The local shop is supposed to sell .....  
..... (handmade / cute / silk) rugs. Shall we go and have a look?  
B: Actually, it's not worth it. They only have .....  
..... (horrible / gorgeous / machine-woven) stuff there. Let's try the market instead.
- 3 A: Look at these ..... (woven / painted / gorgeous) plates. They would make really nice souvenirs.  
B: Oh, yes, much better than the .....  
..... (little / nice / tacky) plastic models they were selling at the hotel.
- 4 A: What did Millie bring you back from holiday?  
B: A lovely painted pot for me and a .....  
..... (cute / handmade / woven) doll for my daughter.

### Language note order of adjectives

When you use two or more adjectives together, 'opinion' adjectives usually go before 'fact' adjectives, e.g.

a **beautiful** old Indian clay pot  
a **gorgeous** carved wooden box

## LISTENING

- 3 6.1 Listen to Jodie talking to her friend Emma about her holiday. Tick the things in the picture that Jodie and her husband bought.



- 4 Who was each present for? Match the people to the correct object.

Jodie	Eddie	Emma	Nick	Emma's children
-------	-------	------	------	-----------------

## PRONUNCIATION

### Intonation on question tags

- 5 Write the missing question tags.

- 1 You were away for about six weeks, *weren't you*?
- 2 Jodie, you haven't bought us presents, .....?
- 3 Men hate shopping for clothes, .....?
- 4 He didn't buy one of those amazing designer watches, .....?
- 5 You know how to eat with chopsticks, .....?
- 6 Well, that's what friends are for, .....?

- 6 6.2 Listen and check.

### Language note intonation

The intonation on question tags can rise or fall. Rising intonation means the question tag is a genuine question and the speaker is not sure what the answer will be. Falling intonation means the speaker is simply asking for agreement:

*You don't know where my keys are, **do you**?* (a real question – I don't know where my keys are.)

*It's a beautiful day, **isn't it**?* (not a real question – I'm expecting you to agree with me.)

- 7 Listen again and mark the intonation of the question tags: → or ↘ .

## DEVELOPING CONVERSATIONS

### Negotiating prices

#### 8 Choose the correct words.

- A: This bag is nice. How much is it?  
 B: A hundred and seventy-five.  
 A: A hundred and seventy-five!  
 That's very <sup>1</sup> a lot / expensive.  
 B: Not really. It's <sup>2</sup> first / top quality. That's <sup>3</sup> fake / genuine leather. It'll last <sup>4</sup> forever / always, that will.  
 A: It's nice but I was thinking eighty.  
 B: Eighty! Come on!  
 A: OK, ninety.  
 B: Ninety! I won't <sup>5</sup> do / make any money like that. Listen, I'll give it to you for a hundred and thirty.  
 A: Come on. I've seen similar <sup>6</sup> one / ones that are cheaper. A hundred.  
 B: OK, I tell you what, I'll do it for a hundred and twenty.  
 A: One ten. I don't have much money <sup>7</sup> over / left.  
 B: One hundred and five. Final offer. <sup>8</sup> Take / Have it or leave it. I can't <sup>9</sup> be / go lower than that.

## Vocabulary Builder Quiz 6

Download the Vocabulary Builder for Unit 6 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

#### 1 Find the error in the sentences below and correct it.

- Here's the €20 I own you.
- I don't like bright colours. My clothes are pretty plait.
- Which bland of coffee do you usually buy?
- We bought a beautiful curved wooden box in Bali.
- Have you been to the new shopping hall yet?
- She got married in a lovely sink dress.
- Apparently, there are a lot of cake £20 notes going around.
- It's boiling. Why are you wearing such a think jumper?

#### 2 Match the sentence halves.

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1 Is there anywhere I can plug      | a on special occasions like weddings. |
| 2 How long does the battery         | b in debt and I save each month.      |
| 3 I usually only wear a suit        | c in your new phone last?             |
| 4 I'm careful with money. I'm never | d out so it's easier to use.          |
| 5 The keyboard folds                | e for the label, not for quality.     |
| 6 Buy designer brands and you're    | f in my phone to charge it?           |
- paying

#### 3 Read the statements. Was each experience positive (✓) or negative (X)?

- The Rolex I bought turned out not to be genuine.
- When the sweater arrived, it was full of holes.
- The processor on the latest version is much more powerful.
- It turned out not to be a secure site.
- It turned out to be a valuable rare vintage book.
- I couldn't believe how cute the souvenir dolls were.

☐  
☐  
☐  
☐  
☐  
☐

#### 4 Which word do you need to complete the sentences in each set?

- I took the jeans back because they didn't ..... me. Mum's old furniture won't ..... in her new flat. 50 guests in our tiny flat will be a tight .....
- It's the wrong colour blue – it doesn't ..... your top. We're hoping to ..... last year's sales. If the blood types don't ....., they can't arrest him.
- We had to ..... up for hours to get tickets. It really annoys me when people jump the ..... We got to the front of the ..... after about an hour.
- She won't buy anything without a designer ..... I washed my silk top without checking the ..... Don't forget to ..... your luggage.
- Most clothes nowadays are ..... produced. There was a ..... protest against the taxes. We're entering a period of ..... unemployment.

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again.  
 Compare your scores.



## VOCABULARY Describing courses

### 1 What sort of course should these people go on? Match the statements (1-6) to the courses (a-f).

- a a postgraduate course
- b first-aid training
- c training in using machines
- d an online course
- e IT training
- f an evening course

- 1 I'm taking a group of teenagers on an adventure holiday and I'm a bit worried in case one of them has an accident. It's important for me to know what to do.....



- 2 I'm at home with a young family all day, so the only time I can study is when they're in bed. I want to do a computer course and I'd like to have the opportunity to meet some new people.....

- 3 All my friends are in their 60s and they're getting into emailing and the Internet. I'm hopeless with technology but it's about time I caught up.....



- 4 I travel for my job, so I'm never available at the same times every week. I'm good with computers but I'd like to learn new skills.....

- 5 I really enjoyed my first degree and I've done quite well in my career. But I'd like to get back to university now and do a master's or something like that.....



- 6 I love my job but I've never worked in a factory before. There's different equipment for all the stages but I don't know how it all works.....

### 2 Which word can complete both sentences in each pair? Choose from the words in the box.

modules	final exams	overall marks
seminars	assignments	tutors

- Have you chosen which *modules* you want to do? French Language, Literature and History are key *modules* in my first year.
- We have six ..... to complete every term. I'm finding it hard to keep up with all the ..... on my course.
- I'm really lucky to have a dedicated and supportive ..... I'm not getting on very well because I don't have very helpful .....
- Congratulations! Misha was telling me you passed all your ..... Do you have to repeat the course if you fail your .....?
- I have weekly ..... with about seven or eight other students. I think I get more out of discussions in ..... than studying on my own.
- What percentage of the ..... is given to each paper? The ..... are calculated from the students' end-of-term results.

### 3 Choose the correct words.

- A: How's the course going?  
B: To be honest, I'm *failing* / *struggling* a bit. I just can't keep up.
- A: How are the German lessons going?  
B: Quite well, actually. I'm *doing* / *making* good progress at the moment.
- A: How's the new job?  
B: OK. They've just put in a new IT system so we're all *getting* / *making* training in how to use it.
- A: What made you do some *leader* / *leadership* training?  
B: It was good *for* / *at* my CV more than anything else.
- A: Why did you change your *course degree* / *degree course*?  
B: I started out quite *fond* / *keen*, but I decided to change when I failed a couple of modules.



#### 4 Complete the sentences with the correct form of the words in brackets.

- We don't do exams. Our performance is ..... (assess) through regular ..... (course).
- The course was all done through ..... (work). I think I learn better in a ..... (practice) way.
- I had my first set of ..... (feed) on my teaching practice and the tutor was very ..... (encourage).
- I didn't finish the design course. I lost ..... (motivate) because it wasn't ..... (relevance) to my business.
- I'm enjoying the course even though the ..... (assign) are pretty ..... (demand).

#### Language note school vs university

At school, students have **teachers** and **lessons**, at university they have **tutors / lecturers** and **lectures**. You can use the word **student** for someone who is at university / college, but a child at school is usually called a **pupil**.

### DEVELOPING CONVERSATIONS

*I can imagine, I bet, etc.*

#### 5 Write the responses as normal text. Add the correct punctuation.

- A: It's demanding to do a degree on top of a full-time job.  
B: *ibetthatmustbestressful.*  
*I bet. That must be stressful.*
- A: My tutor didn't really explain where I'd gone wrong, which was annoying.  
B: *icanimagineyouneedclearfeedback*
- A: I failed a module, which came as a bit of a shock.  
B: *imsurethatcantbeveryencouraging*
- A: I still have another eight exams, which is quite a challenge.  
B: *itsoundsitthatmustbeexhausting*
- A: I'm not getting the training I need, which makes my job impossible.  
B: *ibetthatmustbereallyfrustrating*

### GRAMMAR Future time clauses

#### 6 Tick (✓) the correct sentences. Correct the incorrect ones.

- I should have more time once the course finishes next week. ☐
- What are you planning to do after your evening course finished? ☐
- Once I will meet the other students on the course, I'll feel less nervous. ☐
- I hope to extend the essay deadline once I spoke to my tutor. ☐
- Why don't we go away for the weekend after we get our exam results? ☐
- When the tutor's arrived, we'll start the seminar. ☐
- We're going to have a huge party when the final exams will be over. ☐
- After I left college, I'll get a part-time job. ☐

#### 7 Complete the sentences with the correct form of the verbs in the box.

hand / catch	apologise / see
let / receive	be / finish
come / do	feel / get

- A: How's the course going?  
B: To be honest, I *ll be* ..... glad when it's *finished* ..... I'm exhausted!
- A: How did you do in your exams?  
B: I haven't had the results yet. I ..... you know when I ..... them.
- A: How come you're staying in tonight?  
B: I have to finish an essay. I ..... out with you after I ..... it.
- A: What's the student accommodation like?  
B: Not great, but I've only been there a week. I ..... better once I ..... used to it.
- A: You look a bit tired.  
B: I'm struggling with my workload at the moment. Once I ..... in my essay, I ..... up on my sleep.
- A: I can't believe you fell asleep in the lecture!  
B: Don't remind me. I ..... to Dr Richter when I ..... him.



## VOCABULARY Education

### 1 Choose the correct words.

I'll never forget my favourite teacher, Mrs O'Gorman, who taught us French. I guess we were fairly bright and <sup>1</sup> *enthusiam / enthusiastic* students. And we were all <sup>2</sup> *keen / strict* linguists but it was Mrs O who made it easy to <sup>3</sup> *have / pay* attention in class. She knew her subject really <sup>4</sup> *good / well* and she was always <sup>5</sup> *patience / patient* and friendly. In fact, it was Mrs O's <sup>6</sup> *encouraged / encouraging* attitude that gave me the <sup>7</sup> *ambition / ambitious* to become a language teacher myself. When life in the classroom gets tough, I think back to my <sup>8</sup> *well-paid / well-prepared* and motivating classes and I smile.

### 2 Complete the conversations with the sets of words in the box.

school fees	social problems	bilingual school
strict discipline	entry requirements	

- 1 A: Why did Kiera change school in the middle of a term?  
 B: Her parents weren't pleased with her progress.  
 A: So what was the problem with her old school?  
 B: They said it was in an area with some <sup>1</sup> .....  
 And they wanted a school with good standards and <sup>2</sup> .....  
 A: And where is Kiera studying now?  
 B: She got a place in a <sup>3</sup> ..... She did well because the <sup>4</sup> ..... are very high there. And her parents are going to pay thousands in <sup>5</sup> ..... too, of course.

academic reputation	research facilities
alternative approaches	Master's programme

- 2 A: What made you leave your Oxford college? Oxford and Cambridge have a great <sup>1</sup> .....  
 B: You're right, they do. There was nothing wrong with the college but the course wasn't right for me.  
 A: In what way?  
 B: It was quite traditional and I wanted to try <sup>2</sup> .....  
 – a mix of practical and theoretical techniques.  
 How about you? How are things on your <sup>3</sup> .....?  
 A: Good, thanks. It's demanding work but the <sup>4</sup> ..... in the department are superb.

## LISTENING

### 3 7.1 You are going to hear interviews with people in the street about what makes a good school. Listen and number the topics in the order you hear them.

home education .....  
 the role of teachers .....  
 discipline .....  
 'whole child' education .....  
 the role of parents .....  
 boarding school .....

### 4 7.1 Listen again. Tick (✓) the opinions / statements that are given in the interviews?

- 1 Independent schools are better than state schools. ☐  
 2 Teachers in Britain should be more strict. ☐  
 3 It's the teacher's job to encourage students. ☐  
 4 Home education is becoming more and more popular. ☐  
 5 Home education gives students more control over their learning. ☐  
 6 The Montessori approach doesn't teach children in groups. ☐  
 7 Teachers don't need to have a positive attitude to their students. ☐  
 8 Parents are important in making a good school. ☐

## PRONUNCIATION word stress

### 5 Mark the main stress in the underlined words.

- 1 Good teachers can be an inspiration to their class and encourage them to do well.  
 2 Sir, would you mind if I asked you a question about education?  
 3 Maria Montessori was an Italian woman who developed an approach to educate the whole child.  
 4 Of course, the teacher can give encouragement and try to inspire the class, but if a child won't co-operate, then there's little we can do.  
 5 So, it's all about co-operation between teachers and families.

### 6 7.2 Listen and check.

#### Learner tip

Getting word stress right is important in overall fluency. Although there are no simple rules relating to word stress, there are some common patterns, e.g. when adding *-tion* to form a noun, and *-ese* to form an adjective:

organise organisation  
communicate communication

Japan Japanese  
Portugal Portuguese

## READING

### 7 Read the article quickly. What is the main reason for writing it?

- a to promote online learning
- b to introduce readers to a new way of learning
- c to give a profile of a talented student

### 8 Are these statements true or false?

- 1 Martina doesn't have a regular work timetable.
- 2 She is doing an online course to improve her professional skills.
- 3 Online learning lets her work as slowly or quickly as she likes.
- 4 She wishes her tutor was more supportive.
- 5 She says that online courses are similar to traditional learning in some ways.
- 6 Online learners never see each other face to face.
- 7 Martina is taking a postgraduate course.

### 9 Choose the correct prepositions. Look back at the article if you need to.

- 1 We've spent a long time on that topic, so it's time to move *on / off*.
- 2 Take an active part *in / of* the seminars if you want to get the most out of the course.
- 3 There are no exams on my drama course. It's great to do something just *with / for* the love of it.
- 4 I've no idea why I went *to / for* the philosophy module – it's way over my head!
- 5 Home education means students can work *to / in* their own time and *at / with* their own pace.
- 6 I've kept *in / to* touch with all my friends from university.

## LEARNING FOR LIFE

More and more people are turning to online learning to improve their skills or to study a subject just for the love of it. We talked to Martina Connor, a keen online student, to find out what it's all about.

Q What made you choose online learning?

A Well, it suits me because of my job. I work shifts, so I'm never available at the same time each week. The local college offers some interesting evening courses, but they run at the same time as one of my shifts. With online learning, I can work in my own time and fit my studies around work and my social life.

Q How did you get started?

A I hadn't planned to go back to studying, but then I came across a TV programme on the history of art and I found the whole thing fascinating. I did a search on the Internet and I found an organisation that offered good courses, but also the flexibility I need. I have to work at my own pace because of my job. So, I registered, downloaded the course materials and I've been studying ever since.

Q But don't you need a teacher?

A To be honest, thanks to the Internet, I can get the same support as students in a more traditional classroom. I have a personal tutor – she's very experienced in working with online students. We keep in touch by phone or email. I can download her lectures and study notes. She gives me regular assignments and marks my work, just like doing homework from school, really.

Q What about testing?

A There's no way of skipping tests just because I study at home! When I've done a section of a module, I complete a series of worksheets online to check that I've got the main points. I also have to do written assignments, which are marked by my tutor. Then at the end of each core module, there's a long essay to write. You can't move on to the next module unless you get a good mark.



Q Don't you miss contact with other students?

A In fact, there's a big community of online learners. Interactive technology means we can take part in virtual lessons and seminars. We also have the students' forum. That's where you can chat online, and exchange ideas and advice. It's great for your social life, too. Students in the same area often get together for a coffee or a beer.

Q What do you have in mind for after the course?

A I'm not sure. I have four more modules to do but when I've finished, I might go for the degree course or choose something different.

### Glossary

**register:** to put your personal details and other information on an official list

**virtual:** appearing on computers or in the Internet



## GRAMMAR

### Zero and first conditionals

#### 1 Match the sentence halves to make zero conditionals.

- 1 If you don't clean a cut,
  - 2 When you click on 'New',
  - 3 If you are late three times in the same week,
  - 4 When you mix blue and yellow,
  - 5 When Annie drinks cola,
  - 6 If you don't attend 90 per cent of the lectures,
- a you can't continue the module.
  - b you get a detention.
  - c it opens a document.
  - d she gets a headache.
  - e you get green.
  - f it gets infected.

#### 2 Complete the first conditional sentences with the pairs of verbs in the box. Make any necessary changes to the verbs.

take / get	might get / download
start / meet	misbehave / send
get / not pass	might call / have
continue / be suspended	fancy / be

- 1 If you start the essay now, you ll meet the deadline easily.
- 2 I ..... my tutor if I ..... problems with this assignment – it's quite difficult.
- 3 If you ..... less than 50 per cent in the exam, you .....
- 4 ..... a break if you ..... fed up with your revision.
- 5 If James ..... to bully other students, he ..... from school.
- 6 You ..... caught if you ..... your answers from the Internet.
- 7 If you ..... talking the essay through, I ..... in my office until seven this evening.
- 8 If Amy ..... in class again, I ..... her to the head teacher.

## DEVELOPING WRITING

### A course review – giving feedback

#### 3 Read student feedback from two different courses. Which course was more successful?

#### 4 Choose the correct words in text A opposite.

**A** I <sup>1</sup> *completely / thoroughly* enjoyed the course. Overall, it was a positive learning <sup>2</sup> *experience / experiment*, which fully met my expectations. The training was of a high <sup>3</sup> *standard / level*. The course was well <sup>4</sup> *run / made*, with a good selection of topics and plenty of opportunities to learn from other students. The sessions were challenging but the hands-on practice made them very <sup>5</sup> *rewarded / rewarding*. Completing a short <sup>6</sup> *worksheet / homework* after each session helped me check progress and review key points. The clear and helpful handouts summarised the main points of each session. The tutors all had excellent knowledge of their subject but were able to communicate clearly with students of different levels. They were also easy to talk to and willing to give individual <sup>7</sup> *supportive / support* where necessary. The training centre had good <sup>8</sup> *technology / facilities* and all the equipment worked well. I have a genuine sense of <sup>9</sup> *achievement / achieving* after completing the course and I would definitely <sup>10</sup> *propose / recommend* it to others.

**B** I'm afraid that the course didn't live up to my expectations. Overall, I thought the training was quite poor. I was hoping for some practical sessions, but the three days consisted of long lectures with no group work. The content of the first day was inappropriate for postgraduate students – it was more undergraduate level. The tutors didn't seem very well prepared. There were no handouts provided after any of the lectures, forcing us to take long sets of notes each day. The lecture theatres were well-equipped but the tutors didn't appear to know how to use the interactive whiteboard, or even the microphone. We were given a very tight deadline for the end-of-course essay and I struggled to get it finished. I'm sorry to say that the course wasn't a very good use of my time. I don't really feel I achieved any of my goals or even that I learnt anything new. Perhaps you could review the course content and choice of tutors for future courses.

#### 5 Look at the feedback in text B again. Underline the more polite ways of saying these things.

- 1 I wasted three days.
- 2 The training was hopeless.
- 3 You got the level wrong.
- 4 The tutors must be technophobes.
- 5 You gave us too much work.
- 6 Get it right next time.

#### 6 Write feedback (120–150 words) for a course (real or imaginary). Include your general opinion and comments on some of the following aspects of the course.

- level
- pace
- tuition / training
- materials and handouts
- facilities
- workload



## VOCABULARY Forming words

- 7 Complete the list with the correct form of the words in brackets. Use a dictionary to help you.

### Life skills

The term 'life skills' is sometimes used to refer to basic skills people need to survive in the adult world. Here is a possible list:

- a ..... *social* ..... (society) skills ☐
- b money ..... (manage) skills ☐
- c ..... (know) of a foreign language ☐
- d basic ..... (cook) skills ☐
- e taking care of your personal ..... (appear) ☐
- f the ..... (able) to drive ☐
- g ..... (communicate) skills ☐
- h an ..... (understand) of local politics ☐
- i dealing with personal ..... (relation) ☐

- 8 Number the list in B in the order of importance for young people in your country.

- 9 Complete the words with the endings in the box.

-ation (x2)	-ment	-ments	-ure	-alions (x2)
-ity	-ations	-ions		

## Great expectations



What is <sup>1</sup> *education* for? To give young people <sup>2</sup> inform ..... about different subjects or to prepare them for the adult world? If it's the second of these, then I'm a complete <sup>3</sup> fail ..... I left university with a first-class degree but no <sup>4</sup> practic ..... skills at all. Even today, my wife is the one with life skills. She works out the <sup>5</sup> calcul ..... of the interest on our loans, knows the best <sup>6</sup> treat ..... for cuts and bruises, and can explain local <sup>7</sup> elect ..... to our son. If the computer goes wrong, she's got the <sup>8</sup> technic ..... knowledge to put it right. She also has the <sup>9</sup> abil ..... to sort out <sup>10</sup> argu ..... between my sister and me. Oh, and she's also a very talented writer. I enjoyed my degree but maybe I should have taken a first-aid course and a cookery course as well.

## Vocabulary Builder Quiz 7

Download the Vocabulary Builder for Unit 7 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

### 1 Complete the nouns that end in -ation and -ment.

- I think continuous .....ment of students is much fairer than just exams.
- I chose the course because the tutors all had a good .....ation.
- It's important to give your own .....ation in an essay and not just repeat others' ideas.
- After the course, the students all showed a great .....ment in their writing skills.
- I gave good feedback on the course because it exceeded my .....ations.
- A good level of maths is a basic .....ment for the course.

### 2 Tick (✓) the six adjectives that form their opposite with in-.

- |                                     |                                      |                                      |
|-------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> relevant   | <input type="checkbox"/> intelligent | <input type="checkbox"/> experienced |
| <input type="checkbox"/> convenient | <input type="checkbox"/> complete    | <input type="checkbox"/> sensitive   |
| <input type="checkbox"/> practical  | <input type="checkbox"/> accurate    | <input type="checkbox"/> decisive    |
| <input type="checkbox"/> fit        |                                      |                                      |

### 3 Complete the conversations with words from boxes A and B for each sentence.

A fail hand in make go through extend do

B some revision the deadline the notes progress  
the module my assignment

- A: I'm just going to ..... to the tutor. I'm glad I've finished it.  
B: Oh, no. I forgot all about that. Do you think Mrs Grange will ..... by a few days?
- A: Oh, no. We've got a chemistry test next week. I need to ..... this weekend.  
B: Why don't we ..... from this term together? We can help each other.
- A: How's school?  
B: Not great. The teacher says I need to ..... or I'll .....

### 4 Read the statements. Is each opinion positive (✓) or negative (x)?

- The parents of the kids at that school are really pushy. ☐
- The whole course was a complete failure. ☐
- The students all deserved to do well. ☐
- They have very impressive facilities at the new college. ☐
- I owe my teacher a huge debt of gratitude. ☐
- It's so unfair. She was such a cheat. ☐
- The school didn't live up to its good reputation. ☐

Score \_\_\_/25

Wait a couple of weeks and try the quiz again.  
Compare your scores.



# 08

# EATING

## VOCABULARY Describing food

### 1 Complete the dialogues with the pairs of verbs in the box.

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

- A: If you ..... vegetables, rather than ..... them, you keep in more of the vitamins.  
B: Oh, I didn't know that.
- A: Please don't ..... the fish in all that oil. Why don't you ..... it, the Chinese way?  
B: I've never tried cooking that way.
- A: Can I give you a hand?  
B: Yes, please. If you could ..... the potatoes and ..... the cheese, that would be a help.
- A: That knife's very sharp – be careful when you ..... the meat.  
B: OK. How long does it need to ..... in the wine for?
- A: How are you going to cook the chicken pieces?  
B: It's a waste of electricity to ..... them in the oven, so I think I'll ..... them.

### 2 Cross out the foods that do not go with the ways of cooking.

- grill fish / cake / chicken / steak
- slice tomatoes / cheese / cake / sauce
- mash bread / potatoes / bananas / baby food
- steam couscous / vegetables / fish / soup
- deep-fry chips / trifle / fish / squid
- roast eggs / beef / chicken / duck
- boil pasta / potatoes / salad / rice
- grate carrots / oysters / cheese / apples
- marinate prawns / meat / chicken / rice
- stir-fry vegetables / meat / fruit / seafood

### 3 Complete the adjectives for describing food.

- She makes wonderful desserts but everything comes with cream and chocolate. It's just so f \_\_\_\_\_.
- Since Lindsay came back from Mexico, everything comes with chillies. It's much too s \_\_\_\_\_ for me.
- That sauce was really t \_\_\_\_\_ – what herbs did you add to it?
- I admit I'm a bit fussy. I'm not keen on fish and I never eat fried food. It's just too g \_\_\_\_\_.
- My pasta is a bit b \_\_\_\_\_. Could you pass the salt?
- The steak and chips were really f \_\_\_\_\_. I don't think I can eat any more.

## Language note past participles to describe food

You will often see the past participles of cooking verbs on menus in English, e.g.

Chicken **marinated** in wine served with **mashed** potatoes and **roasted** vegetables

**Stir-fried** prawns with **steamed** spinach and **boiled** rice

### 4 Which is the odd one out?

- |                   |        |         |          |
|-------------------|--------|---------|----------|
| 1 corn on the cob | limes  | spinach | radishes |
| 2 tripe           | squid  | shrimps | oysters  |
| 3 kebabs          | squid  | trifle  | olives   |
| 4 ice cream       | trifle | cake    | peanuts  |
| 5 blue cheese     | steak  | kebabs  | chicken  |

## DEVELOPING CONVERSATIONS

### Describing dishes

### 5 Write answers for the questions. Write the words in brackets in the correct order.

- A: What's a 'lime'?  
B: ..... (fruit / it's / of / kind / a).  
..... (a / but / it's / a / like / bit / lemon)  
smaller and green.
- A: What's 'black pepper'?  
B: ..... (of / kind / a / spice / it's) like  
Cayenne pepper ..... (but / as / it's /  
not / strong)
- A: What's 'strawberry fool'?  
B: ..... (a / it's / kind / of) dessert.  
..... (mashed / from / made / it's) fruit  
and cream.
- A: What's 'tofu'?  
B: ..... (like / it's / a / bit / cheese / but)  
more bland. .... (from / soya / beans /  
made / it's / mashed) and it's used in Asian cookery.
- A: What's 'wiejska'?  
B: ..... (from / of / sausage / a / kind /  
it's) Poland. .... (pork / from / made /  
it's), and different herbs and spices.

## READING

6 Look at the headings in the article. Where might this type of text appear?

- a on a website on how to cook
- b in a magazine on food and nutrition
- c on a TV advert

7 Read the article, which describes four different eating patterns. Match the questions (1–10) to the correct text (A–D).

Which person:

- 1 tends not to eat breakfast? ☐ ☐
- 2 doesn't really enjoy eating? ☐ ☐
- 3 eats regular meals? ☐
- 4 doesn't concentrate just on eating? ☐
- 5 avoids bland food? ☐
- 6 doesn't get what their body needs from their diet? ☐ ☐
- 7 eats small amounts throughout the day? ☐
- 8 often eats alone? ☐
- 9 tend to eat too much? ☐
- 10 eats quickly? ☐ ☐

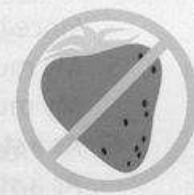
8 Replace the underlined words in the sentences with the words and phrases in the box.

from scratch	counts	bite to eat
proper	appetite	missed out on
a lack of	go all day without food	

- 1 Shall we have a snack before we start the decorating? .....
- 2 It's such a shame. He lost the opportunity of opening his own restaurant. ....
- 3 I never buy ready meals. I think it's fun to prepare food from the beginning. ....
- 4 It can't be good for you to not eat until the evening. ....
- 5 I'm starving when I get up in the morning. I never leave the house without a good breakfast. ....
- 6 For me, it's health that is important – that's why I buy organic food. ....
- 7 No wonder she's so slim, she has a very small desire for food. ....
- 8 Not having variety in your diet can create health problems. ....

## What kind of eater are you?

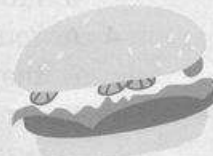
**A The fruit-free zone** This is someone who eats a fairly unadventurous diet of mainly protein and carbohydrates. A typical meal might consist of just meat and potatoes, or steak and chips. Any vegetables they eat tend to be frozen and easy to prepare, such as peas or sweetcorn. They hardly ever eat fresh fruit – occasionally an orange or an apple, or some fruit juice. Although they eat three meals a day, they take little pleasure in eating and have little variety in their diet. The lack of fruit and vegetables means they are probably missing out on vitamins, minerals and other nutrients.



**B The general grazer** This person doesn't often sit down to a proper meal, preferring to just grab smaller bites to eat throughout the day. Not a fan of breakfast, by mid-morning they will start a series of 'mini-meals' – a sandwich, then 15 minutes later some fruit, then half an hour later some biscuits, followed by various snacks throughout the day. Often eating quickly and while doing other activities – working, watching TV, even driving – they get little satisfaction from food. They have no control over their appetite and will often overeat on foods of little nutritional value.



**C The fast-food fan** For this person, it's convenience that counts. Often with a busy lifestyle, they tell themselves they don't have time to shop for fresh ingredients and cook them from scratch. Their food of choice is often tasty and filling, but can be greasy and fattening. A typical lunch might be hamburger and fries, followed in the evening by a ready meal of takeaway curry and rice. They tend to like strong flavours, and find fresh fruit and vegetables rather bland. High levels of fats, sugars and salts in their diet create potential health problems.



**D The evening eater** This is someone who often goes all day without eating anything at all. They will almost certainly skip breakfast and if you invite them for lunch, they will usually make an excuse about being too busy. By dinner time, they are starving hungry, and so consume a huge number of calories in one go. The evening meal itself may be followed by a range of sweet or salty snacks to fill the need for food that was missed during the day. Preferring to eat by themselves, they tend to be fast eaters who don't take part in shared meals with family or friends.



## Glossary

- protein:** a substance in meat, eggs, etc. that helps people grow and be healthy
- carbohydrates:** a substance in bread, potatoes, etc. that provides the body with energy
- minerals / nutrients:** substances in food that people need for good health



## GRAMMAR Generalisations and *tend to*

### 1 Write these sentences in the negative. Give two different negative forms.

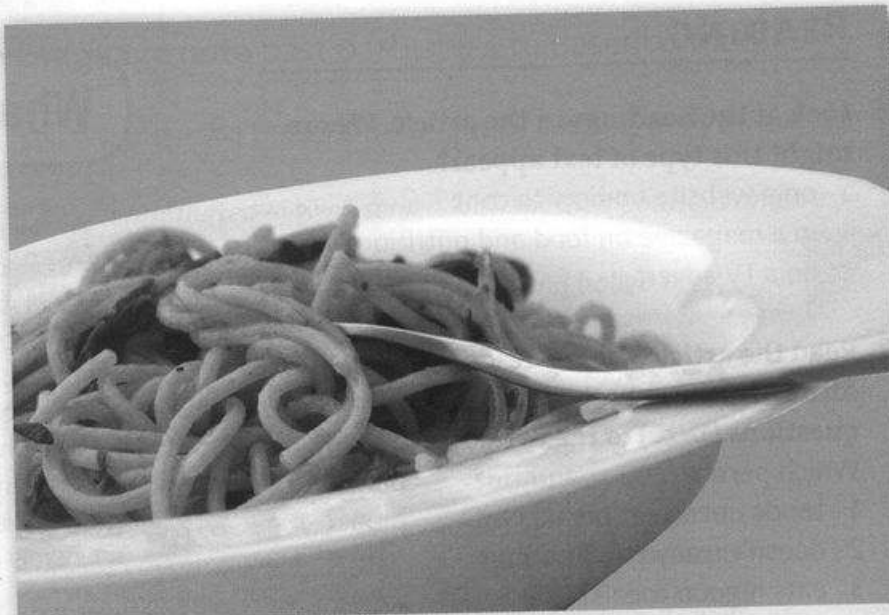
- I tend to have a proper breakfast every morning.  
*I don't tend to / tend not to have a proper breakfast every morning.*
- We tend to split the bill when we eat out.  
We .....
- As kids, we tended to eat lots of sugary snacks.  
As kids, .....
- Since his illness, he's tended to pay attention to his diet.  
Since his illness, .....
- My mum tends to use a recipe book when she cooks.  
My mum .....
- As a student, she tended to eat tinned and frozen food.  
As a student, .....

### 2 Complete the sentences with the correct form of *tend to*.

- A: My kids are just so fussy. They won't eat anything but meat and potatoes.  
B: Don't worry. Children ..... grow out of that and become more adventurous
- A: Ali was telling me you've become a vegetarian. Don't you miss a nice steak and chips?  
B: Well, I ..... eat much meat anyway, so it's no problem.
- A: We're visiting Italy later this year. Do you know how much people ..... tip in restaurants?  
B: I think service is included in the bill.
- A: You're always cooking lots of spinach and stuff like that.  
B: I know. Isn't it funny how tastes change? When I was a teenager I ..... leave all my vegetables on the side of my plate. Now I love them.
- A: I've got three vegetarians coming to dinner. What ..... you ..... cook that's tasty but meat-free?  
B: Why don't I lend you my veggie recipe book? It's got loads of great ideas.
- A: Do you like spicy food?  
B: Well, up until now, I ..... be quite an unadventurous eater, but I tried Thai curry recently and it was really tasty.
- A: No wine for me, thanks. I ..... drink during the week.  
B: Me neither.
- A: It's very quiet in the restaurant tonight.  
B: Yes, there ..... be a lot of customers on Mondays.

## LISTENING

### 3 8.1 You are going to hear a presenter and chef on a TV cookery programme. Listen and complete the recipe.



### Cheesy pasta with spinach

Serves: 4

#### Ingredients

- 1 medium onion, peeled and chopped
- <sup>a</sup> ..... spinach, washed and finely chopped
- <sup>b</sup> ..... pasta
- 2 tbsp extra virgin olive oil
- a little <sup>c</sup> .....
- a handful of basil leaves
- 100g <sup>d</sup> ..... cheese

#### Method

- Cook the pasta in a large pan of <sup>e</sup> ..... salted water for about <sup>f</sup> ..... minutes. Don't let it overcook.
- Heat the oil and butter in a frying pan over a <sup>g</sup> ..... heat and add the onions. Fry gently for about five minutes until soft and golden.
- Turn the heat down, and add the <sup>h</sup> ..... to the frying pan. Mix it gently with the onions until it cooks down (1–2 minutes). There's no need to boil or <sup>i</sup> ..... it first.
- Drain the pasta really well. Add it to the onion and spinach, and mix well.
- Add in the cheese and the basil leaves and give one final stir.

#### Alternatives

- Add a few <sup>j</sup> ..... and some garlic to the basic recipe.
- If you eat meat or fish, add some chicken or <sup>k</sup> ..... to the onions and fry gently until cooked.



## PRONUNCIATION Long vowel sounds

### 4 8.2 Listen to these long vowel sounds.

/i:/ /ɑ:/ /u:/ /ɜ:/ /ɔ:/

### 5 Match the symbols to the underlined words from *Listening*.

- 1 This is fast food, but home style. /u:/
- 2 How many people will it feed?
- 3 This is a dish for four people.
- 4 First thing is to get the pasta cooking.
- 5 We need a large saucepan of boiling salted water.

### 6 Which letters in bold have a different sound?

- 1 prawn corn portion foreign
- 2 starving overcharged marinate half
- 3 cheese steam rich peanut
- 4 decor turn stir deserted
- 5 tablespoon soup tough food

### 7 8.3 Listen and check.

## DEVELOPING WRITING

An encyclopedia entry – describing food culture

- 8 Read the encyclopedia entry about Japanese food. Underline three more sentences that the editor would ask to be taken out because they express opinion rather than fact.

### 9 Correct the mistakes in these phrases about food and eating. Look back at the text if you need to.

- 1 Pasta is a basic of the Italian diet.
- 2 The Polish eat a large varied of pork dishes.
- 3 Fish and seafood appear strongly in the coastal areas of Spain.
- 4 The best-known dishes in Argentina are *asados*.
- 5 The food in Hong Kong consists with a huge range of ingredients.
- 6 Duck is popular in Singapore served with a range of side plates.
- 7 Lunch is the principal meal of the day in Brazil.
- 8 It's bad taste to start eating before the other people at the table.

- 10 Write two paragraphs (120–150 words) for an online encyclopedia about the food culture in your country. Use some of the headings and the language in the text to help you.

#### Learner tip

When you write, remember to think who your reader is and why they are reading the text, e.g. in a factual piece of writing, they won't expect to find your personal opinions, or likes and dislikes.

### Basic ingredients

Rice is a staple of the Japanese diet and is served with nearly every meal. Noodles are also popular for light meals. The Japanese eat a huge variety of fish and seafood including tuna, squid, octopus and shellfish. Soy products also feature strongly in soy sauce, tofu and miso (a soya paste used in soups). Miso soup is my personal favourite.

### Typical dishes

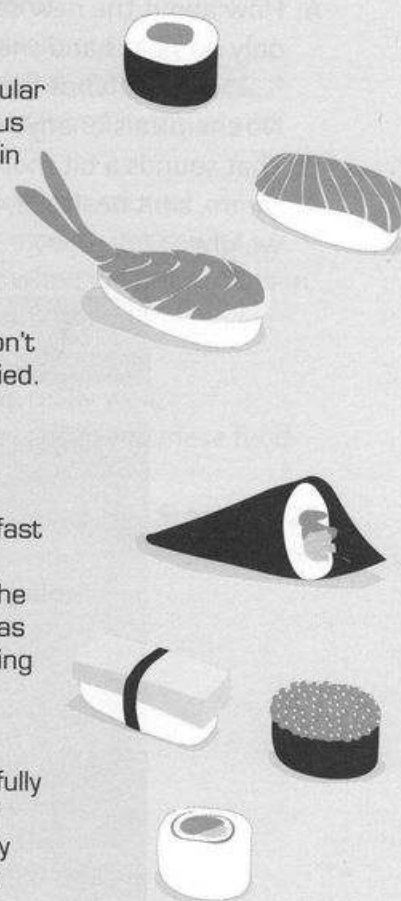
The best-known styles of Japanese food are sashimi (sliced raw fish) eaten with wasabi (a spicy green horseradish paste) and soy sauce. Sushi is raw fish and rice in seaweed, cut into small pieces and served with soy sauce and wasabi. You can buy sushi all over the world now but it won't be as good as in Japan. Tempura consists of vegetables or seafood coated in batter and deep-fried. Sukiyaki is a stew of beef, cooked together in sake (rice wine), sugar and soy sauce. It is served with vegetables, and tofu.

### Daily eating

People in Japan generally eat three meals a day: breakfast, lunch and dinner. A traditional breakfast consists of steamed rice, miso soup, and side dishes like pickles, grilled fish and dried seaweed. Some families now eat a Western-style breakfast of cereal, toast, milk and fruit juice. Dinner is the main meal of the day and may be traditional Japanese-style or a dish from another cuisine such as Italian, Chinese, French or American. I'm really worried that our traditional cuisine may be changing because of imported food.

### Table manners

It's important to say traditional phrases at the beginning and end of a meal: *itadakimasu* ('I gratefully receive') and *gochisosama deshita* ('I thank you for the meal.') There are also rules for the use of chopsticks: don't stick them upright into a bowl of rice or use them to point at the food. It's a silly mistake that foreigners make. It is also very bad manners to bite or lick your chopsticks. You are also supposed to eat what you are given, including every grain of rice in your bowl.





## VOCABULARY Restaurants

### 1 Rewrite the descriptions of the places to eat. Use the words in brackets.

- At St Germain all the food has lots of butter, cream and eggs. (rich)  
At St Germain all the food is very rich.....
- The Gallery restaurant has a view over some beautiful gardens. (looks)  
The Gallery .....
- Casa Paco always has a lot of people. (packed)  
Casa Paco .....
- The Olive Tree is decorated in a fashionable way. (decor)  
The Olive Tree .....
- You can only get seafood at Sea and Surf. (does)  
Sea and Surf .....

### 2 Complete the conversation with the words in the box.

greasy	bland	limited	home-style
huge	inviting	organic	

- A: Where do you fancy meeting for lunch?  
B: Rob was telling me about a new place in town. It does traditional <sup>1</sup>..... cooking and the portions are really <sup>2</sup>.....  
A: Oh, you mean The Cookhouse? They fry everything there, I think, so the food's quite <sup>3</sup>.....  
Someone from work went last weekend and she said her fish was really <sup>4</sup>.....  
B: OK, let's give that place a miss, then.  
A: How about the new café at the art gallery? They only do salads and snacks, so the menu's kind of <sup>5</sup>....., but the food's all <sup>6</sup>.....  
No chemicals or anything like that.  
B: That sounds a bit more <sup>7</sup>.....  
A: Mmm, a bit healthier, too – I'm watching my weight.

### 3 Replace the underlined text with the words and phrases in the box.

overcooks it	outstanding	deserted
generous	beautifully presented	overpowers it
very fancy, very posh	deserves	

- I wouldn't go there, I don't think. It's always empty.
- They give you more than you can eat. The portions are always very big.
- The meal was OK but I don't think the chef is worth all the publicity he gets.
- The staff look after you very well. The service is excellent.
- Dad loves a barbecue but he isn't great at doing steak. He always cooks it for too long.
- There's a lot of garlic in this dish. It's a shame because it really covers the taste of the rest of it.
- The desserts are a work of art. They are always extremely attractive.
- I felt a bit out of place in my jeans. The hotel restaurant is elegant and luxurious.

## GRAMMAR Second conditionals

### 4 Match the sentence halves.

- If I had more time to cook, .....
  - You wouldn't put on weight .....
  - If schools taught basic cookery skills, .....
  - We might buy organic food all the time .....
  - If I cooked you a curry, .....
  - If I wasn't trying to lose weight, .....
- a if you didn't eat such fattening food.  
b I wouldn't live on ready meals.  
c I'd join you for a curry.  
d teenagers might be more confident in the kitchen.  
e if it wasn't so expensive.  
f I think you'd enjoy it.



### 5 Choose the correct forms.

- 1 A: What <sup>1</sup> *would / will* you do if someone  
<sup>2</sup> *was inviting / invited* you to a restaurant and then asked you to split the bill?  
B: Well, I <sup>3</sup> *might / could* be upset if it  
<sup>4</sup> *was / wasn't* my birthday or something.  
C: I <sup>5</sup> *didn't / wouldn't* mind. In my country we always do that.
- 2 A: Why is that waiter taking so long?  
B: Don't be so impatient. No wonder he's a bit slow. It's packed in here tonight.  
A: If I <sup>6</sup> *am running / was running* a restaurant,  
<sup>7</sup> *I'd / I'll* give better service than this.  
B: That's easy to say. The poor waiter looks exhausted. If I <sup>8</sup> *would be / was* him,  
<sup>9</sup> *I expect / I'd expect* a nice big tip.  
A: I don't see why. Just because you're a waiter it doesn't mean you deserve extra money.
- 3 A: I don't really know what to have. I might go for the steak.  
B: How hungry are you?  
A: Not very.  
B: I <sup>10</sup> *wouldn't / would* have the steak then if  
<sup>11</sup> *I would be / were* you. It's huge.  
A: OK. I'll have the salad, then. How about drinks?  
B: I'll stick with water. If I <sup>12</sup> *didn't drive / wasn't driving* home tonight, <sup>13</sup> *I could / I can* have a glass of wine, but I don't want to risk it.

### 6 Find and correct one mistake in each sentence.

- 1 I'd love to work with food if I <sup>could</sup> ~~would~~ retrain in a different industry.
- 2 I think we'd cook a lot more at home if we would have more time.
- 3 If I could afford it, I'd would love to take you to a posh restaurant.
- 4 Where would you go for dinner if you want to make a good impression on someone?
- 5 If I am you, I'd send that pasta back. It looks all greasy.
- 6 If you could have dinner anywhere in the world, where do you go?
- 7 I think Greg can be a professional chef if he wanted to.
- 8 I didn't come to this café again if it was the last place on earth!
- 9 What would you eat right now if you could had anything?
- 10 If you was living on the minimum wage, it would be hard to have a good diet.

## Vocabulary Builder Quiz 8

Download the Vocabulary Builder for Unit 8 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

### 1 Tick (✓) the six adjectives that can describe food.

- |                                   |                                   |                                   |
|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> tasty    | <input type="checkbox"/> juicy    | <input type="checkbox"/> tender   |
| <input type="checkbox"/> filling  | <input type="checkbox"/> deserted | <input type="checkbox"/> generous |
| <input type="checkbox"/> starving | <input type="checkbox"/> bland    | <input type="checkbox"/> full     |
| <input type="checkbox"/> raw      |                                   |                                   |

### 2 Which texture or taste adjectives ending in -y can go with these nouns?

- 1 ..... steak / peaches / oranges
- 2 ..... apples / biscuits / celery
- 3 ..... curry / sauce / stew
- 4 ..... squid / octopus / cheese
- 5 ..... snacks / nuts / crisps

### 3 Choose the correct words.

- 1 Sorry not to finish my lunch. I don't have much *appetite / hungry*.
- 2 The chef is going to *swap / transfer* to another branch of the restaurant chain.
- 3 Don't add too much chilli. It will *overreact / overpower* the other flavours.
- 4 I'm not sure what to have for the main course. What are you going to *stick with / go for*?
- 5 Don't eat too many *sugary / buttery* foods. They are bad for your teeth.

### 4 Correct one letter in the underlined words.

- 1 I wanted some organic lamb but they were out of stick.
- 2 Did you know they've binned smoking in all eating places.
- 3 This stew is really blond. It needs some salt and herbs to add some flavour.
- 4 Would you like any site dishes with your main course?
- 5 The café was absolutely picked. It took ages to get served.
- 6 The flat was really bake and uninviting when we first moved in.
- 7 I didn't enjoy the meal at all. The restaurant didn't reserve a five-star rating.
- 8 My Spanish post family looked after me really well.
- 9 It's now easy to get fold of ingredients used in Japanese food.

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again.  
Compare your scores.



## VOCABULARY Describing homes

### 1 These people have answered the question 'What couldn't you live without in your house / flat?' What are they talking about?

- Abigail:** I've just bought a sports car, so I have to have somewhere safe to keep it. .... *garage* ....
- Jo and Lisa:** We need a space to grow our own fruit and vegetables. And we couldn't live without a space for the kids to play safely. b \_ \_ \_ g \_ \_ \_ \_
- Clara:** We use it every day in the summer – it gets so hot here. And it's good exercise. s \_ \_ \_ \_ \_ p \_ \_ \_
- Reg:** We don't have a garden now but we use the space for all our pot plants. It gives us a lovely view over the city, too. r \_ \_ \_ t \_ \_ \_ \_
- Nancy:** I put it on every morning and evening. It's expensive, but I really feel the cold, so I couldn't live without it. g \_ \_ c \_ \_ \_ \_ \_ h \_ \_ \_ \_
- Jake:** I'm a graphic designer and I work from home. I need a space I can use as a studio. b \_ \_ \_ \_ \_

### 2 Choose the correct words.

*A six-bedroomed house in a quiet location. The property needs some renovation but has real potential as a lovely family home.*

#### Key features

- a large entrance hall with a beautiful <sup>1</sup> *tiled / carved* floor
- an open <sup>2</sup> *heating / fire* in each downstairs room
- a large <sup>3</sup> *roof / attic* that could be converted into a bedroom or home office
- the main bedroom has a <sup>4</sup> *basement / balcony* that looks out over the surrounding countryside
- beautiful gardens including a lovely <sup>5</sup> *square / patio* ideal for sitting and enjoying the view

### 3 Complete the conversations with the pairs of words in the box.

run-down / spacious	central / cramped
a shared apartment / affordable	convenient / bright
newly built / compact	

- A: I thought you were going to buy your own place. How come you're still living in .....?  
B: I'm waiting until I can find somewhere ..... Everything round here is just so expensive.
- A: What's your new flat like?  
B: It's great. It's really ..... for work – I can walk there in ten minutes – and it's nice and ....., with lots of big windows.
- A: Why on earth did Max buy that old flat?  
B: I suppose it is a bit ..... but it's got five rooms and they are all really .....
- A: I've gone for one of those ..... apartments near the hospital. It's good to have a place that doesn't need any work doing to it.  
B: I know where you mean. They look really nice – ..... but well designed.
- A: Shall we have a look at the new houses near the library? It would be good to be in a ..... location.  
B: Mmm, I'm not sure. I drove past them last night and they look a bit ..... to me. Where would we put all our stuff?

## DEVELOPING CONVERSATIONS

### Explaining how big a place is

#### 4 Write the words in brackets in the correct place. There is one extra word each time.

- The bathroom is ..... – it's ..... the ..... of ours. (half / tiny / twice / size)
- It's got a nice garden – it's twice ..... long as this ..... and maybe a bit ..... (wider / one / as / size).
- Those new apartments are a bit ..... – they're half the size of ours, ..... a ..... bit smaller. (wide / little / maybe / cramped)
- Their new house has got a huge kitchen – it's ..... the size of ..... (twice / enormous / mine / about)
- The garage is ..... – it's ..... times the size of ..... (yours / about / huge / three)
- It's got a ..... sitting room – it's a ..... size to this room, maybe a bit ..... (same / bigger / similar / spacious)

## READING

### 5 Read the article.

#### Write the correct names / people.

Who ...

- 1 started the exchange process with Kyle? .....
- 2 got the opportunity to try acting? .....
- 3 wanted to create interest in his town? .....
- 4 was out of work? .....
- 5 visited the house in Kipling? .....
- 6 traded to add something to his collection? .....
- 7 behaved in a friendly way to Kyle? .....
- 8 went to meet all the traders? .....
- 9 traded with Kyle to encourage positive attention? .....

### 6 Complete the tips for finding and sharing a flat. Use the words in bold in the article.

#### People looking for a room

- 🏠 Register with online flatshare websites to help you in your <sup>1</sup>..... for a room.
- 🏠 Don't accept the first room that you see. <sup>2</sup>..... looking until you find the right place.
- 🏠 Ask the people in the flat how long the room has been <sup>3</sup>..... This is a good way of finding out if there have been any problems.
- 🏠 Even if the other people in the flat sound friendly over the phone, always meet them <sup>4</sup>.....

#### People with a room to rent

- 🏠 Give clear information in the advert for the room so that you <sup>5</sup>..... the right type of person.
- 🏠 Give the new person in the flat a <sup>6</sup>..... so that they feel at home quickly.

## The man who traded a paperclip for a house

In July 2005, Kyle Macdonald from Montreal set up a series of Internet trades with a red paperclip. A year later and after a total of 14 trades, he exchanged a role in a movie for a house in Kipling, a small town in rural Canada. So, how did this happen?

It all started when Kyle was unemployed and living in Montreal. Instead of putting his CV online, he noticed a red paperclip on his desk and decided to set up a website and trade it on the Internet. His first exchange was with two women in Vancouver,

who offered him a pen that looked like a fish. He traded the pen for a doorknob, and then the doorknob for a camping stove. Kyle did all the exchanges **face to face**, as all the traders were more interested in the people than the objects.

After a while, the Canadian media became interested in Kyle's story and the number of daily hits to his website went from about 20 to 100000. Kyle then said that he intended to keep trading until he got a house. Several exchanges followed, including trading a year's rent on a house for an afternoon with the singer Alice Cooper, until Kyle got a snow globe from the American rock band Kiss. This was exchanged for a minor part in a Hollywood movie. But why would a producer want to exchange a part in a film for a snow globe? Well, the producer, Corbin Bernsen, is one of the biggest collectors of snow globes in the world. Plus, he thought the exchange might be good publicity.



By this time, the development officer of a small town called Kipling had heard about Kyle's **search** for a house. The population of the town had been falling and there were a number of **vacant** houses in the town. The development officer thought that making an exchange with Kyle would be a good way to **attract** tourism. The town bought one of the empty houses and exchanged it with Kyle for the part in the movie.

The first time Kyle and his girlfriend arrived in Kipling, they were given a really **warm welcome**. There were 500 people outside their new house, including the mayor. It was exactly a

year after Kyle had made the first trade. The house has now become not only a home for him and his girlfriend but also a tourist attraction. The town held auditions for the role in the movie and a young guy from the local area got the part.

### Glossary

**traded:** exchanged something you have for something else; trade (noun)  
**doorknob:** a round handle that you turn to open and close a door

**the media:** radio, TV, newspapers / magazines and the Internet  
**mayor:** the most important elected official in a town / city



## VOCABULARY Social issues

### 1 What are the people talking about? Match the opinions (1-6) with the issues (a-f).

- |  |                  |
|--|------------------|
| 1 It's impossible to find a place under a quarter of a million anywhere near my work.                                | a immigration    |
| 2 It just keeps going up and up. You can't expect elderly people to choose between cooking and heating.              | b house prices   |
| 3 It's like the seasons have got mixed up. You get huge storms in summer but the temperature doesn't drop in winter. | c climate change |
| 4 It's not as bad as people think. I've always felt pretty safe round here and we've never been burgled.             | d crime rate     |
| 5 A change in the law has made it much more difficult to get study visas and work permits.                           | e divorce rate   |
| 6 Things were different in my parents' day. I think people stayed together because there were fewer options.         | f cost of energy |

### 2 Choose the correct words.

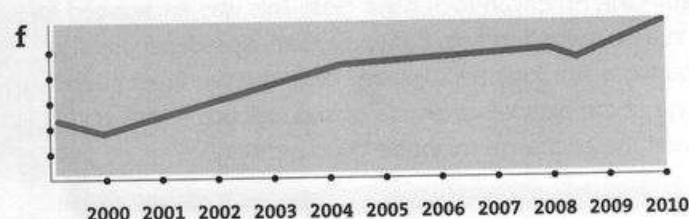
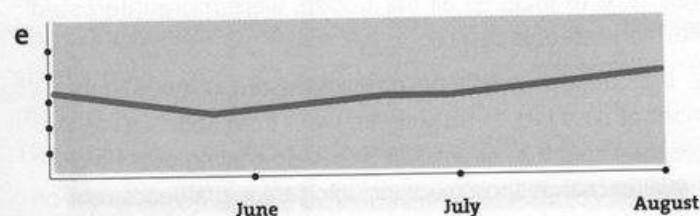
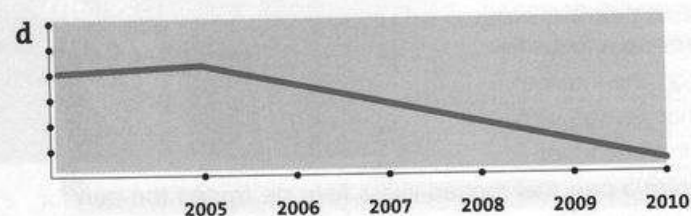
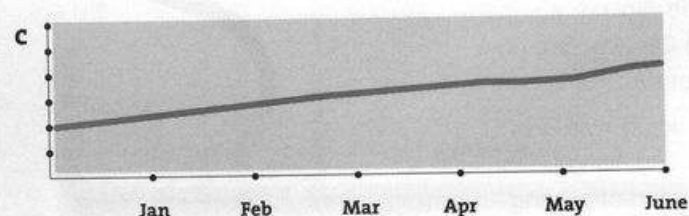
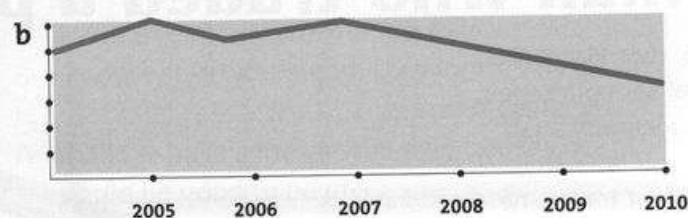
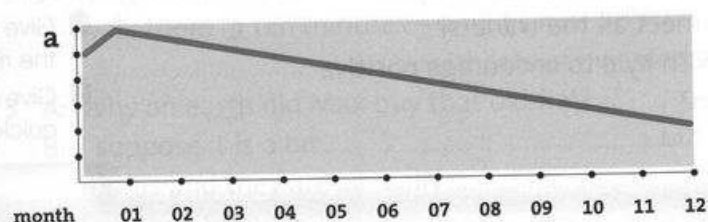
We bought a pretty little family home on the coast ten years ago. It was a dream home turned into a nightmare. This is largely because <sup>1</sup>of / to the number of storms we now have. We've lost a lot of the garden and the house is getting nearer the edge of the cliff each year. People say it may have something to <sup>2</sup>make / do with climate change. All I know is that it's now impossible to sell the house. Even if we could sell it, there has been a <sup>3</sup>sharp / sharply rise in house <sup>4</sup>prices / rates in the area. They are now so high that we can't afford to move. People say it's due <sup>5</sup>of / to the economy in general. But I think it <sup>6</sup>must / can't have something to do with the number of people who buy holiday homes for investment here.



## GRAMMAR Present perfect simple and present perfect continuous

### 3 Match the sentences (1-6) with the graphs (a-f).

- |  |             |
|--|-------------|
| 1 Interest rates have been going up gradually over the last six months.  | .....C..... |
| 2 The average wage has increased dramatically over the last ten years.   | .....       |
| 3 Unemployment has risen slightly over the last three months.            | .....       |
| 4 The birth rate has dropped dramatically over the last five years.      | .....       |
| 5 House prices have fallen dramatically over the last year.              | .....       |
| 6 The crime rate has been going down steadily over the last three years. | .....       |



- 4 Complete the answers to the presenter's question. Use the cues in the box. Put the verbs into the present perfect or present perfect continuous.

mortgage payments / increase / dramatically  
 food prices / go up / over the last year  
 the cost of energy / drop / steadily  
 profits / rise / by about 20%  
 property prices / fall / dramatically  
 unemployment / go up / to five million

Presenter: We came out onto the streets to ask 'How has the recent financial crisis affected you?' Here are some replies from local people.

Eddie: I haven't worked since I left school.

<sup>1</sup> ..... It's very hard to get a job.

Mel: To be honest, we're OK. We have our own business and it's doing well. <sup>2</sup> .....

Tara: It's awful. We've just bought our first house but the <sup>3</sup> ..... We may have to sell and go back to renting.

Amy: I'm retired but I get a good pension.

<sup>4</sup> ..... but I can still afford to eat well and heat my home.

Charles: Oh, please don't ask. I've got three houses to sell but <sup>5</sup> ..... I could lose a fortune!

Deepak: Not too bad, actually. I own a few factories and <sup>6</sup> ..... over the past few years, so my electricity bills are getting cheaper.

#### Learner tip

Try to extend the range of language that you use by thinking of different ways of expressing the same idea. Keep a note of examples and how to use them:

*Prices have risen dramatically.* (often used in writing / more formal speaking)

*Prices have gone up a lot.* (often used in conversation)

## LISTENING

- 5 9.1 You are going to hear Paul talking to an estate agent, and then to his sister. Listen to part one and choose the correct information.

- The flat is at 29 / 39 Oak Street.
- The estate agent says the flat is two / ten minutes from the tube.
- He says the flat is available / affordable.
- His name is Mr Lylle / Kylie.
- He tells / doesn't tell Paul how much the rent is.

- 6 9.2 Listen to part two. Number the problems with the flat in the order Paul talks about them.

The flat was:

too expensive .....

tiny .....

very cold .....

in bad condition .....

quite a long way from the underground .....

not very clean .....

## PRONUNCIATION

### Correcting information

#### Language note sentence stress

We often stress words more strongly when we want to contrast or correct what someone has said or is likely to think.

*I'm not **buying** the flat; I'm **renting** it.*

*The house wasn't very **spacious**. In fact it was really **cramped**.*

- 7 Underline the words that contrast or correct.

- You couldn't call it compact; it was just cramped.
- It's wasn't chilly; it was freezing.
- The agent said it was ten minutes from the tube, but it was more like 20.
- It was supposed to be affordable but that's just overpriced.

- 8 9.3 Practise saying the sentences in 7. Then listen and check.

- 9 9.4 Match the sentence halves. Then listen and check.

- It's too far to walk to the shops, so .....
- The flat isn't on the first floor; .....
- We didn't meet the landlord, .....
- We can't help you move on Friday .....
- I expected the decor to be quite trendy .....

- just the other tenants.
- but we'll come round at the weekend.
- but it was really old-fashioned.
- you have to get the bus.
- it's in the basement.

- 10 Practise saying the sentences in 9.



## VOCABULARY Describing areas

### 1 Write the adjectives in the correct order to complete the opinions.

- 'The area I live in is really *lively* (ileyvl), with lots of theatres, bars and pubs. The streets are packed with people at weekends and you can hear loads of different languages. I love that it's so ..... (tuclirlmaultu). I used to live in the suburbs and it was just ..... (edad) the whole time.'
- 'I was born in quite a ..... (ogruh) area, with lots of crime and graffiti. Parts of the city were pretty ..... (hiftyl) and polluted, too. When I made some money, I moved to a ..... (mrats) area, full of big family houses and nice parks.'
- 'We moved out to the country last year and I love it. Our nearest neighbours are 12km away, so we're quite ..... (eliotsda). We don't have a local station either, so it isn't very well ..... (odcenectn), but it's worth it for the peace and quiet.'

## GRAMMAR Comparing now and the past

### 2 Correct the underlined mistakes.

- The pubs and clubs are a lot more rough now.
- Getting around town is a lot easier that it was before.
- The air was much most polluted than it is nowadays.
- Living in the country was much isolated in the past.
- Rents and mortgages are just as high that before.
- This area is less livelier than where I used to live.

### 3 Rewrite the sentences with the words in brackets. Make any necessary changes.

- Life is more complicated than before. (used / be)  
Life .....
- The air in the town is much cleaner. (much / polluted)  
The air in the town .....
- House prices are lower now. (as / high)  
House prices .....
- There are a lot more cars than in the past. (much / traffic)  
There .....
- There aren't as many businesses in the city centre. (far / fewer)  
There .....
- There aren't as many tourists there were. (less / tourism)  
There .....

### 4 Victor has written a blog about the changes he has seen in his life. Use one suitable word in each gap to complete his opinions.

#### WHAT'S GOT BETTER

I remember when nearly everyone worked in the local factories. There are a lot <sup>1</sup> ..... *more* ..... work opportunities now <sup>2</sup> ..... there used to <sup>3</sup> ..... when I <sup>4</sup> ..... a teenager. Health care is <sup>5</sup> ..... better now, too, and people are living longer and <sup>6</sup> ..... , which is wonderful.

#### WHAT'S GOT WORSE

I think life has got more and <sup>7</sup> ..... stressful because people don't have as <sup>8</sup> ..... time as they did <sup>9</sup> ..... Fewer and <sup>10</sup> ..... young people are choosing to get married, which I think is a shame. In my day, people were <sup>11</sup> ..... isolated than they <sup>12</sup> ..... now, because families tended to stay together.

## DEVELOPING CONVERSATIONS

### Asking about rules

### 5 Choose the correct words.

- A: Is / Can it OK if I use some of your milk?  
B: Of course, as long *that* / *as* you buy some more tomorrow.
- A: Would you *mind* / *mine* if I turned the TV off?  
B: Yes, *of course* / *Not at all* – I'm not watching this anyway.
- A: I'm a bit short of cash at the moment. *Can* / *Do* I give you the rent next week?  
B: I'm afraid *not* / *no*. We all have to pay on time.
- A: *Can* / *Would* it be possible to use your computer sometimes?  
B: Of course, *with* / *within* reason. But please don't spend hours and hours online.
- A: *Would* / *Do* it be OK if I have people round for my birthday?  
B: It *depend* / *depends* how many people – not more than six or eight.
- A: Do we *have* / *has* to split all the bills?  
B: No, gas and electricity are included in the rent. *Obviously* / *Evidently*, you have to pay for any phone calls you make.

## DEVELOPING WRITING

### A room advert – checking accuracy

- 6 Read the online advert for a room in a shared house. Where would you put the following missing information to make it more complete?

- Large back garden with patio area
- Non-smoker preferred, but not essential
- Room available from 1<sup>st</sup> September
- spacious sitting room with digital TV
- Supermarkets / takeaways etc are all available locally
- Monthly rent for room: £450



http://www.rooms4you.com

1 .....  
Room available in modern, nicely-decorated house in quite, residential area of York. Approximately 10 miles from city centre, and 15 minutes drive to motorway and train station. Very conveniently location for anyone working at the business park or hospital. <sup>2</sup> .....

.....  
The house consists two double bedrooms, two bathrooms (both with electric showers), <sup>3</sup> ....., large, brite kitchen/dining room, laundry room with washing machine and tumble dryer. <sup>4</sup> ..... Also unrestricted on-street parking, gas centre heating and broadband access.

I'm an easy-going, professional female, who travels regularly for work. I enjoy cinema, good conversation and relaxing at the end of the day. I'm looking a tidy person who isn't too nosy, possibly a young professional or post-graduate student. <sup>5</sup> .....

<sup>6</sup> ..... All bills are included, except telephone.

Interested? Please contact me via the website.

- 7 Correct the underlined mistakes in the advert.

- 8 Imagine you have a room to rent in your house / flat. Write an advert (120–150 words) for the room. Include the information in the checklist and check your work carefully.

- when the room is available
- a description of the area
- a description of the house and what's in it
- a brief personal description
- a brief description of the type of person you are looking for
- the rent and what's included

## Vocabulary Builder Quiz 9

Download the Vocabulary Builder for Unit 9 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

- 1 Cross out the adjective that isn't possible in the context.

- This area is just too (touristy / built-up / posh) for me. I'm used to living in the middle of nowhere.
- A few years ago this part of town was quite (dead / green / run-down) but it's improved a lot since then.
- We've knocked down the wall to make a really (enormous / separate / spacious) room.
- The houses in (residential / compact / affordable) areas always sell very quickly.

- 2 Which six of these situations are a problem / negative?

- The roof is leaking.
- The bathroom floor has just been tiled.
- The value of our house has doubled.
- There's a shortage of affordable housing.
- There were hardly any volunteers for the clean-up campaign.
- The building project has gone over budget.
- They've finally paid off their mortgage.
- The central heating needs fixing.
- The graffiti in the area put off potential buyers.

- 3 Match the sentence halves.

- |                            |   |
|----------------------------|---|
| 1 Why don't you have a     | a dramatically in the last year.          |
| 2 Why are you taking       | b go at repairing the light yourself?     |
| 3 House prices have fallen | c the housing problem.                    |
| 4 Interest rates will rise | d out a loan if you're already overdrawn? |
| 5 What is the root         | e of the problem?                         |
| 6 We need to tackle        | f steadily in the next six months.        |

- 4 Which words that are both verbs and nouns can complete these sentences?

- They've just put up the ..... on our flat. I don't know why more people don't ..... instead of having a mortgage.
- Our main ..... is to pay off our mortgage quickly. These plans ..... to provide local people with better housing.
- There's been a dramatic ..... in unemployment. It's estimated that prices will ..... by two per cent.

- 5 Complete the sentences with the missing prepositions.

- I wanted to be ..... walking distance of college but there's a real shortage ..... flats nearby.
- The building programme in the area has slowed ..... due ..... a lack of investment in property.
- The ad said it was a dream flat with access ..... local facilities. It turned out to be in a back street which was covered ..... litter.

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again. Compare your scores.



## VOCABULARY Exhibitions, films and theatre

### 1 Put the words in the correct category.

drama	photography	comedy	installation
soundtrack	sculpture	portrait	sculptor
special effects	plot	tragedy	stand-up comedian
historical play	director	landscape	DJ

- Aspects of a film
- Exhibitions
- Types of painting
- Types of play
- Jobs

### 2 Complete the conversations with the words in the box. There is one extra word each time

lighting      musical      comedy      audience

- 1 A: Did you enjoy the ..... ?  
 B: Yes and no. The stage ..... was amazing – they used loads of different colours – and the sound was great. But the star actor only sang for 45 minutes. Half of the ..... asked for their money back.

acting      soundtrack      director      staging      costumes

- 2 A: That wasn't the best play I've ever seen. Remind me, who was the ..... ?  
 B: Karl Mitchell. He must be quite inexperienced because the ..... wasn't very believable.  
 A: You're right. The best thing about it was the ..... – I loved all those long, silk dresses.  
 B: Mmm, the ..... was pretty good, too. It really looked like they were in Paris.

thrillers      special effects      trailer  
 comedy      documentary

- 3 A: I saw a ..... for *Death in the Dark*. Do you fancy going?  
 B: Er, I'm not really into ....., actually. I usually go for a nice ....., where the couple end up getting married.  
 A: Well, there isn't much else on at the moment apart from a political ..... about in the Middle East.

painting      landscape      painter      modern

- 4 A: Look at this. Aren't the colours fantastic? And the ..... style is really unusual. Do you know who the ..... is?  
 B: No idea. It's all a bit too ..... for me. I like pictures to look like real people and objects.

### 3 Write questions for the answers.

- 1 A: .....  
 B: There's loads on just now – a music festival, an art installation at the museum and a new version of a Shakespeare play.  
 2 A: .....  
 B: It's a collection of black and white photography.  
 3 A: .....  
 B: It's a play about life in New York in the 1920s.  
 4 A: .....  
 B: At the new City Gallery, on Princes Street.  
 5 A: .....  
 B: They've got a late-night showing at 11:30 on Friday and Saturday.  
 6 A: .....  
 B: A couple of new actors I haven't heard of before.



## DEVELOPING CONVERSATIONS

Explaining where places are

### 4 Choose the correct words.

- 1 A: Do you know where the mosque is?  
B: No, sorry I don't think I do.  
C: You know the main square? Well, Charles Street is one of the roads <sup>1</sup> *off / of* there. If you're <sup>2</sup> *come / coming* down the road away from the square, there's a turning on the right. The mosque is about <sup>3</sup> *halfway / half time* down that road, on the right.
- 2 A: Hello, 239816.  
B: Hello, I'm trying to deliver a parcel to you but I can't find the address. I'm on Market Street.  
A: Holly Lane is pedestrianised so you can't drive round, but it isn't far to walk. If you've got your <sup>4</sup> *turn / back* to the main square, you take the second left. Follow the road round and number 19 is <sup>5</sup> *straight / right* on the corner.
- 3 A: Where are you? I thought we were meeting at the bus station. I'm right <sup>6</sup> *in front / opposite* of the main entrance now.  
B: Sorry, I meant the train station. I'm in the car park <sup>7</sup> *by / at* the back.  
A: OK, well, let's meet at the restaurant. You know where it is, don't you?  
B: Is it the one on Marshal Road?  
A: No, it's the <sup>8</sup> *near / next* turning down from there. It's only about five minutes' walk.
- 4 A: Sorry I'm late. My train was delayed, Where are you now?  
B: I'm outside the art gallery. When you come <sup>9</sup> *out / off* of the station, go up Carlton Road <sup>10</sup> *between / towards* the main square. You'll see a big statue in the middle. If you're <sup>11</sup> *front / facing* the statue, the gallery is on your left.



## LISTENING

### 5 10.1 Listen to six short dialogues. Choose the correct answers, a, b or c.

- 1 What do they decide to do?  
a go out for dinner  
b go to the cinema  
c stay in
- 2 Which showing of the film do they choose?  
a 4:30 p.m.  
b 7 p.m.  
c 9 p.m.
- 3 What are the people doing?  
a looking at paintings  
b taking photos  
c watching a video
- 4 What do they think is the best thing about the film?  
a the plot  
b the soundtrack  
c the special effects
- 5 Where do they decide to meet?  
a in the main square  
b at the lady's house  
c at the station
- 6 Where is the ice rink?  
a to the right of the internet café  
b down from the station  
c facing the internet café

## PRONUNCIATION Same sound or different?

### 6 Are the letters in bold the same sound (S) or different (D)?

- 1 Do you **f**ancy going tonight? / Come and look at this **l**andscape. ....
- 2 There's nothing **o**n. / That always used to be quite **p**osh. ....
- 3 What other **s**howings are there? / That part of town is a bit rough **n**owadays. ....
- 4 He does **v**ideos as well. / No silly special **e**ffects for a change. ....
- 5 It's the second time I've been to this exhibition. / He does **p**hotography as well. ....
- 6 Is it **r**ight opposite the Internet café? / What about in the **m**ain square? ....

### 7 10.2 Listen and check. Practise saying the sentences.



## GRAMMAR Quantifiers

### 1 Choose the correct words.

- I don't watch *much of / a lot of* TV but this was great.  
All / Every the presenters knew their subject and there were *no / any* dull moments in the whole two hours.
- Little / Few* films are as funny as this. Almost *every / all* person in the cinema was laughing their head off.  
*Some / Some of* my friends have booked to see it again.
- I have very *few / little* film music in my collection but this is brilliant. I remember the whole movie *every / all* time I hear it. And I've actually bought the CD for so *many / much* of my friends.
- When we got there, there were *hardly any / almost any* people in the audience. *Almost / Most* of the dancers were pretty hopeless and the lead singer had almost *not / no* talent.
- There were so *many / a lot of* people there that you couldn't see *any / no* of the sculptures very clearly. And there was very *few / little* information to explain the pieces.
- All / Every review I read said it was amazing, but I was disappointed. There were a *little / few* exciting moments but *not / no* real plot that you could follow.

### 2 What are the people in exercise 1 talking about?

- |               |                                     |               |                          |
|---------------|-------------------------------------|---------------|--------------------------|
| a comedy      | <input type="checkbox"/>            | an exhibition | <input type="checkbox"/> |
| a film        | <input type="checkbox"/>            | a musical     | <input type="checkbox"/> |
| a documentary | <input checked="" type="checkbox"/> | a soundtrack  | <input type="checkbox"/> |

### 3 Complete the sentences with the correct word or phrase in each pair.

- a little / little
- A: We're so busy that we get ..... opportunity to meet up with friends.  
B: It was great to spend ..... time looking at the portraits in the gallery.  
all / every
  - A: I really enjoyed ..... episode of the TV drama series.  
B: ..... the actors gave really good performances.  
no / not
  - A: There are ..... comedy clubs in the town where I live.  
B: There are ..... any opportunities to study art at my school.  
some / some of
  - A: ..... the audience walked out half way through the play.  
B: ..... reviews were positive, others said the acting was awful.

not much / not many

- A: ..... independent cinemas have survived the financial crash.  
B: ..... world music is played on local radio stations.  
a few / few
- A: It's a small village so there are ..... places for young people to go.  
B: I've seen ..... good films at the local arts cinema this year.

## VOCABULARY Idioms

### 4 Match the sentence halves.

- Don't take me seriously. I'm just pulling
- You must be exhausted. Just put
- Working in a shop is hard. You're on
- This case is heavy. Could you give me
- I'm not going there again. It costs
- I knew he'd done it and I couldn't turn
- Let's get the bill. Can you try and catch
- She isn't a good friend. She's always talking
- I know you hate fish, but don't pull

- a face – just eat it!
- a blind eye to the theft.
- a hand to take it to the car?
- about you behind your back.
- your feet all day every day.
- your leg, you know.
- the waiter's eye?
- your feet up now and relax.
- an arm and a leg just for a sandwich.

## READING

### 5 Read the article quickly. How does the writer feel about people who wear special clothes to go to the cinema?

- a bit surprised but not positive or negative
- annoyed and very critical
- amused and very impressed

### 6 Read the article again. Decide if these sentences about the text are true or false, or if the article doesn't say.

- The writer doesn't tend to dress up when she goes to see a film.
- Some filmgoers have a similar reaction in a cinema as people often do in the theatre.
- The writer wished she could join in one of the *Sex and the City* themed parties.
- Nearly all film audiences who dress up are young and female.
- Film audiences used to get annoyed if people made a noise during a cinema film.
- The writer understands why people try to express their liking for a film directly to the cast.
- The writer hopes that all films in the future will have their own dress code.

## PUT ON YOUR BALLGOWN – WE'RE GOING TO THE CINEMA

What do you wear to the cinema? If you're anything like me, then the answer is a pair of jeans, and a top or a jumper. But both you and I are behind the times, because there is a new type of film fan out there: they dress up to look like their favourite stars, they treat going to the cinema like a party, and respond to the cast of the film as if they had been in a play.

I witnessed this for myself when *Sex and the City* was released in UK cinemas. I turned up in my usual top and jeans and found myself surrounded by young women in party dresses and high heels. They were all paying respect to their favourite characters in the film. Apparently, some groups of women even took it further by organizing a whole evening of events – make-up at a beauty salon, cocktails before and after the film, and themed parties related to the *Sex and the City* lifestyle.



Later the same year, *Mamma Mia!* came out and it was the turn of the older film fans to wear their favourite fashions from the 1970s and sing along to the Abba soundtrack. And it's not just girls who love romantic comedies who get involved; male fans of the *Batman* series of films were also seen in full costume for a screening of *The Dark Knight*.

It seems that the audience reaction during a film isn't the same as it used to be. Until a few years ago, all the interacting was done by the actors on the screen. If anyone made a noise when opening some sweets or having a drink, the people nearby would respond with a loud 'Sshh!' Nowadays, some people applaud and shout when the film starts, cheer when their favourite character appears, and even give a standing ovation at the end if they've really loved the movie.

You have to admit that this is a strange thing to do when the actors can't hear you! And of course, it doesn't happen with all types of audience. A tense thriller or moving account of war is unlikely to create spontaneous shouts and applause. But there does seem to be a trend for lighter films to attract an interactive audience. Maybe film-makers will pick up on this and there will be a dress code for every popular movie that is released ...

### Glossary

- dress up:** put on special clothes
- applaud:** show you enjoyed something by hitting the palms of your hands together
- cheer:** give a loud shout of approval

### 7 Match the sentence halves.

- |  |   |
|--|---|
| 1 She was amazing; the audience gave   | a the times with what's on at the moment.       |
| 2 Have you seen any good films or plays? I'm completely behind               | b up late and you don't want to miss the start. |
| 3 She didn't win an Oscar until her seventies but at least the industry paid | c along to it every time it comes on?           |
| 4 I know you like this song, but do you have to sing                         | d by security and fans so it was hard to see.   |
| 5 I think I saw Johnny Depp at the airport but he was surrounded             | e up on new films and CDs.                      |
| 6 Films seem to be getting more and more violent. Why do directors take it   | f further in every film they make?              |
| 7 Surfing the Net is a good way of picking                                   | g her a standing ovation which lasted minutes.  |
| 8 Don't wait for Marcus. He always turns                                     | h respect to her in the end.                    |



## VOCABULARY Describing events

### 1 Choose the correct words.

- 1 A: How was the film?  
B: It was OK, but a bit *overpriced* / *overrated*. I don't think the director is as terrific as everyone's been *saying* / *telling*.  
C: Oh, I loved it. It was so *moving* / *scary*. When the young girl died, I was in *crying* / *tears*.  
A: It must be popular. I tried to get a ticket for the late showing and it was completely sold *up* / *out*.
- 2 A: I didn't see you after the concert.  
B: No, I left halfway *through* / *down*.  
A: How come?  
B: I thought they were *rubbish* / *rough* – just really dull.  
A: You're kidding. I thought it was amazing. There was such a good *atmosphere* / *staging*. I enjoyed the music, the light show, *all* / *everything*.  
B: In that case, you should buy their latest CD. It's supposed to have a lot of songs from the live tour.
- 3 A: Have you tried the new club on Dale Street?  
B: Yeah, and I wouldn't bother going if I were you. It's very *abstract* / *trendy* – full of young, beautiful people. I was wearing jeans and I felt a bit out of *place* / *mood*.  
A: What about the music?  
B: Pretty dreadful. It was mainly catchy pop songs, so the dance floor was *stuck* / *packed* with teenagers. It was boiling *warm* / *hot* and I was sweating like *crazily* / *crazy*, even though I wasn't dancing much.
- 4 A: Everyone's raving about the new exhibition at the modern art gallery. What's so good about it?  
B: It's one of the most interesting things I've seen in ages. The paintings are *worried* / *weird*. I can't really describe them or say *what* / *why* I like them. They're just different.  
A: Mm, I'd better go along and have a look for myself.

## GRAMMAR The future in the past

### 2 Rewrite the sentences to refer to future plans made in the past.

- 1 I am going to meet some friends at the cinema.  
She said .....
- 2 I'll get the theatre tickets online.  
He promised .....
- 3 I don't think the show will be very good.  
She didn't think .....
- 4 I won't be late for the party, I promise.  
He promised .....
- 5 The concert will probably finish at about 11.30.  
The manager said .....
- 6 I think all the clubs are going to be packed.  
She thought that .....

### 3 Complete the conversations with the correct form of the pairs of verbs in the box.

going to / ring	wouldn't / spend
would / come	going to / arrive

- 1 A: You're half an hour late – what happened?  
B: Sorry, I ..... you but I couldn't get a signal on my mobile.
- 2 A: Is Annie joining us for a drink?  
B: I'm not sure. She said she ..... if she could get away from work.
- 3 A: You said you ..... at the client's office at 9:30. What happened?  
B: I'm really sorry. I got stuck in traffic.
- 4 A: Why are you in such a bad mood?  
B: You promised you ..... so much time at work but you are at the office 24/7.

## DEVELOPING WRITING

### Emails – arranging to go out

#### 4 Complete the emails with the words in the box. There is one extra word each time.

#### 5 Number the emails in A in the order they were sent.

#### 6 Write a series of short emails.

Write a message inviting a classmate to go out for the evening.

↓  
Refuse the invitation in a polite way.

↓  
Persuade your classmate to come with you.

↓  
Agree. Ask when and where to meet.

↓  
Reply and give the relevant information.

#### Learner tip

Writing notes and emails to other people in your class is a great way of practising real English. If possible, exchange the emails in exercise C with a classmate and reply to his / her messages. You can do this online or on a single sheet of paper.

## Vocabulary Builder Quiz 10

Download the Vocabulary Builder for Unit 10 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

### 1 Which words in each set do you need to complete the sentences?

audience crowd squad cast

- All the actors in the ..... performed brilliantly.
- The average age of the ..... for this show is about 23.

portrait landscape sculpture still life

- Painting a self ..... must be very difficult.
- He turned a lump of stone into a brilliant .....

plot soundtrack subtitles trailer

- Have you seen the ..... for the new Coen Brothers film?
- They adapted the film from the novel but they changed the ..... quite a lot.

### 2 Complete the nouns that end in -ion.

- That's brilliant news about your promotion, .....ions!
- Can you help me put up the .....ions for Dan's party?
- Thousand of people went on the anti-war .....ion.
- That poor family. They lost all their .....ions when their house burnt down.
- Can I make a .....ion? Why don't we have a break and continue the meeting after lunch?
- We have no .....ion but to sell the company. There's nothing else we can do.

### 3 Find the error in the sentences below and correct it.

- I'm not very seen on modern art.
- I'll give you a gift to the station if you like.
- She burst into fears when she heard the news.
- The late slowing of the film doesn't finish until after midnight.
- Take the next burning on the left.
- He always sails to understand what I'm trying to say.

### 4 Match the sentence halves.

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1 Why is shopping restricted      | a with not paying their taxes. |
| 2 It felt strange for the sun     | b sleeping in a tent.          |
| 3 How could you break             | c not to set in the evening.   |
| 4 People shouldn't get away       | d your promise to me?          |
| 5 I'm not going camping. I'm past | e upwards of £750.             |
| 6 It's very pricey. A coffee is   | f to rock. He's a jazz fan.    |
| 7 You'll never convert him        | g by law on a Sunday?          |

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again. Compare your scores.

A

get meet coming know

You <sup>1</sup>..... the tourist information place? If you're <sup>2</sup>..... down the road away from it, the arts centre is about halfway down, on the left. I'll <sup>3</sup>..... two tickets for Saturday. It starts at 7:30.

B

tickets reservations reviews excuses dull

Don't be so boring! This play isn't heavy or <sup>1</sup>..... – it's funny. It's got some really good <sup>2</sup>....., so you might be pleasantly surprised. Anyway, you've been promising to come out with me for ages, so no more <sup>3</sup>..... I'll even buy the <sup>4</sup>..... if you say yes.

C

way come do make

OK, OK. I'll <sup>1</sup>..... with you. It will <sup>2</sup>..... a change to do something different. Where is this new centre, by the <sup>3</sup>.....?

D

better nice kind ever

It's <sup>1</sup>..... of you to ask me, but it isn't really my <sup>2</sup>..... of thing. I went to a Russian play recently and it was one of the worst things I've <sup>3</sup>..... seen. Sorry!

E

fancy right on supposed out

There's a comedy play on at the new arts centre in town. I haven't been yet but it's <sup>1</sup>..... to be great fun. Do you <sup>2</sup>..... going? It's about a guy who leads a double life – half the time he's a teacher and the rest he's a spy. It's <sup>3</sup>..... until the 17<sup>th</sup>, so this is the last weekend. I can't remember who's in it, but it could be a good night <sup>4</sup>.....



**VOCABULARY** Movements and sounds**1 Choose the correct words.**

- The sky was empty and then suddenly we saw an eagle *crawling* / *circling* high above the ground.
- I couldn't sleep all night. There was something *move* / *moving* around outside and a weird *buzz* / *buzzing* noise in the tent.
- Max is crazy about animals. Last time I saw him there was a snake *lying* / *leaping* round his shoulders.
- I wanted to get a good photo of the squirrel but it *leapt* / *rose* into a tree and *appeared* / *disappeared*.
- The deer came out of nowhere and *crawled* / *raced* across the road into the distance. It was gone in a second.
- I'll never go trekking again. I couldn't stand the scorpions *crawling* / *circling* all over the place

**GRAMMAR** Past ability / obligation**2 Complete the sentences with the pairs of verbs in the box.**

couldn't / had to	could / managed to	had to / couldn't
couldn't / managed to	had to / could	

- At first we ..... see any of the wildlife because of the bad weather. But in the end I ..... get some good photos.
- We ..... wait hours for the dolphins to appear. Then suddenly they were so close to the boat you ..... almost touch them.
- I ..... hear the sound of the bull running right behind me. Luckily, I ..... jump over the fence and escape.
- We ..... stop suddenly when a wolf appeared in the middle of the road. My kids ..... believe their eyes!
- When I was younger, you ..... see animals in the wild on safari. You ..... go to a zoo to see lions and elephants.

**DEVELOPING CONVERSATIONS**

## Helping speakers to tell stories

**3 Number the lines in the correct order.****Story 1**

Well I was driving home from the office when I suddenly saw a deer in the road. ....

I guess it had come out of the forest that stretches along the side of the road. ....

The poor animal looked really scared and confused. ....

So what happened in the end? ....

You'll never guess what happened last night. ....

Well, the police and wildlife officers were going to tranquilise it, but they couldn't shoot at it because there was still a lot of traffic around. As far as I know, they haven't caught it yet. ....

Seriously? In the middle of all the traffic? ....

But what was it doing there? ....

Go on. What? ....

Yeah! It was a huge animal, with really big antlers. It was actually a bit scary. I thought it might run into one of the cars. ....

**Story 2**

Nobody knows. But it had hidden so deeply inside the engine that they had to take it apart to get the cat out. It had been there for a week without food or water and the guy had driven 300 miles! ....

Did you hear about that cat that spent a week stuck in a car engine? ....

No, it was amazing. It just had a few minor burns on its fur. ....

So what happened in the end? ....

No, what was that? ....

The guy gave the cat back to his neighbour. Apparently, it was fine, despite what had happened. ....

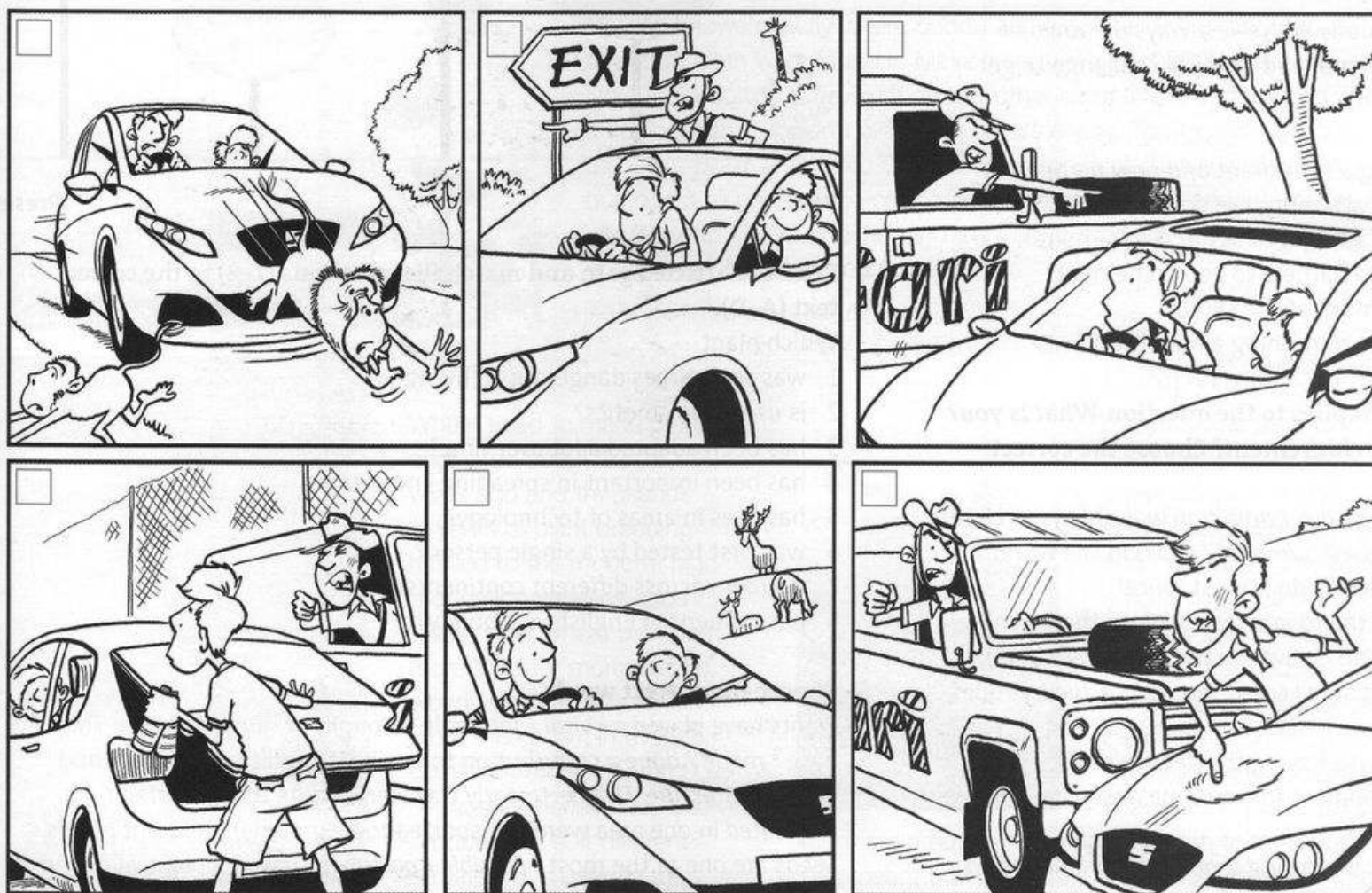
I think it was in Austria. This guy heard a sound coming from his Mercedes so he looked under the bonnet and found his neighbour's cat. ....

But what was it doing there? ....

Seriously? Not hurt or anything? ....

## LISTENING

4 11.1 Listen to Mark talking to his friend Amy about a trip to a safari park. Number the pictures in the correct order.



## PRONUNCIATION Same pronunciation, different spelling

5 Write the correct spelling for the pairs of words in phonetics.

- I'd been promising to take a friend's /sʌn/.  
I decided to open the /sʌn/ roof.
- The /weðə/ was great.  
Do you know /weðə/ you'll be allowed to go back?
- It didn't /breɪk/ anything.  
I had to /breɪk/ quickly.
- There were /red/ deer and squirrels, things like that.  
You should have /red/ the rules.
- I said I was going to /raɪt/ to the manager.  
That can't be /raɪt/, can it?
- We had to /weɪt/ ages for it to move.  
The /weɪt/ of the animal had left a big dent.

## Learner tip

There are a number of words in English that have the same pronunciation but different spelling:

Look at that beautiful **deer**.  
Oh, **dear**. My cat has gone missing.

When you are listening, use the context to help you understand which word is being used. When you are writing, check you have used the correct spelling.

6 11.2 Listen and check. Practise saying the sentences.



## VOCABULARY Challenges and achievements

### 1 Match the sentence halves.

- 1 You can be proud of yourself. You've overcome
- 2 I've passed my driving test. Even though it took
- 3 I'm trying to get out of debt, so I've set
- 4 I couldn't believe how emotional I was when I reached
- 5 We've done it! We've always dreamed of
- 6 It's a mental and physical challenge to get through

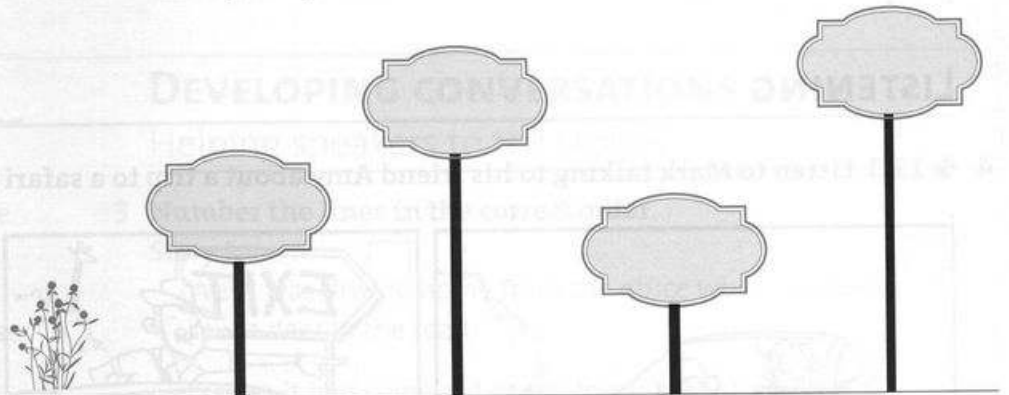
- a running a restaurant and now it's open.
- b several attempts, I've done it!
- c myself a target of saving £50 a month.
- d so many barriers to get to the final.
- e the summit of the climb.
- f the pain of running a marathon.

### 2 Read the replies to the question *What is your greatest achievement?* Choose the correct words.

- 1 My *ambitious* / *ambition* was always to climb the highest *summits* / *peaks* in the world. I managed to do Everest twice!
- 2 One of the *roughest* / *toughest* things I have ever done is seven marathons in seven days. I wasn't sure I could *succeed* / *achieve* it but I did!
- 3 I guess it's having the *determined* / *determination* to *overcome* / *overpower* my fear of flying.
- 4 For me, it's raising money for other *unable* / *disabled* athletes. I'm well on the way to reaching my *goal* / *peak* of a million pounds.
- 5 For years I wanted to do a parachute jump and now my dream's come *true* / *real*. Not bad for someone who's scared of / *from* heights!

## READING

### 3 Read the article quickly and write the names of the plants on the timeline.



Past

Present

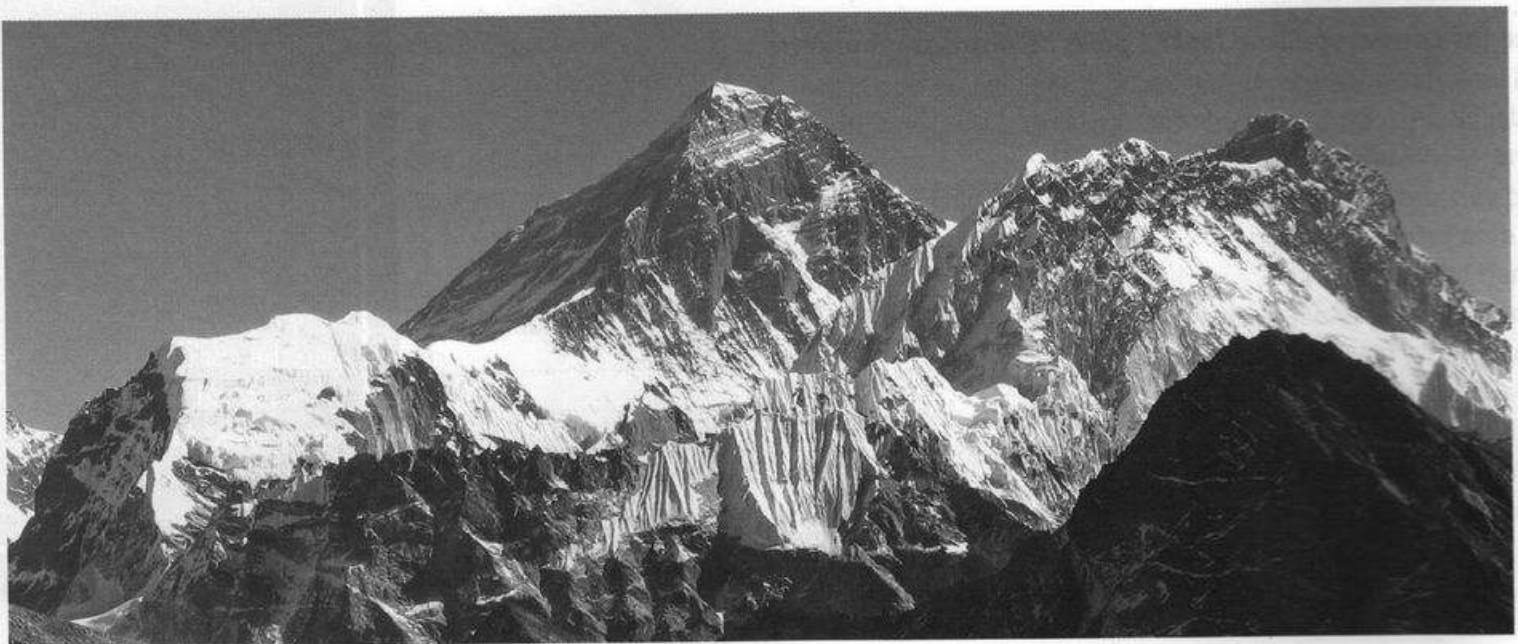
### 4 Read the article again and match the questions (1–8) to the correct text (A–D).

Which plant

- 1 was sometimes dangerous to humans? .....
- 2 is used in cosmetics? .....
- 3 has been adapted a lot over time? .....
- 4 has been important in spreading knowledge? .....
- 5 has uses in areas of technology? .....
- 6 was first tested by a single person? .....
- 7 is grown across different continents? .....
- 8 has influenced English vocabulary? .....

### 5 Choose the correct words.

Plants have played a <sup>1</sup> *vital* / *fatal* role throughout human history. They have <sup>2</sup> *made* / *done* a contribution to business, medicine, food, art, and even architecture. Thanks to early travellers, plants that <sup>3</sup> *created* / *originated* in one area were transported to be grown in different places. Seeds are one of the most <sup>4</sup> *possible* / *portable* parts of a plant, allowing <sup>5</sup> *crops* / *breeds* like rice to start life in Asia and then be introduced to the Americas and Europe. Plants even <sup>6</sup> *made* / *had* an effect on politics – historically, the country that controlled the spice trade was the most powerful in the world.



# Plants for life

If you were asked, 'What has made the biggest contribution to human development?', you might say 'computers' or 'cars', rather than 'cotton' or 'wheat'. But throughout history plants have played a vital role. Here are just a few examples of 'hero' plants:



## A Cotton

No one knows exactly where cotton originated but the earliest pieces of cotton cloth were found in Mexico and are about 7000 years old. Now more cotton is grown than any other natural fibre in the world, in a business that is worth billions of dollars a year. Top exporters include the USA, Brazil and India. The use of cotton in clothes is well-known but in fact all parts of the cotton plant are useful – the seed to make oils for soap and margarine, and the part around the seed for making gunpowder, nail polish and plastics!



## B Wheat

Wheat used to make bread originated about 10–15,000 years ago and thousands of years of plant breeding has led to the modern, high-production varieties used today. Now wheat provides more food for more people worldwide than any other crop. It is grown in every continent, except Antarctica, because varieties have been produced to suit different climates. It is used in the Western diet for bread and

pasta, but also in Asia to make another staple food – noodles. Other uses for wheat include hand cleaners, soap and shampoo.

## D Foxglove

The foxglove was regularly used in herbal medicine but could be fatal because parts of the plant are poisonous. In the 18th century, a Scottish doctor discovered that the plant contained an ingredient that had a powerful effect on the heart. This chemical (digitalin) is still used in modern medicine to control a patient's heart rate. The foxglove has an attractive flower and is found throughout Britain and in western and southern Europe. Digitalin is just one example of how the plant world has benefited human health across the centuries.

### Glossary

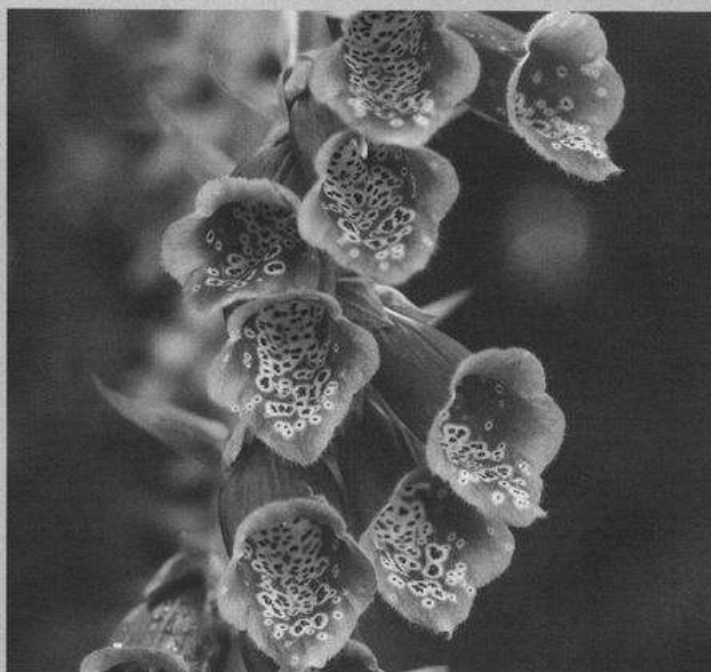
- **fibre:** a type of cloth or other material
- **gunpowder:** a substance used for making explosions
- **crop:** a plant grown for food
- **biofuel:** fuel produced from plant material



## C Papyrus

Papyrus was probably first used to make paper in Egypt about 4000 BC. The word 'paper' itself comes from 'papyrus'. The plant is a distant relative of cotton and is grown in Africa, Madagascar and the southern Mediterranean. Historically, the plant had huge importance. It was the first product that was strong enough to hold written

information but was also light enough to be portable. This meant that important information could be written down, stored and exchanged. Papyrus is also now used to improve soil conditions in Africa and in the production of biofuels.





## GRAMMAR Passives

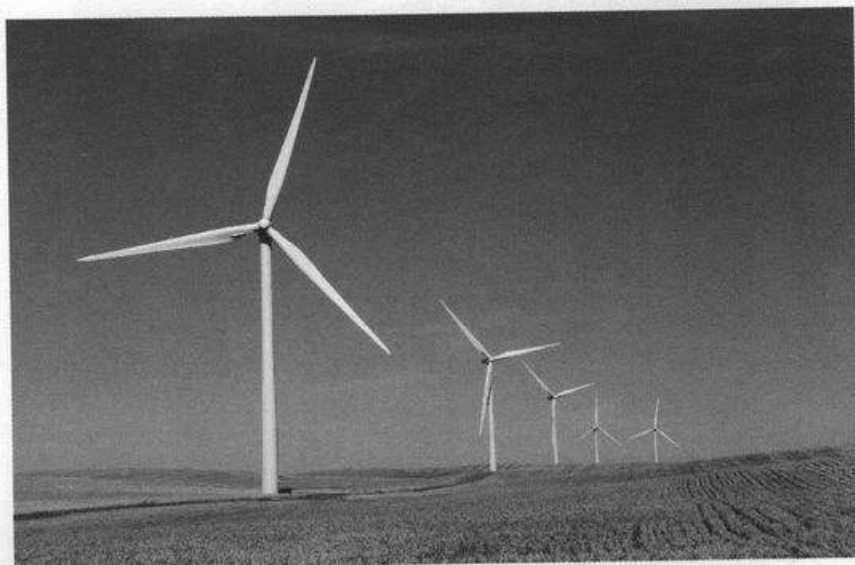
1 Complete the quiz by putting the verbs in brackets into a passive form. Then choose the correct answers, A, B or C.

# What do you know about the natural world?

- ① How much of the Earth's surface ..... (cover) in water?  
A about 20%    B about 70 %    C about 90%
- ② Which area ..... sometimes ..... (know) as the 'lungs of the earth'?  
A the Brazilian rainforest    B the River Nile    C the Arctic
- ③ Which regions ..... (know) for 'auroras' (natural displays of light in the sky)?  
A rainforests    B deserts    C polar regions
- ④ How many plants species ..... (use) in medicines worldwide?  
A 100-200    B 1,000-2,000    C 10,000 - 20,000
- ⑤ Which plants ..... (develop) over the centuries for use as painkillers?  
A poppy and willow    B garlic and tea    C rice and sugar cane
- ⑥ Which animals ..... (breed) in zoos in Poland in the last century to stop them becoming extinct?  
A wolves    B deer    C bison
- ⑦ Which animal ..... (adopt) as the logo for the WWF (World Wildlife Fund) in the 1960s?  
A panda    B tiger    C whale
- ⑧ What is the main reason that many species of animal ..... (threaten) with extinction?  
A hunting and trading    B destruction of habitats    C lack of food

## 2 Choose the correct verb forms.

Wind is a clean source of energy that <sup>1</sup> *produces* / *is produced* no air or water pollution. Wind farms <sup>2</sup> *are building* / *are being built* all over the world. Germany <sup>3</sup> *has installed* / *has been installed* the biggest number and development is also growing in France and China. It is <sup>4</sup> *predicted* / *predicts* that by 2050 one third of the world's electricity <sup>5</sup> *will be produced* / *will produce* by wind power. But wind turbines are not popular with everyone. They <sup>6</sup> *are often criticised* / *often criticise* for being noisy. Locals also <sup>7</sup> *complain* / *are complained* that they spoil the landscape and damage wildlife.



## 3 Rewrite the sentences in the passive.

- 1 They are building a new shopping centre in the centre of town.  
A .....
- 2 They smuggled the diamonds out of the country in bags of sugar.  
The .....
- 3 They were repairing the photocopier all yesterday morning.  
The .....
- 4 They grade students according to their age and ability.  
Students .....
- 5 They have given all civil servants a pay rise.  
All .....
- 6 They will interview the new president on live TV.  
The .....



## DEVELOPING WRITING

### A blog – giving an opinion

#### 4 Choose the correct words.

http://www.keepingpets.com/blog

**I'm just not an animal person**

I have nothing <sup>1</sup> *opposite / against* animals in general and I really enjoy wildlife programmes on TV. Working animals like guide dogs are very important, of course, but I can't see the <sup>2</sup> *point / place* of keeping pets. To <sup>3</sup> *me / mine*, they just <sup>4</sup> *take / make* a mess and cost you a lot of money. And some pet owners <sup>5</sup> *treat / look* their animals like children, dressing them up and feeding them the best meat or fish. It's just crazy! <sup>6</sup> *That / What* really gets me is when people set up a blog 'written' by their dog or cat. Why do they pretend that an animal has opinions to share with the rest of the world? As I <sup>7</sup> *see / think* it, if you want to communicate, talk to a person, not a pet. Posted by DrPhil at 21:32, 1 comment

**I couldn't live without my pets**

Sorry, Dr Phil, I <sup>8</sup> *couldn't / don't* disagree more! I have three cats and two dogs and I <sup>9</sup> *take / get* a lot out of keeping them. I don't spoil them or treat them like humans, but they <sup>10</sup> *hold / mean* a lot to me. What I love about them is the <sup>11</sup> *fact / right* that they are very loyal. I live alone and so I don't have much contact with people day to day. Looking after my animals is an important part of each day. <sup>12</sup> *Don't forget / remind* that there are a lot of people out there just <sup>13</sup> *as / like* me. I <sup>14</sup> *take / agree* your point about animals 'writing' blogs, though, that is very silly! Posted by naturequeen at 21:59, 2 comments

#### Language note adding emphasis

Sentences that begin with a clause starting with *What* add emphasis to a subject or object. Compare:

*The way she treats her pets really annoys me.*

***What really annoys me*** is the way she treats her pets.

#### 5 Write a reply (120–150 words) to one of the opinions in exercise A. Include your overall opinion on keeping pets, reasons for your opinions and examples from your own experience.

## Vocabulary Builder Quiz 11

Download the Vocabulary Builder for Unit 11 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

#### 1 Match 1–5 and a–e.

- |           |             |
|-----------|-------------|
| 1 railway | a altitude  |
| 2 global  | b resources |
| 3 fire    | c tracks    |
| 4 high    | d service   |
| 5 natural | e warming   |

#### 2 Which word do you need to complete the sentences in each pair?

- At one ..... I thought the dog was going to attack me.  
We've reached the ..... where we have to make a decision.
- I found my keys ..... the bed.  
What are you wearing ..... your coat?
- Don't let your dog run ..... in the park.  
Why did you set the birds .....?
- Zoos play an important ..... in breeding programmes.  
What's his ..... in the government?

#### 3 Choose the correct words.

- Be careful. The cat might *scratch / stroke* you.
- Don't forget to change the water in the fish *cage / tank*.
- You're not allowed to walk on the *grass / bush* here.
- Huge areas of natural *habitat / inhabitants* are under threat.
- I met a man who *species / breeds* racehorses.
- The *destruction / extinction* of the rainforest is a serious issue.

#### 4 Write the missing preposition in the correct place in these sentences.

- We were stuck in the lift for ages before they got us.
- Time is running. We need to make a decision now.
- I'm well the way to becoming my own boss.
- How did you manage to lock yourself of the house?
- Don't set up the mountain too quickly. It's a hard climb.

#### 5 Which is the odd one out in each set?

- manufacturing    conflict    civil war
- currency    controversy    wealth
- authorities    officials    imports
- territory    summit    altitude
- extract    ropes    coal

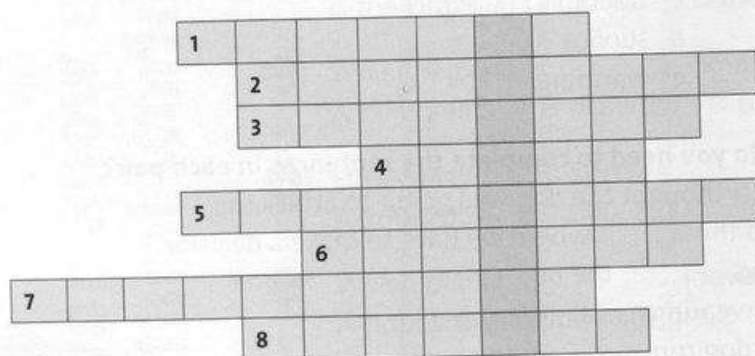
Score \_\_\_/25

Wait a couple of weeks and try the quiz again.  
Compare your scores.



## VOCABULARY Describing character

- 1 Read the opinions and complete the puzzle with the correct character adjectives. Then find the hidden word.



- 1 People say I'm too ..... but I believe in saying what I think.
- 2 They're a ..... couple. They're both so pleasant to be around.
- 3 I wish he would learn to relax. He's just so ..... about everything.
- 4 We're an odd couple. I get upset and stressed quite easily but my husband is really .....
- 5 She's an ..... child. She's always wanted to be successful.
- 6 I wouldn't call my daughter a genius but I guess she's pretty .....
- 7 Don't be so ..... about everything. I was only pulling your leg!
- 8 He's really very clever but much too ..... to say so.

### Language note: very / highly + adjective

Very is often used to intensify an adjective:

She's always **very diplomatic**.

He's **very sensitive**.

Highly is used with a smaller set of adjectives including:

He's / She's **highly competitive / motivated / educated / successful**.

- 2 Complete the text with the adjectives in the box.

loyal	diplomatic	relaxed	hard
competitive	smart	popular	focused

I think teenagers today get quite a bad press. We're always hearing that they are <sup>1</sup> ..... to get on with – either they're too intense or too lazy. But in reality each teen is different. I run an after-school club and we have kids of all types. Some are very <sup>2</sup> ..... and they want to win at everything; others a lot more <sup>3</sup> ..... and easy-going. We look at them as people and try to help them develop. If someone is too direct, we show them how to be more <sup>4</sup> .....; if they have problems concentrating, we help them become more <sup>5</sup> ..... We're interested in skills and showing them how to be <sup>6</sup> ..... in different ways. Everyone has a chance to show what they can do, so no teenager becomes more <sup>7</sup> ..... than the rest. What's rewarding is the new friendships that are made and how <sup>8</sup> ..... these young people are to each other.

- 3 Which three adjectives would you use from exercises 1 and 2 about these people?

- 1 yourself .....
- 2 your best friend .....
- 3 your brother/sister/cousin .....
- 4 your favourite teacher .....

### Learner tip

Try to link new vocabulary to yourself and to your own life as much as possible. This helps to make the vocabulary meaningful and helps you to remember it.

## DEVELOPING CONVERSATIONS That's like ...

- 4 Draw a line to match the comments (1–5) and the responses (a–e).

- 1 My five-year-old won't speak to anyone she doesn't know.
- 2 My new neighbour is very nice but she never stops talking!
- 3 Kelly hasn't missed a training session since she decided to run the marathon.
- 4 Our new landlord seems very nice. He hasn't given us a list of rules and it's fine if the rent is a couple of days late.
- 5 When we go out, my friend Ali won't let me pay for anything.

- a That's like my Uncle Joe. He's very generous too.
- b That's like my little brother. He's very shy too.
- c That's like my nephew, Luke. He's very determined too.
- d That's like my manager. She's really easy-going too.
- e That's like my old English teacher. He was really chatty too.



## READING

5 Read the article quickly. Six parts have been removed. Write the correct letter (a-f) in the gaps in the article.

- a the eldest child often helps the younger ones with simple tasks.
- b later research seems to suggest that birth order is in fact relevant
- c there will be hundreds that don't.
- d and the youngest has the reputation of being rebellious, creative, and sometimes spoilt.
- e So, what might explain this difference?
- f However, when a second child is born in the family,

6 Read the article again. Decide if these sentences are true or false.

- 1 The writer thinks that ideas about birth order are just stereotypes.
- 2 Adler supported the idea that the youngest child is sometimes spoilt.
- 3 Norwegian scientists found that the cleverest child is often the oldest.
- 4 Being born first in a family can make you competitive.
- 5 Older children can benefit from teaching younger brothers and sisters.
- 6 The writer thinks that families should accept the ideas behind birth order.

7 Match the sentence halves.

- 1 I adore my little brother but he's always the centre .....  
.....
  - 2 I think I did well at school because my parents had .....  
.....
  - 3 I did well in my career while my sister is a dropout, but it's impossible to come .....  
.....
  - 4 I'm an only child but I don't think I fit .....  
.....
  - 5 It's normal for children to be very different from each other even if parents bring .....  
.....
  - 6 It's very hard for working parents to dedicate .....  
.....
- a them up in more or less the same way.
  - b up with a reason why.
  - c a lot of time and energy to their children.
  - d high expectations of me.
  - e the stereotype of being spoilt.
  - f of attention when we have a family party.

## Birth order

— myth or reality?

According to the theory of birth order, the child who is born first in a family tends to be hardworking, responsible and determined. The middle child is supposed to be competitive, outgoing and sociable, <sup>1</sup> ... But can your position in a family really have an effect, or are these ideas just silly stereotypes?

Scientists have been interested in this question for centuries and have given opinions both for and against the theory. Alfred Adler, an Austrian doctor working in the 1920s, believed that first-borns are special because at first they receive all the love and attention that the parents have to offer. <sup>2</sup> ... they can often suffer feelings of rejection because they are no longer the centre of attention. Adler also thought that in families with three or more children, parents are more likely to be indulgent with the youngest.

Although Adler didn't come up with any scientific evidence for his ideas, <sup>3</sup> ... Scientists at the University of Oslo checked the results of intelligence tests from over 240 000 people. They found that first-borns are, on average, more intelligent than any siblings who follow later in the family. Other studies have shown that younger siblings tend to be shorter and lighter than first-borns, but it's the difference in intelligence that continues to interest scientists.

<sup>4</sup> ... Psychologists suggest that the adults' role in bringing up a first-born child is as important as birth order. As there is no competition from other children, parents can dedicate a lot of time, money and resources (books, activities, classes, etc.) to the first-born child. When other children are born <sup>5</sup> ... The eldest child develops mental and social skills by being a tutor to his or her younger siblings. Parents also tend to be stricter with first-born children and have high expectations of them. This may explain why eldest children are often quite traditional but also very competent.

Of course, these ideas about birth order will never be completely accepted, because for every family that fits the stereotypes <sup>6</sup> ... But it can be interesting for parents to think about how they bring up their children and the differences between them as individuals.

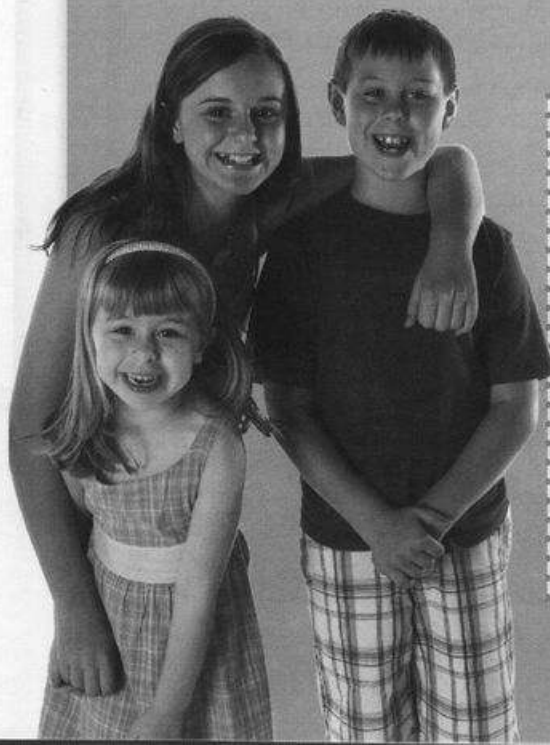
### Glossary

**stereotypes:** fixed ideas about a person or thing which are often not true

**rejection:** not showing someone the love or kindness they need

**siblings:** brother and sisters

**resources:** things that you can use to help you achieve something





## GRAMMAR *Used to, would and the past simple*

### 1 Choose the correct forms.

When I <sup>1</sup> *was / used to be* a kid, I was a bit of a loner. I <sup>2</sup> *used to / would* love spending time by myself. I <sup>3</sup> *would / went* go to the beach and spend hours looking at the sea, or go for long walks. I <sup>4</sup> *played / used to play* with my friends at school, but I <sup>5</sup> *not used to / didn't need* to have company after school or at weekends. I think it's because I'm the third child of a family of five, so it <sup>6</sup> *used be / was* hard to get attention from my parents. They <sup>7</sup> *would / used* spend a lot of time with my eldest brother and my baby sister, so there wasn't much left for me. I <sup>8</sup> *wasn't / wouldn't be* sad about this – I knew my parents loved me – but it made me quite independent.

### 2 Match the cues 1–6 and a–f. Write sentences with *used to* and then *would* or *past simple*. In one sentence, you can use only the *past simple*.

- 1 Amy / be very competitive .....
- 2 My dad / work shifts .....
- 3 Elisa / collect coins .....
- 4 I / be very close to my grandad .....
- 5 Adam / be quite spoilt .....
- 6 This area / be quite rough .....

- a she / have about 500 from different countries
- b he / leave the house while were all asleep
- c we / spend hours together working in his garden
- d he / get anything he asked for
- e people / throw their litter all over the place
- f she / spend hours preparing for tests

1 *Amy used to be very competitive. She would spend / spent hours preparing for tests.*

2 .....

3 .....

4 .....

5 .....

6 .....

## DEVELOPING WRITING

### A profile – describing a person

### 3 Complete the description with the words in the box.

as	Although	so that	despite
when	Because of	While	

### 4 Join the pairs of sentences with the words in brackets.

The person who influenced me most is my maths teacher, Mike Kingsley. I used to be painfully shy and I would sit at the back of the class, hiding behind all the other kids. <sup>1</sup> ..... I was quite bright, I would never put my hand up to answer the questions. Then I started in Mr Kingsley's class <sup>2</sup> ..... I was 11. He made the lessons fun <sup>3</sup> ..... he would explain complicated ideas with stories or everyday objects. <sup>4</sup> ..... his teaching style, my confidence grew and I became better and better at maths. <sup>5</sup> ..... I was preparing for my A-level exams, Mike pushed me to do my best. He gave me confidence in my ability <sup>6</sup> ..... I was able to take the exams a year early. I went on to do a degree in maths, and, <sup>7</sup> ..... living a long way away, we stayed in touch. He encouraged me to do a teacher-training course and now I have my dream job – teaching maths to young people.

- 1 I was quite naughty at school. My parents still believed in me. (although)
- 2 My coach made me a determined person. I became a professional footballer. (so that)
- 3 I had a lot of problems. My friends always supported me. (despite)
- 4 I was missing my parents. My sister was always there for me. (while)
- 5 I never lost hope. My dad had been such a good role model. (because)
- 6 I was feeling down. She would always cheer me up. (when)

**Learner tip**

Try to link your ideas together when you write, using connecting words like those in exercises A and B. Some words and expressions have similar meaning but are used in different ways, e.g. *but, however, despite, in spite of*. Keep a note of these differences in your vocabulary notebook.

- 5 An online magazine has launched a competition with the title: *A person who has influenced my life*. Write a description of the person and how he / she has influenced you. (120–150 words).

**LISTENING**

- 6 12.1 Read the notes through quickly. Then listen to Part 1 and complete the information.

http://www.friendshipischanging.com

### IS FRIENDSHIP CHANGING IN THE 21ST CENTURY?

According to research from the early ..... , people have an average of ..... contacts in their social network. This includes about ..... close friends. But thanks to the ..... , some people claim to have hundreds or even ..... of friends on social networking sites like 'Facebook' and MySpace. These friends may even include ..... people who join the sites. However, a recent survey has shown that the actual number of true online friends is just ..... So, it seems that maintaining ..... in cyberspace is similar to real life.

- 7 12.2 You are going to hear four people talking about their friends. Listen to Part 2. Are these statements true or false?

- 1 Natalie thinks Internet friendships are as real as traditional friendships.
- 2 Her only friends are on the Internet.
- 3 William has contact with a lot of people he doesn't know well.
- 4 He has only a couple of close friends.
- 5 Adrian says he feels lonely.
- 6 He isn't interested in Internet friendships.
- 7 Trisha hasn't kept in touch with her schoolfriends.
- 8 She doesn't get on well with the people on her course.

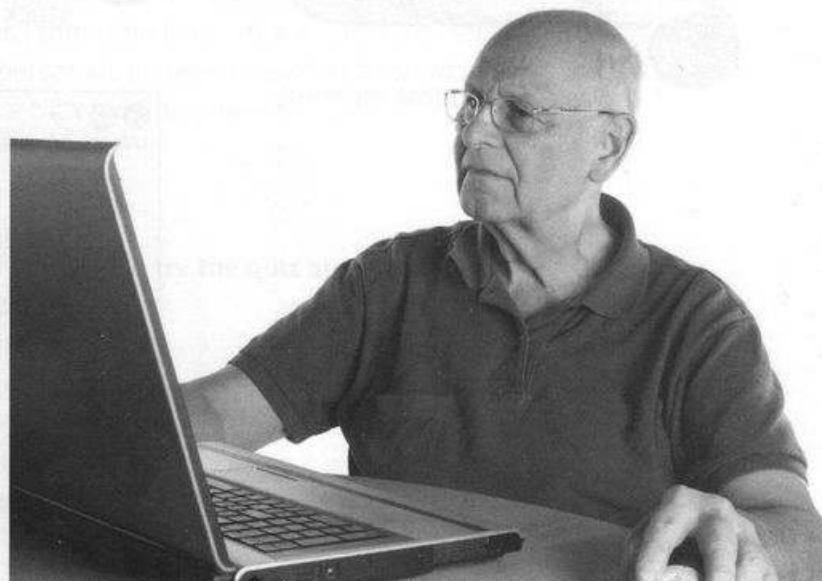
**PRONUNCIATION**

## Connected speech

- 8 Mark the links in the sentences from *Listening*.

- 1 I have hundreds of friends all over the world
- 2 I have friends at college that I meet up with every day
- 3 I have a lot of colleagues and a big circle of acquaintances
- 4 We keep in touch as much as possible
- 5 Well, I'm a bit of a loner
- 6 My circle of friends is quite small
- 7 I'm quite outgoing and chatty
- 8 I've also made a lot of new friends on my course

- 9 12.3 Listen and check. Then practise saying the sentences.





## GRAMMAR Expressing regret using *wish*

### 1 Put the verbs in the correct form to complete the sentences.

- 1 I got stuck in a traffic jam for hours. I wish I ..... (go) by train.
- 2 My first boyfriend was really selfish and big-headed. I wish I ..... (never / meet) him.
- 3 These shoes fell apart after two weeks. I wish I ..... (never / buy) them.
- 4 The meal was tasty but a bit greasy. I wish ..... (not / fry) the chicken.
- 5 I slipped and broke my leg on the first day. I wish I ..... (never / try) skiing.
- 6 I like my open fire but it takes ages to warm up the room. I wish we ..... (put in) central heating.
- 7 I have an enormous workload and tight deadlines. I wish I ..... (choose) a different course.
- 8 We left the film halfway through because my son was scared. I wish they ..... (warn) me about the special effects.

### 2 Write sentences with *I wish* and the verbs in the box. Then match the sentences to the list of regrets (a-f).

not fall out with my dad    spend time with my kids    visit Brazil    not be late for my son's graduation  
marry the love of my life    not leave my degree course



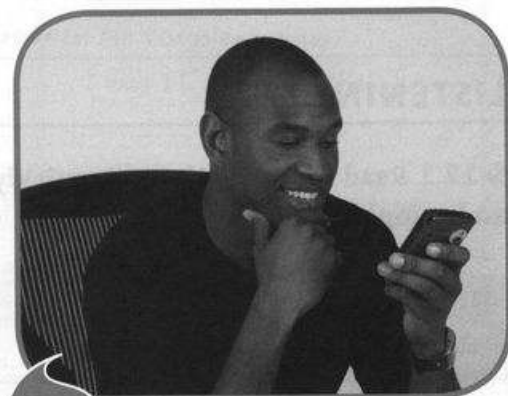
1

.....  
We haven't spoken to each other for years.



2

.....  
My parents were born there but I've never been.



3

..... I've never met anyone like her since.



4

.....  
It was the proudest moment of his life.



5

..... I'm stuck in a low-paid job now.



6

..... I was always working and I left my wife to bring them up.

Everyone has regrets at some point and they are often about the same aspects of life. Here is a list of common regrets:

- a Not achieving potential
- b Missing experiences
- c Missing family growing up
- d Not seeing important places
- e Not choosing the right partner
- f Not resolving arguments

☐  
☐  
☐  
☐  
☐  
☐

## VOCABULARY Relationships

### 3 Cross out one extra word that isn't needed in each sentence.

- 1 We met when we were ten and we were very close to all through school.
- 2 Who do you keep in to touch with from university?
- 3 My kids are always falling themselves out over silly things like toys.
- 4 My parents are divorced but they've remained together friends.
- 5 It's a real shame when good friends drift it apart.
- 6 After about 20 years, I was bumped into my best friend from school.

### 4 Choose the correct words.

A friend of mine has just married her first love – but only after they married the wrong people first! Ellie met Tim at school and they used to <sup>1</sup> *spend* / *hang* out all the time together. They were friends <sup>2</sup> *since* / *for* ages before Tim went travelling and Ellie went to college. She started <sup>3</sup> *dating* / *date* this other guy, thinking that Tim wasn't coming back. He was heartbroken and <sup>4</sup> *ended* / *ended up* removing her from all his contacts. They both married and then divorced. But by a strange coincidence they <sup>5</sup> *met in* / *met up* in the town where they had first been friends. At the start, it was <sup>6</sup> *awkward* / *angry* but then they realised they still <sup>7</sup> *got* / *kept* on really well. Six months later, we were all invited to their wedding.



## Vocabulary Builder Quiz 12

Download the Vocabulary Builder for Unit 12 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

### 1 Read the opinions. Is each one positive (✓) or negative (X)?

- 1 That kid is always showing off. He's a real pain. ☐
- 2 I'm glad to say my mum never interfered with the way I parented. ☐
- 3 You couldn't hear a thing because of the crowd of naughty children. ☐
- 4 It's very sweet how my parents still hold hands all the time. ☐
- 5 I have very fond memories of my childhood. ☐
- 6 I really regret saying what I did to my parents. ☐

### 2 Match the sentence halves.

- |                                |                                       |
|--------------------------------|---------------------------------------|
| 1 My gran has just turned      | a with your best friend?              |
| 2 Why did you fall out         | b active role in my kids' lives.      |
| 3 I can't remember who made    | c a problem in our house.             |
| 4 She did well to win          | d go and she's still very active.     |
| 5 My dad plays a very          | e the first move in our relationship. |
| 6 Where to go on holiday poses | f a scholarship to art school.        |

### 3 Which preposition can complete the sentences in each pair?

- 1 We were stuck on the side of the road for ages after we broke .....  
Let's stay in for a while. I think it's going to pour .....
- 2 I don't know why she walked ..... on her entire family.  
Did you know he's dropping ..... of his degree course?
- 3 Why are they getting married? They don't have very much .....  
common.  
What's the best way to get back ..... touch with old school friends?

### 4 Complete the sentences.

- 1 Amy used to be a bit too direct but she's getting more ..... now.
- 2 I've never known such an ..... woman. She's determined to get to the top.
- 3 Even in the most stressful situation, she always stays .....
- 4 He always wants to be the best. He's so ..... about everything.
- 5 Those children are so well behaved. They're so .....

### 5 What form of the words in brackets do you need to complete the text?

There are <sup>1</sup> (complicated) in most families. For me, it's my relationship with my sister. I think she is too direct and a bit <sup>2</sup> (spoil). She says I take things too <sup>3</sup> (personal). I guess it's just a question of <sup>4</sup> (personal) but I wish she was a bit more <sup>5</sup> (diplomat).

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again.  
Compare your scores.



# 13

# JOURNEYS

## VOCABULARY

### Ways of travelling and travel problems

#### 1 Choose the correct words.

- 1 We couldn't afford a summer holiday, so we went on a few *day* / *days* trips instead.
- 2 I'm useless at travelling *slim* / *light*. I always end up with at least three bags.
- 3 I'd love to go to Australia but it's such a long *travel* / *journey* from home.
- 4 The first time I went abroad was on a *business* / *school* trip with my classmates.
- 5 We're taking a gap year and going *travelling* / *traveller* before university.
- 6 If I go on a *shopping* / *hunting* trip, I never find any bargains.

#### 2 Complete the conversations with the words in the boxes.

carriage      platform      line

- 1 A: How come you're so late?  
B: A guy at the station sent me to the wrong .....  
and then there was a tree blocking the ..... after last night's storm.  
A: Did you manage to get a seat?  
B: You're joking! The ..... was absolutely packed.

deck      harbour      crossing

- 2 A: I'm never going by ferry ever again!  
B: Why? What happened?  
A: The ..... was really rough. I spent the whole time up on the ..... trying not to be sick.  
B: Oh, dear, but at least you got a good view of the .....

bend      tyre      traffic lights

- 3 A: Be careful here. There are some ..... about halfway down here so you might have to stop. And then there's a very tight ..... in the road.  
B: OK, thanks.  
A: And it looks like there's some broken glass along here. Let's turn off – you don't want to end up with a flat .....  
B: OK, I'll take a left here.

security      check-in desk      take-off

- 4 A: How was your flight?  
B: Well, ..... and landing were fine, but the start of the journey wasn't great.  
A: How come?  
B: They had only one ..... open, so it took ages. Then I kept setting the alarm off when I went through ..... It was so embarrassing.

## DEVELOPING CONVERSATIONS

### How come?

#### 3 Write the words in the correct order. Add the correct punctuation.

- 1 for / ask / you / lift / didn't / why / me / a  
.....
- 2 long / such / there / come / how / delay / was / a  
.....
- 3 such / overtake / do / why / people / places / in / dangerous  
.....
- 4 stopped / you / security / come / how / were / by  
.....
- 5 to / trains / we / come / how / have / change  
.....
- 6 motorway / the / traffic / so / was / why / there / much / on  
.....

## LISTENING

#### 4 13.1 Listen to the first part of a radio programme on commuting – travelling to and from work every day. What type of programme is it?

- a business programme
- a lifestyle programme
- a news programme



**5 13.2 Listen to the complete programme. Choose the correct answer to the questions, a, b, or c.**

- How long do most people in the UK spend commuting a day?
  - 19 minutes
  - an hour
  - three quarters of an hour
- To avoid very packed trains, Penny suggests
  - adapting your timetable.
  - trying a different carriage.
  - changing your form of transport.
- Which activity does Penny think train commuters should avoid?
  - reading
  - working
  - knitting
- People who have to stand on a train can benefit from
  - having positive thoughts.
  - talking to other commuters.
  - finding a personal space.
- What can put commuters in a bad mood?
  - having no one to talk to
  - feeling tired
  - listening to other people's complaints
- You can reduce stress levels by
  - commuting by car.
  - trying some gentle physical exercise.
  - doing aerobics after work.

**Language note** sounds that aren't pronounced

In some longer words, we don't always pronounce all the syllables, e.g.

chocolate /tʃɒklət/ two syllables, not three

vegetables /vedʒtəblz/ three syllables, not four

**PRONUNCIATION**

Sounds that aren't pronounced

**6 Cross out the letters that aren't pronounced in the underlined words.**

- Lifestyles*, the programme that tries to make everyday life just a bit more manageable.
- Penny Marshall, professional life coach in the business sector.
- People in the UK spend an average of 45 minutes travelling to and from work.
- People use different forms of transport to get to work.
- Let's start with travellers by train.

**7 Now cross out the letters that aren't pronounced in these extracts.**

- you get a seat in a quieter carriage
- preferably something you enjoy rather than work
- several of my clients take knitting on the train
- that can be very uncomfortable
- more interesting advice for commuters

**8 13.3 Listen and check. Then practise saying the examples.**

**VOCABULARY** Phrasal verbs

**9 Complete the story with a verb from box A and a particle from box B.**

<b>A</b>	calm	set	check	hanging	worked	go
	pour	got				

<b>B</b>	in	down	around	through	back	off
	down	out				

I really can't stand <sup>1</sup> ..... airports. I always <sup>2</sup> ..... far too early and then I have loads of time to kill. It's so dull sitting around and drinking endless cups of coffee. So, instead of flying on my latest business trip, I decided to drive. I <sup>3</sup> ..... my route on my sat nav, packed all the stuff I needed, and <sup>4</sup> ..... nice and early. I was just enjoying the scenery, when suddenly the weather changed. The clouds were so thick that I lost the signal on the sat nav. Then it started to <sup>5</sup> ..... The rain was so heavy I couldn't see the road in front of me. I needed to be at the ferry by 10:30, so I decided to keep going, despite the weather. A few minutes later, the car started to feel bumpy and I realised I had a flat tyre. I couldn't believe it. I was so annoyed and frustrated but I knew I had to <sup>6</sup> ..... and just change the wheel. By the time I <sup>7</sup> ..... into the car, I was completely soaked and very fed up. I arrived at the harbour just in time to see the ferry starting its crossing. What a nightmare! I never want to <sup>8</sup> ..... a journey like that again.



## GRAMMAR Third conditionals

### 1 Choose the correct forms.

- If I'd / would listened to the news, I'd have known that the motorway was closed.
- I don't know what we would have done if our visas *wouldn't* / *hadn't* arrived in time.
- If the ferry crossing hadn't been so rough, we *can* / *could* have had a nice meal.
- Would you have stayed in England if you *didn't* / *hadn't* married a Brazilian woman?
- The police *would* / *wouldn't* have stopped you if you hadn't been speeding.
- If they hadn't escaped from their own country, they might *have* / *had* been arrested.

### 2 Read the conversations. There is one word missing in each of B's lines. Add the word in the correct place.

- A: Poor Mike. He missed his plane because he ended up at the wrong terminal.  
B: If he'd checked the details before, he would caught his plane.
- A: Whatever happened to Joanne? Wasn't she your best friend from college?  
B: If she hadn't emigrated to Canada, we might have in touch.
- A: Why on earth didn't you ring me about the train delay?  
B: If I been able to get a signal on my mobile, I would have let you know.
- A: That taxi from the airport cost us a fortune.  
B: We could have caught the bus to the hotel if you hung around for so long.
- A: What made you want to emigrate to Australia?  
B: To be honest, we'd have stayed in the UK if there hadn't so much unemployment.
- A: How come you let them confiscate your laptop?  
B: If I hadn't agreed, they wouldn't allowed me on the plane.

## READING

### 3 Why might places in the world become impossible to visit? Match the four places in the article with the reasons a-d.

People stopped visiting / using:

- |  |   |
|--|---|
| 1 Bikini Atoll, an island in the Pacific Ocean | a the line was in very bad condition.   |
| 2 Mount Elgon, Kenya                           | b of a civil war.   |
| 3 The Panama Railway                           | c of nuclear testing.   |
| 4 Gorongosa National Park, Mozambique          | d it is situated on the border between two countries who were arguing about land. |

### 4 Read the article quickly and check your answers to exercise A.

### 5 Read the article again. Write the correct places. Which place ...

- has had financial help from different people?
- can be reached by car?
- doesn't appear to have suffered from its history?
- took five years to construct?
- doesn't have any people living there?
- can be explored from the inside?
- combines a journey with observing wildlife?
- used to be a big tourist attraction?

### 6 What do these numbers in the article refer to?

- 1958 (line 2)
- 45 (line 19)
- 470km (line 31)
- 200m (line 37)
- 12 000 (line 42)
- 1862m (line 51)

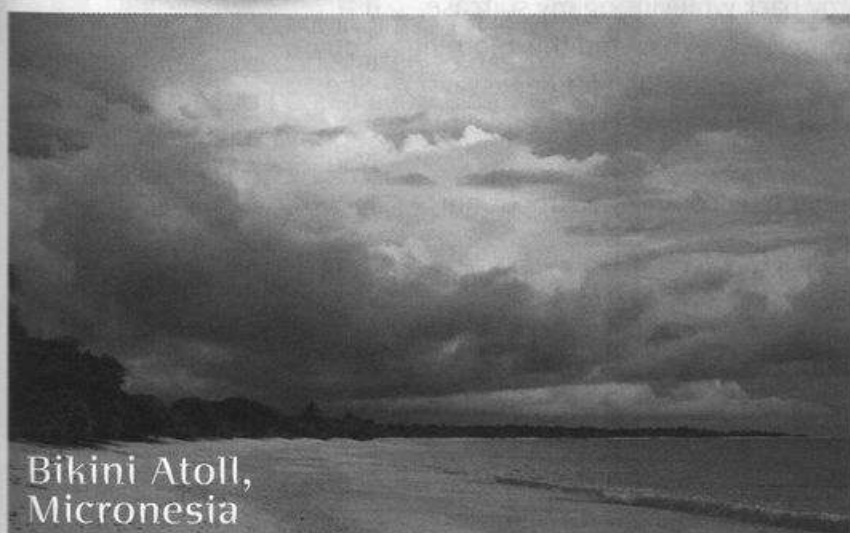
### 7 Replace the underlined words in the sentences with the words in bold in the article.

- To walk a long distance over hills or mountains isn't my idea of a perfect holiday.
- It was a beautiful harbour until they transformed it into a tourist destination.
- Tourism has really taken off since difficult relationships have improved between the two countries.
- The region attracts a lot of people who like walking in the countryside.
- The most amazing aspect of the journey were the amazing views from the ship.
- The island was supposed to be an unchanged paradise but it was more like a concrete jungle.



# LOST DESTINATIONS NOW BACK ON THE LIST

Global travel is getting easier and more popular, giving the impression that you can go where you want, when you want. However, environmental changes and human influences mean that travel destinations are always changing. Here are a few places that you couldn't have gone to 10 years ago.

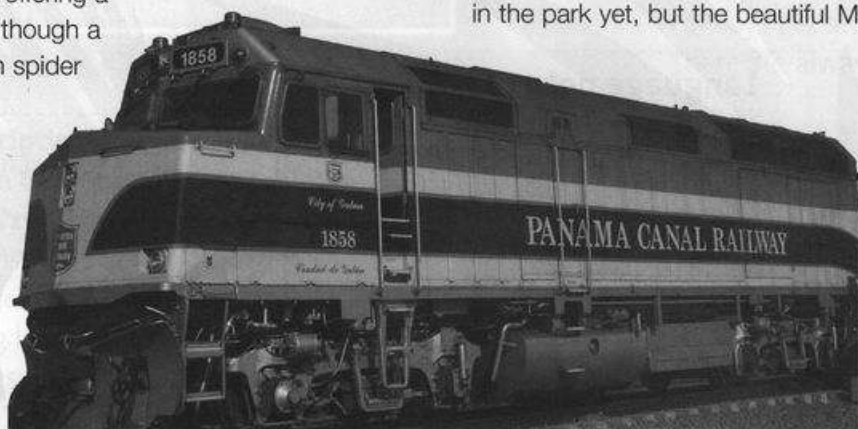


Bikini Atoll,  
Micronesia

This was the main area of nuclear testing in the Pacific. There were 23 tests on this small island from 1946 to 1958. When you have flown in from Honolulu, you might be surprised at what you find. Despite its nuclear past, the area looks like an **unspoilt** tropical paradise. The island itself is still uninhabited, but a 1998 report said that Bikini is now safe to live on. Thanks to a recent rise in tourism, popular activities include diving and fishing off the beautiful coastline.

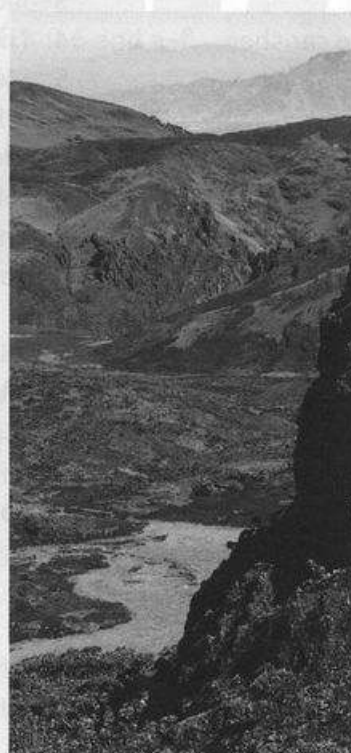
## The Panama Railway

The world's first transcontinental railway was built between 1850 and 1855. It not only connected two cities – Panama City and the port of Colon – but also two oceans – the Pacific and the Atlantic. The line had been in disrepair for many years until areas of land were cleared and new track was laid over a period of 18 months. In July 2001 it was reopened, offering a 45-minute ride through a jungle area with spider monkeys and caimans.



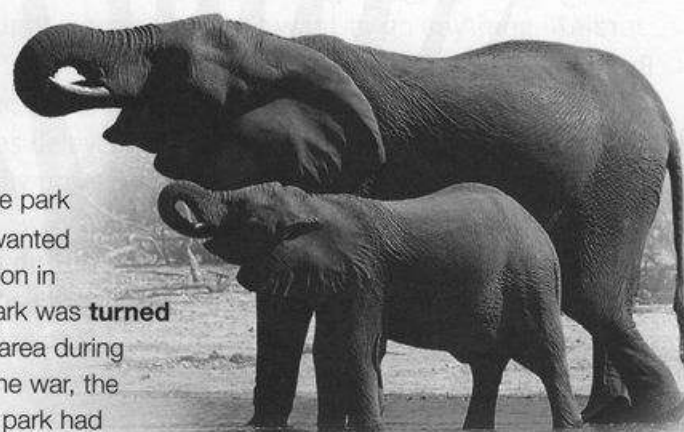
## Gorongosa National Park, Mozambique

In 1971, this magnificent wildlife park attracted 12 000 visitors who wanted to see the biggest lion population in Africa. From 1983–1992 the park was **turned** into an environmental disaster area during Mozambique's civil war. After the war, the number of large animals in the park had fallen by 95%. Now, buffalo have been reintroduced and the park has received donations from businesspeople and pop stars. You won't find cheetahs or rhinos back in the park yet, but the beautiful Mount Gorongosa (1 862m) is perfect for **hikers**.



## Mount Elgon, Kenya

For years, border disputes between Kenya and Uganda meant it was impossible to **trek** over this extinct volcano. Now **tensions have eased**, so this far corner of east Africa has reopened. The mountain and the national park around it are well worth the 470km drive from Nairobi. Climbers can enjoy the incredible view from the top of Mount Elgon (4321m) but perhaps the most fascinating **feature** is the caves. Some are over 60m wide and run 200m into the mountain. They are home to wild elephants that dig for salts in the walls of the caves.



## Glossary

**atoll:** a coral island in the shape of a ring  
**caiman:** a reptile related to the alligator



## VOCABULARY Extreme adjectives

### 1 Choose the correct adjective from each group to complete the sentences.

- Jenny makes absolutely..... cakes.  
(tasty / delicious / nice)
- You don't want to go to Egypt in the summer. It's absolutely.....  
(boiling / hot / warm)
- No wonder she won the literature prize. Her first novel is absolutely.....  
(interesting / good / fascinating)
- When I told her I had crashed the car she was absolutely.....  
(annoyed / furious / angry)
- I loved the concert. The main singer was absolutely.....  
(brilliant / good / nice)
- When will lunch be ready? I'm absolutely.....  
(hungry / starving / overeating)

### 2 Complete the conversations with the phrases in the box.

absolutely freezing	really fantastic
absolutely exhausted	absolutely packed
completely soaked	really filthy

- A: Mum said the film was good.  
B: Yeah, the special effects were.....
- A: Did you end up getting wet in all that rain?  
B: I didn't have a jacket, so I got.....
- A: Your daily commute is over an hour, isn't it? I bet you're tired.  
B: I'm..... but it's only for a few months more.
- A: The water around the coast is supposed to be quite dirty.  
B: I wouldn't swim in it – it looked..... to me.
- A: Jan was telling me that the hotel was quite crowded.  
B: You can say that again. It was.....
- A: I bet it was cold in New York over Christmas.  
B: It was..... I couldn't feel my feet during the whole trip.

## GRAMMAR Should have

### 3 Write a response for each sentence with *should* / *shouldn't have* and the verbs in the box.

set off earlier	not wear high-heels	not make so much noise
apply for it earlier	ask for an extension	not pack so much stuff
not stay up so late	ask someone for directions	

- We missed our ferry to France. We *should've set off earlier*...
- My feet were killing me by the time we got back to the hotel. You.....
- Jack's visa didn't arrive in time for his trip. He.....
- I hurt my back while lifting my suitcase. I.....
- I feel completely exhausted this morning. You.....
- Allie missed the deadline for her essay. She.....
- We ended up in the middle of the old town, completely lost. You.....
- The neighbours complained about our party on Saturday. We.....

## DEVELOPING CONVERSATIONS

### Blaming people

#### 4 Choose the correct words.

- A: Look at this phone bill. It's huge.  
B: Don't blame <sup>1</sup> *me* / *myself*. It's not my <sup>2</sup> *blame* / *fault*. I hardly ever use the phone.  
A: It must be the <sup>3</sup> *kids* / *kids'* fault, then. We should have <sup>4</sup> *told* / *tell* them to ask before they make a call.
- A: Vicky didn't do too well in her exams. I <sup>5</sup> *fault* / *blame* myself. I <sup>6</sup> *must've* / *should've* given her more help with her revision.  
B: It's not your fault – it's <sup>7</sup> *herself* / *hers*. She's bright. If <sup>8</sup> *she'd* / *she would* worked harder, she would have passed easily.
- A: If you ask me, it's the guide's <sup>9</sup> *blame* / *fault*. He <sup>10</sup> *should've* / *should of* checked the area before they set off.  
B: It's <sup>11</sup> *nobody* / *nobody's* fault. It was an accident. It could have <sup>12</sup> *happen* / *happened* to anyone.

## DEVELOPING WRITING

### A description – using interesting language

#### 5 Read the description quickly. Circle the parts where the writer describes what she could:

- see • smell • hear

#### Language note describing senses

We often use *could* + *see* / *smell* / *hear* / *taste* / *feel* to describe senses in the past.

I **could see** the waves crashing against the harbour wall.



OG BLOG BLOG BLOG BLOG BLOG BLOG BLOG BLOG  
OG BLOG BLOG BLOG BLOG BLOG BLOG BLOG BLOG  
OG BLOG BLOG BLOG BLOG BLOG BLOG BLOG BLOG  
OG BLOG BLOG BLOG BLOG BLOG BLOG BLOG BLOG  
OG BLOG BLOG BLOG BLOG BLOG TRAVELBLOG BLOG  
OG BLOG BLOG BLOG BLOG BLOG BLOG BLOG BLOG

Our journey started on <sup>1</sup> an empty railway platform. The temperature had dropped to minus 3° the night before and it was still <sup>2</sup> very cold. I was <sup>3</sup> very tired after a <sup>4</sup> bad night's sleep and I wasn't looking forward to the trip. The station was <sup>5</sup> very quiet until the train arrived a few minutes later. The sun started to rise as we set off and I could see <sup>6</sup> nice stripes of red and orange across the sky. Suddenly, I could smell hot coffee. We had skipped breakfast and I realised I was <sup>7</sup> very hungry. At that moment a man appeared selling coffee and <sup>8</sup> big pieces of sweet bread – it was <sup>9</sup> very nice. After a few stops along the line, we could hear people talking and laughing. Moments later, our carriage was <sup>10</sup> full of local people going to market. They wore traditional clothes in <sup>11</sup> nice colours and they were very friendly. They told us <sup>12</sup> interesting stories and gave us advice about the next part of our trip. By the time we reached our stop, we had made lots of <sup>13</sup> nice new friends.

**6 Replace the underlined adjectives with more descriptive words.**

- 1 an empty *a deserted*

**Learner tip**

Using descriptive language when you write is a good way of keeping your reader interested. This is also true in speaking, when you talk about what has happened to you, or tell a story.

**7 Write a description of a journey (120–150 words). It can be a positive or a negative experience. Try to include the following:**

- descriptions of what you could see / smell / hear / taste / feel
- interesting language including strong adjectives
- -ing clauses (see SB p77)

## Vocabulary Builder Quiz 13

Download the Vocabulary Builder for Unit 13 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

**1 Which is the odd one out in each set?**

- |               |         |                |          |
|---------------|---------|----------------|----------|
| 1 line        | bend    | traffic lights | tyre     |
| 2 crossing    | fence   | harbour        | deck     |
| 3 check-in    | landing | take-off       | security |
| 4 immigration | visa    | passport       | bump     |

**2 Match 1–6 and a–f.**

- |             |            |
|-------------|------------|
| 1 asylum    | a turnover |
| 2 detention | b set      |
| 3 annual    | c seekers  |
| 4 skill     | d bite     |
| 5 insect    | e baggage  |
| 6 excess    | f centre   |

**3 Which words are missing from the verbs?**

- What time shall I pick you ..... at the station?
- I'd like to set ..... a book club at my school.
- We need to work ..... the quickest way to the airport.
- We need to make up ..... the loss of profit last year.
- Why are you so angry? I think you need to calm ..... a bit.
- Which towns did you go ..... on the way here?

**4 Write the missing preposition in the correct place in these sentences.**

- What time do we need to set for the airport?
- I spent the whole flight squeezed a tiny airline seat.
- It was the flight from hell. I don't want to go anything like that again.
- Where do we check for the flight to Buenos Aires?
- The train was delayed so we were hanging the station for ages.
- She was really upset. I couldn't get her to calm.

**5 Which word do you need to complete the sentences in each set?**

- What's the number of the help .....?  
There's no-one at the information .....  
Please leave the keys at the reception .....
- I always pack too much. I need to learn to ..... light.  
Do you ..... much for work?  
It's my ambition to ..... the world.
- ..... is very tight at the airport after the bomb scare.  
I always get stopped when I go through .....  
There are always ..... guards outside the prime minister's house.

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again.  
Compare your scores.



## VOCABULARY Computers

### 1 Choose the correct words.

- Using a *scanner / printer* is a quick way of getting photos in digital format.
- If something on your computer doesn't work, check everything is plugged in to the correct *socket / cursor*.
- It's best to get a computer with an external *keyboard / hard drive* so that you can keep all your work safe.
- I wish I'd bought a laptop with a bigger *screen / mouse* – it's hard to use when I have a lot of documents open.
- If you want to download a very big *menu / file*, it can take quite a long time.
- You'll need an extension lead if the *plug / cable* is too short to reach the wall.

### 2 Complete the conversations using the words that weren't the answers in exercise A.

- A: How do I check the number of words in my essay?  
B: If you go to the Tools ....., you'll find the word count feature there.
- A: I've never used a computer before. What's that arrow on the screen?  
B: That's called the ..... You use it to select the point on the screen where you want to do something.
- A: What on earth is the matter with that .....?  
B: It's probably just run out of paper. No one ever replaces it in this office.
- A: Kelly, don't use the ..... right on top of the desk. You might damage it. You need to use the little mat we gave you.  
B: OK, Dad, sorry.
- A: I'll need to use this laptop in the USA and South America. Will the ..... be OK?  
B: Don't worry, sir, you get a free international adapter to fit all two- and three-pin systems.
- A: I get real backache every time I use the computer.  
B: I think your hands are too far from the ..... It means you have to stretch every time you type.

### 3 Match the sentence halves.

- |   |       |
|---|-------|
| 1 I was about to print out my essay when the screen                     | ..... |
| 2 I don't know what was going on. I tried clicking on                   | ..... |
| 3 I had just updated my CV, but I deleted                               | ..... |
| 4 No wonder her computer wouldn't work. She'd spilt                     | ..... |
| 5 Since I lost a 3 000-word essay, I always make                        | ..... |
| 6 I spent ages checking the printer before I realised it wasn't plugged | ..... |
| 7 If you want to send the photos by email, you'll need to scan          | ..... |
| 8 If you click on the different icons, it will                          | ..... |
| 9 This office is such a mess. Be careful you don't trip                 | ..... |
- 
- |  |
|--|
| a display drop-down menus of different options.        |
| b the images first.                                    |
| c back-up copies of all my work.                       |
| d water all over the keyboard.                         |
| e the file by mistake and had to start all over again. |
| f over the cable from the printer to the wall.         |
| g in to the correct socket.                            |
| h the icon but the document wouldn't open.             |
| i froze and I had to restart my laptop.                |

## DEVELOPING CONVERSATIONS

### Sorting out problems

#### 4 Choose the correct words.

- A: Oh, no! Why won't this microphone work?  
B: Have you tried to *check / checking* the connection?  
A: Yes, I have – and it didn't *do / make* any good.  
B: Well, *maybe / may* you should ask someone in IT to come and have a look.
- A: I don't believe it! I've just lost a huge file.  
B: Have you tried *doing / to do* a search for it?  
A: Yeah, but I didn't have any *succeed / success*.  
B: OK. Well, *have / did* you checked the Cloud? There must be a backup file somewhere. Otherwise, I don't know what *else / other* to suggest.  
A: OK. I / I'll try that.
- A: Oh, please don't do this to me now! I can't get my mouse to connect to my screen.  
B: Have you tried *reboot / rebooting* at all?  
A: Yeah, I've tried, but it didn't *do / make* any difference.  
B: OK, well *have / did* you checked that Bluetooth is on and that the batteries work?  
A: No, not *still / yet*. Do you think should I / I should?  
B: Yeah, *try / try to* that and see if it works. Otherwise, you're probably *best / better* checking all the system preferences.

## DEVELOPING WRITING

An essay – discussing pros and cons

### 5 Read the essay quickly. Choose the correct answer, a, b or c.

The writer thinks:

- a using computers is the best way to learn.
- b you need a balance of different input in education.
- c students shouldn't be allowed to use the Internet.

#### Learner tip

Each paragraph in an essay needs a topic sentence. This is usually the first sentence and it tells the reader what the paragraph is about. The following sentences give more details and/or examples of the topic.

### 6 The writer should have divided the essay into four separate paragraphs. Read it again and mark where each new paragraph should start.

The use of computers in education has increased enormously over the last decade. Students of all ages make use of computer technology both inside the classroom and at home. Some students even take their exams online. So what are the pros and cons of this revolution in education? There are obviously several benefits to using computers. Firstly, they allow students to work more quickly and easily than in the past. Secondly, they can work independently from their teacher and at their own pace. Thirdly, they can review and change their work until they have got it right. On the other hand, there are also problems with computers. Some students depend very heavily on the Internet, which can lead to a fall in creativity. It is difficult for students to select information from the Net due to the huge number of websites. If students have only computer-based lessons, they can become rather isolated. In conclusion, I think there is an important role for computers in education, but students also need other learning opportunities. This can include working in groups, taking part in project work, doing experiments and going on trips.

### 7 Underline the topic sentence in each paragraph of the essay.

### 8 What is the main function of each paragraph in the essay? Choose a or b.

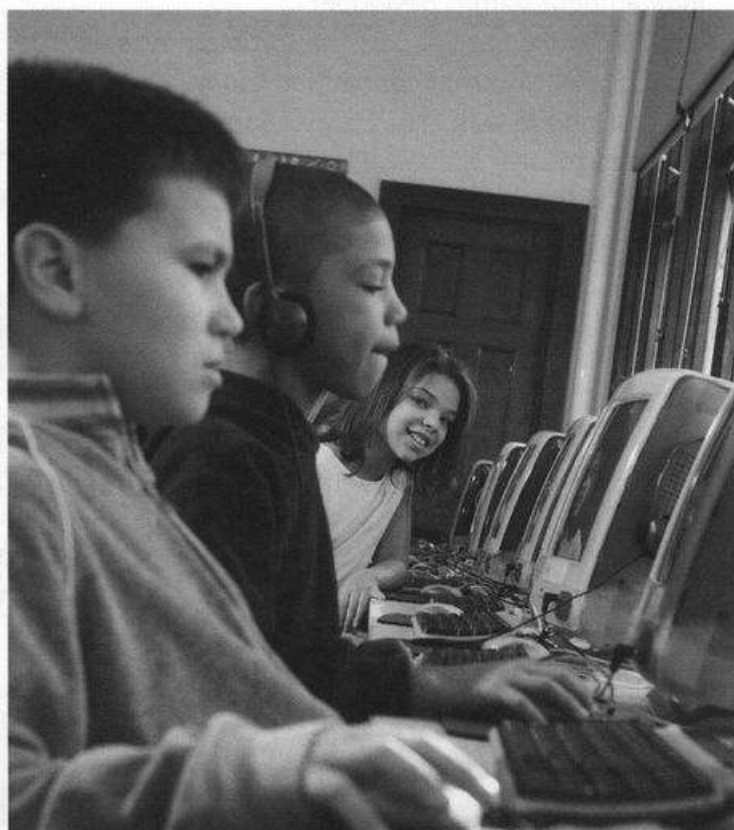
- 1 a to describe the current situation  
b to give the writer's overall opinion
- 2 a to say how the writer benefits from computers  
b to describe the advantages of computers
- 3 a to describe the disadvantages of computers  
b to criticise technology companies
- 4 a to give the writer's overall opinion  
b to describe the future of computers

### 9 Write an essay (150–180 words) based on the title below. Remember to:

- think about the pros and cons of using technology, and make notes
- write a topic sentence for each paragraph, then give more details and/or examples
- use connecting words and phrases to link sentences and paragraphs.
- check your essay carefully when you have finished

**'People today depend too much on technology in everyday life.'**

**How far do you agree with this statement?**





## VOCABULARY Describing games

### 1 Cross out three extra words that are not needed in these descriptions of games.

- Basically, it's a construction game but there's also a survival mode where you gather of resources to build a new world. You can play alone but I prefer interacting up with other players. The creative possibilities are very endless.
- In this one, you take it on the role of a space captain and go on a mission for to recover important minerals to save the earth. You have to shoot down every the enemy to protect your ship.
- This is the best driving game. You can make your own modifications up to your car. You can play alone and try to beat your best time down or you can race against up to eight opponents in live.
- It allows that you to experience the daily life of a superstar. You can make changes to enhance up the look of the game and make it be more realistic.
- This is one for kids. You move shapes so you have three of the same in colour in a row. You go advance to the next level by using all the shapes before the time runs out of.

## GRAMMAR Articles

### 2 Complete the sentences with a, an, the or X (= nothing).

- ..... tablet I'm using now got ..... excellent review in all ..... computer magazines.
- ..... only job for me is to be ..... independent games developer.
- I don't know what ..... problem was with ..... internet connection today.
- My first phone was ..... Samsung and then I changed to ..... iPhone.
- Today's kids spend hours in front of ..... screen at ..... school and at ..... home.
- At ..... moment, I'm stuck on ..... third level of ..... new driving game.
- ..... computers are only as good as ..... software inside them.
- I've always loved ..... technology ever since I was ..... child.
- ..... market for ..... computer games just keeps getting bigger and bigger.
- I wish I'd studied ..... IT at ..... college. All ..... jobs are really well-paid.

## READING

### 3 Read the article quickly and choose the most appropriate heading.

- Museum works with the Internet to find stolen art
- The wonder of the art world at the click of a mouse
- Art on the Internet will replace real paintings

### 4 Read the article again. Choose the correct answers.

- People can see some of the Prado's most famous paintings from their computer after Google
  - created a special new program.
  - wanted art lovers to have a virtual tour of the museum.
  - found a new use for existing technology.
- If you view the paintings online, you can
  - see paintings that have never been seen before.
  - see how the painter constructed the images.
  - see only sections of the images.
- What does paragraph 3 say about the paintings?
  - They are by a range of artists but you are not allowed to get close to them.
  - They are by a range of artists but they are too big for the gallery.
  - They are by a range of artists and some of them are huge.
- The paintings reproduced by Google are clear because
  - of the quality of the digital photography.
  - Google took 14 000 photographs.
  - they had been restored earlier.
- What is Miguel Zugaza referring to when he says the word *here* (line 66)?
  - in the photographs of the paintings
  - in the Prado
  - in global art museums
- Why does Miguel Zugaza think the original paintings can't be replaced by photographs?
  - more people will see the originals
  - the originals are more moving
  - the originals are in a global art museum

### 5 Choose the correct words.

- Some TV companies have *changed* / *moved* into computers and now supply Internet connections.
- The computer won't allow you *accessible* / *access* to the files without the correct password.
- It was great. We took a *virtual* / *technical* tour of the museum before we got there so that we knew which galleries we wanted to see for real.
- I used to be rubbish at taking photos, but now I can improve them *automatically* / *digitally* on my computer, they don't look too bad.
- Looking at the image under a microscope showed details that were invisible to the *naked* / *open* eye.
- I don't take part in sport very often – I'm more of an *armchair* / *a sofa* sportsman.



Google Earth, the virtual globe and map program that allows armchair tourists to see the world, has moved into the world of art. One of the most famous galleries in the world – the Prado in Madrid – has allowed Google access to 14 of its masterpieces. Using the same technology that builds a photographic map of the world, art lovers can now view paintings by some of the world's most famous artists online.

The technology gives Internet users the opportunity to move their cursor across the surface of the paintings and click on details that would be invisible to the naked eye, including individual brush strokes. "It allows people to see the main masterworks in the museum as they have never done before," the museum said. "You can see details that the human eye alone is unable to see."

Las Meninas, the famous portrait by Diego Velazquez of the family of Philip IV of Spain, is one of the paintings that can be viewed online. Other works include Francisco de Goya's *El Tres de Mayo*, Peter Paul Rubens's *The Three Graces* and paintings by Titian, El Greco and Rembrandt. Some of the originals are so large that it is impossible to get close enough to see the tiny details. "You would need a three-metre-high stepladder," said Clara Rivera of Google.



Google took thousands of high-resolution photographs of sections of the paintings. The images had a resolution of 14,000 megapixels – 1,400 times higher than a picture taken on a standard 10 megapixel camera. The photographs were then joined together digitally to reproduce all the details of the original canvas. The director of the Prado, Miguel Zugaza, said that he had used the Google images to check the quality of restoration work done earlier on some of the paintings. "What this project offers is a level of definition that normally only we, the staff of the museum, see," he also said.

The Prado and Google have shown that technology can make art located in Madrid accessible to millions of people all over the world. Miguel Zugaza said he thought the experiment could become the beginning of a global art museum. However, he also said that a photograph could never replace the original. "This shows you the body of the painting, but what you won't find here is the soul. You can only find that by looking at the original."

### Glossary

- masterpiece:** the best work of art an artist/musician/writer, etc. has ever produced
- brush stroke:** a mark left on a surface by a brush
- resolution:** the amount of detail you can see on a screen or in a photo
- soul:** the aspect of art, music, etc. that affects people's emotions





## VOCABULARY

## Apps and gadgets

## 1 Complete the second sentence so that it has a similar meaning to the first sentence.

- The security system has voice recognition.  
The security system can ..... your voice.
- You can set up a virtual health clinic anywhere in the world.  
It ..... you to set up a virtual health clinic anywhere in the world.
- The new development uses wind power.  
The new development ..... on wind power.
- The way the information is shown is much clearer on the new version.  
The ..... on the new version is much clearer.
- The doors have automatic locks in case of a bank raid.  
The doors lock ..... in case of a bank raid.
- The upgrade has an integrated video editing function.  
The upgrade has a video editing function .....

## 2 Choose two of the three words to complete the sentences.

What's your dream gadget / piece of technology? Search reply

Posted by Wolf (3) ★ New member

A huge TV! My old one is rubbish. I'd like one with a bigger ..... so that the ..... is a lot clearer. (picture / format / screen)

Posted by Becks (4128) ★ ★ ★ Senior member

Central heating. We have open fires, so our little house is freezing most of the time. I'd love to be able to ..... the timer and let the heating ..... itself on. (plug / switch / set)

Posted by Stu (19) ★ New member

An oven that cooks the dinner! I could ..... such a lot of time because it would do it all ..... (digitally / save / automatically)

Posted by Josh (-) ★ ★ ★ ★ Administrator

An environmentally-friendly car! It would ..... off solar panels so it would be a lot ..... (go / greener / run)

Posted by Louise88 (107) ★ ★ Member

They already exist – low-energy light bulbs! I have them in every room in my flat. They ..... on electricity bills because they're more energy ..... (efficient / safe / save)

Posted by Warrior (696) ★ ★ ★ Regular

A sat nav! I'm hoping to get one for my birthday. They're just so easy to ..... and they make getting around really ..... (straightforward / use / useful)

## GRAMMAR

## Infinitive and -ing forms


## 3 Complete the questions with the correct form of the verbs in brackets. Then give true answers.

## TECHNOLOGY – A TREAT OR A TRAUMA?

- If you have a problem with your computer, how long do you keep ..... (try) to solve it?
- What makes you decide ..... (get) a new gadget / update?
- In what situations do you need to ask for help ..... (sort out) a technical problem?
- How often have you been guilty of ..... (buy) a gadget that you don't really need?
- How long does it take you to get used to ..... (use) a new computer program / ..... (drive) a different car?
- What do you think about children ..... (have) computer-based lessons in school?
- Which gadget do you look forward to ..... (use) most each day?
- How easy is it for you ..... (accept) changes in technology?
- How long did it take you to learn ..... (send) your first email?
- Have you ever threatened to ..... (throw away) a piece of technology that failed ..... (work)?



## LISTENING

4  **14.1** You are going to hear three short recordings about a man called Richard. Read the list of what happened to him. Then listen to Parts 1–3 and number the events in order.

- a He started his presentation in quite a confident way. ....
- b He was delayed by heavy traffic. ....
- c He didn't realise he was talking to the managing director. ....
- d He realised he had loaded the wrong disk into his laptop. ....
- e He had a problem with some equipment for his presentation. ....
- f He programmed his sat nav and set off. ....


5 **Listen again. Are these statements true or false?**

- 1 Richard set off late for his interview.
- 2 The sat nav tried to send the car down a road where it shouldn't go.
- 3 Richard was 40 minutes late.
- 4 The receptionist was expecting Richard.
- 5 Richard needed a replacement microphone.
- 6 The managing director helped Richard set up his equipment.
- 7 The interviewers couldn't see the screen very well during the presentation.
- 8 Richard has picked up his daughter's disk of photos.
- 9 The interviewers invited him to come back another time.

## PRONUNCIATION Same sound or different?

6 **Are the letters in bold the same sound (S) or different (D)?**

- 1 Yes, you're in **room** 211. / That's very **good** of you. ....
- 2 I've got everything I need for my **presentation**. / The market for organic food has risen **steadily**. ....
- 3 At the end of the road, **turn** right. / Take the **third** right. ....
- 4 You're **supposed** to make my life easier! / I've **plugged** in my laptop. ....
- 5 Starting with my analysis of the current market. / Now I need a new microphone. ....
- 6 There seems to be a problem with the images on the **screen**. / There are photos of a young child on the **beach**. ....

7  **14.2** Listen and check. Practise saying the sentences.

## Vocabulary Builder Quiz 14

Download the Vocabulary Builder for Unit 14 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

1 **Cross out the noun that is not possible in each set.**

- 1 click on                      an icon / a file / a cable
- 2 open                        a file / a switch / an attachment
- 3 delete                      a key / some text / a file
- 4 switch on                  a light / a computer / a bulb
- 5 format                     a plug / a document / a file

2 **Choose the correct words.**

- 1 There have been huge changes in *technological* / *technology* in the last 10 years.
- 2 I tried turning the computer off and on but it didn't *do* / *make* any difference.
- 3 Don't forget to *back* / *save* up all your work as you go along.
- 4 I need to plug in my laptop. Where's the nearest *network* / *socket*?
- 5 Please don't *switch* / *leave* the TV on standby all night.
- 6 Can you *run* / *use* your keyboard off batteries?

3 **Correct one letter in the underlined words.**

- 1 We would like to install polar panels in our new house.
- 2 He spelled coffee all over my desk and didn't even clear it up.
- 3 Can you turn the ban on—it's boiling in here.
- 4 Be careful you don't trap on the edge of the carpet there.
- 5 Remember to lot off when you have finished using my computer.
- 6 How long do you think would it take to scar these colour photos?
- 7 I love my new laptop. It's got some really fool programs.
- 8 There was a litter dispute about money between the two families that lasted over five years.

4 **Match 1–6 and a–f.**

- |             |          |
|-------------|----------|
| 1 black     | a world  |
| 2 virtual   | b media  |
| 3 household | c market |
| 4 solar     | d copy   |
| 5 social    | e power  |
| 6 backup    | f goods  |

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again. Compare your scores.



# 15

# INJURIES AND ILLNESS

## VOCABULARY Injuries and illness

### 1 Complete the conversations with the words in the boxes.

painkillers    swallow    a nasty cough    temperature

- 1 A: Are you OK?  
B: Yeah, I've just got ..... and I can't .....  
A: Do you feel hot? Have you got a ..... ?  
B: No, thanks. I'm sure it'll clear up in a couple of days. I'll just take some ..... for my headache.

medication    a chest infection    flu    allergy

- 2 A: I didn't sleep at all last night. My little boy has .....  
B: Poor thing. Has he got ..... ?  
A: No, he has an ..... to dogs. He must have been playing with my neighbour's puppy.  
B: That must be a worry.  
A: Don't worry. He'll be fine if he takes his ..... for a couple of days.

X-ray    dizzy    stitches    sprained

- 3 A: Sorry, Bill, I won't make it into work today. I've had an accident.  
B: Oh, no. What happened?  
A: Well, I felt ....., and I fell and ..... my ankle.  
B: Oh dear. Is your foot in plaster?  
A: No, they did an ..... and it isn't broken. But I also ended up with five ..... - I cut my head when I fell.  
B: Poor you. Just stay at home until you feel better.

### 2 Choose the correct words.

- Whenever I eat shellfish, I come out in a nasty *rash* / *itchy*.
- They thought my wrist was broken and so I had it *X-rayed* / *X-ray*.
- Don't cover your cut, just keep it clean and get your mum to put a *bandage* / *some cream* on it.
- I spent the whole weekend throwing up. What a time to get an *upset stomach* / *a stomach ache*!
- The doctor said I had *high blood pressure* / *a chest infection*. That's why I kept feeling dizzy.
- The knife slipped when I was preparing the vegetables and I got a nasty *bump* / *cut* on my hand.
- I can move my foot OK but I can't get my shoe on because it's really *stiff* / *swollen*.
- I'd hate to suffer from *migraines* / *arthritis*. It must be awful not to be able to use your hands.
- There's no point asking the doctor for *allergies* / *antibiotics*. They don't work for colds.

## GRAMMAR Adverbs

### 3 Write the adverbial form of the words in brackets in the correct place in the sentences. Some of the words in brackets don't need to change.

- I could feel my temperature rising. (real / fast)  
*I could feel my temperature rising really fast.*
- She complained of feeling ill about a month ago. (first) .....
- Have you been waiting for the nurse? (long) .....
- I'm going to press your stomach. (quite / hard) .....
- I don't think she was injured in the accident. (bad) .....
- You've slept all night. (hard) .....
- The doctor will see you soon. (hopeful) .....
- Have you been feeling ill? (late) .....

## DEVELOPING CONVERSATIONS

Short questions with *any*

### 4 Choose the correct four questions to complete the conversation.

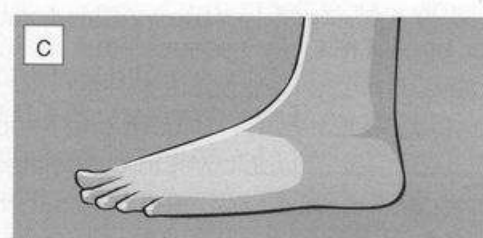
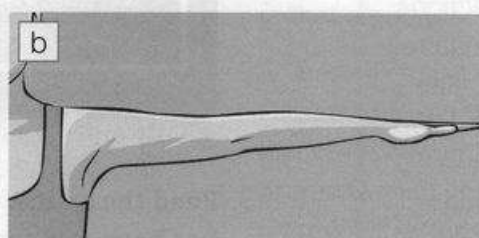
Any pain?	Any itchiness?	Any dizziness?
Any stiffness?	Any vomiting?	Any questions?
Any medication?	Any other symptoms?	

- A: So, what can I do for you this morning?  
B: Well, I don't feel too good, doctor. I slipped and banged my head earlier this morning.  
A: Right. <sup>1</sup>.....  
B: Yes, I feel like the room is spinning when I stand up.  
A: OK. <sup>2</sup>.....  
B: Yes, the back of my head really hurts.  
A: I see. <sup>3</sup>.....  
B: No, not really, I can move my neck fine.  
A: OK. Let's get you X-rayed to check everything is OK. <sup>4</sup>.....  
B: Yes, just one. How long will the X-ray take? I'm supposed to be at work.

## LISTENING

5 15.1 You are going to hear four short conversations. Listen and choose the correct answer to the questions, a, b or c.

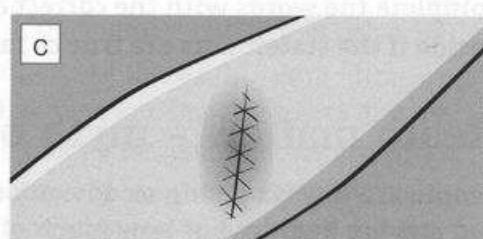
1 Where has the woman hurt herself?



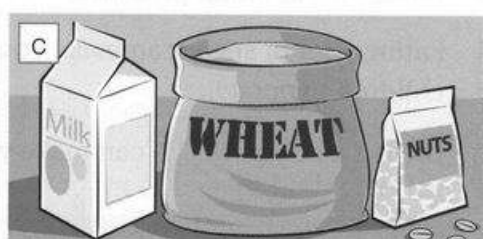
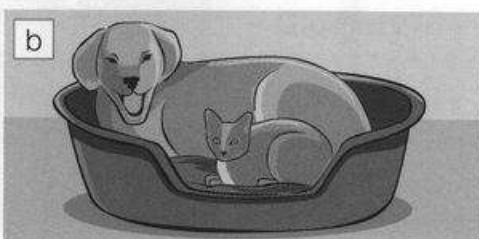
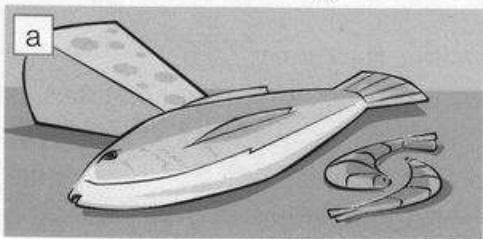
2 What two symptoms does the woman have?



3 What treatment does the man advise?



4 What is the man allergic to?



## PRONUNCIATION Vowel sounds

6 15.2 Listen to the sentences from Listening. Circle the correct symbol for the letters in bold.

- |   |      |      |
|---|------|------|
| 1 I can't stop <b>coughing</b> .          | /ɜ:/ | /ɒ/  |
| 2 Let me have a <b>look</b> .             | /ʊ/  | /u:/ |
| 3 It's a tiny <b>cut</b> .                | /ʌ/  | /ʊ/  |
| 4 You don't need a <b>bandage</b> .       | /æ/  | /ɪ/  |
| 5 He sent me for some <b>tests</b> .      | /e/  | /ə/  |
| 6 It turns out I have an <b>allergy</b> . | /ɜ:/ | /ə/  |
| 7 Why do you keep getting a <b>rash</b> ? | /æ/  | /ɑ:/ |

7 Which letters in bold have a different sound?

- dizzy antibiotics stiff itchy
- bump cut blood pressure
- stomach bandage rash allergy
- cough doctor swollen got
- medicine headache feel infection
- arthritis temperature broken medication
- should shoulder good pulled

8 15.3 Listen to the words in exercise B and check.



## VOCABULARY

### Word endings and word class

- 1 Complete the text with the correct form of the words in brackets.

In general, I think I'm pretty healthy. I don't have any serious <sup>1</sup> ..... (medicine) conditions and I hardly ever suffer from <sup>2</sup> ..... (virus) infections or bugs. I'm lucky because I'm <sup>3</sup> ..... (natural) quite slim and I am not really into <sup>4</sup> ..... (fat) or fried foods. But, I do have one terrible secret – I'm <sup>5</sup> ..... (addictive) to chocolate. I've been a chocoholic since I first tried the stuff when I was a child. Of course, I've tried to give it up but it seems that I am <sup>6</sup> ..... (cure) – I have to have at least one bar of chocolate a day. And if I cut down, the people around me can't stand my <sup>7</sup> ..... (irritable) and so they rush out and buy me some. And it seems that the love of chocolate can be <sup>8</sup> ..... (infection). My flatmate didn't use to have a sweet tooth but now she's as much a chocoholic as me.

- 2 Complete the words with the correct endings. Then decide if the statements are true or false.

### Heath matters – myth or reality?

People are always giving us advice on keeping safe and staying healthy but how much of it is true?

- 1 Cutting down on salt can lead to a reduc..... in blood pressure. ☐
- 2 Eating a lot of sugar can make young children hyperact..... ☐
- 3 Having a flu inject..... can make you get flu. ☐
- 4 Taking a lot of vitamin C doesn't help the prevent..... of colds. ☐
- 5 Shaving hair regular..... makes it grow back faster and darker. ☐
- 6 Drinking warm milk makes you go to sleep more eas..... ☐
- 7 Looking direct..... an eclipse of the sun can make you go blind. ☐
- 8 It's advis..... for healthy people to take extra vitamins every day. ☐

## READING

### Learner tip

If you are trying to complete a gapped reading text, remember to look at the sentences before and after each gap. This will give you clues to help you choose the correct sentence.

- 3 Read the article quickly. The first sentence of each paragraph has been removed. Write the correct letter (a–e) in the gaps in the article.

- a Scientific research shows that Okinawans actually age more slowly than other human beings.
- b The typical daily calorie count in Okinawa is about 1200.
- c It's this ability to trick their bodies into starvation that may be keeping Okinawans physiologically so young.
- d Thanks to advances in medical science, we are all living longer and healthier lives.
- e It isn't easy to explain why these people live so long.

- 4 Read the article again. Decide if these sentences are true (T) or false (F), or if the article doesn't say (DS).

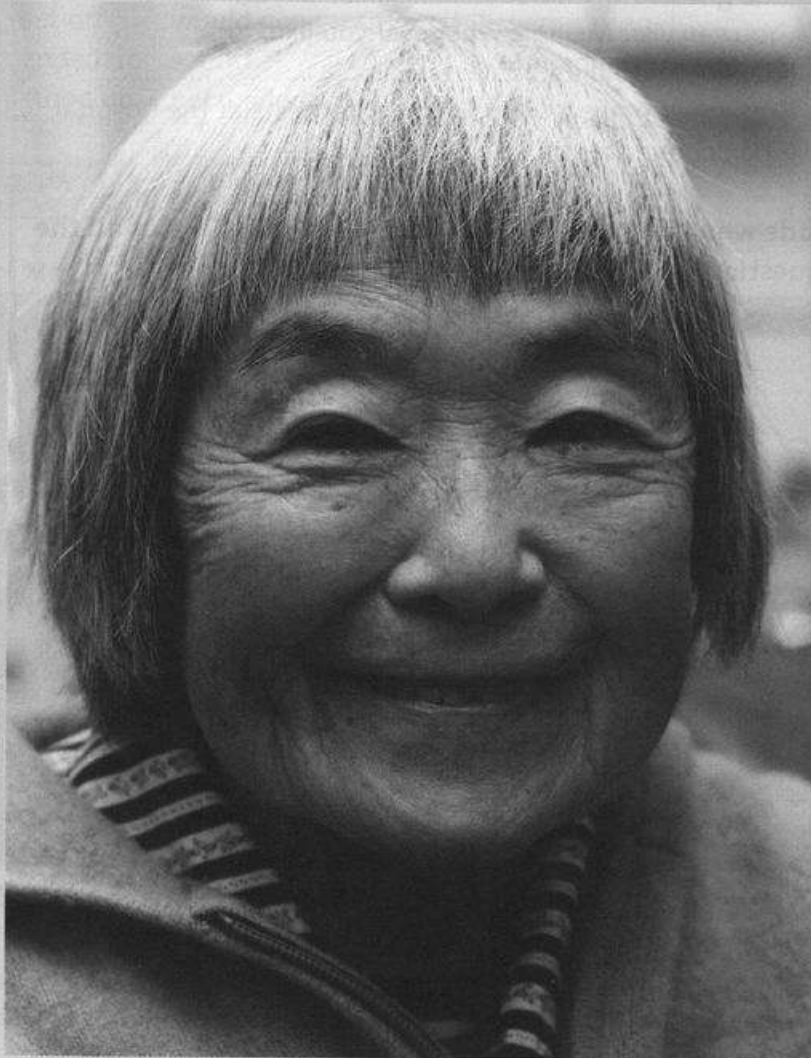
- 1 On average, men in Britain live longer than women.
- 2 Okinawa has four times as many people over 100 as Britain or the United States.
- 3 Women in Okinawa live longer than men.
- 4 Okinawans' bodies stay young for longer than other nationalities'.
- 5 Many Okinawans live a long time but also have a lot of health problems.
- 6 Okinawans stop eating before they are really full.
- 7 A calorie-reduced diet leads to long life in all nationalities.
- 8 Scientists have worked out why Okinawans live longer than other people.
- 9 Japanese supermarkets don't have many special offers.

- 5 Complete the sentences with the missing prepositions. Look back at the article if you need to.

- 1 If you eat a range ..... foods every day, that will help you have a healthy diet.
- 2 I think the secret ..... good health is to have a good diet and drink plenty of water.
- 3 In stark contrast ..... our ancestors, most people now get very little exercise.
- 4 If you cook all meat thoroughly, there is little danger ..... getting food poisoning.
- 5 Despite advances ..... medicine, there is still no cure for the common cold.
- 6 There is a huge difference ..... the Western and Japanese diet.

# The time life of your

... But there are places in the world where people live longer than anywhere else. The remote Japanese island of Okinawa is one of these places. Located southwest of mainland Japan, Okinawa is one of a chain of islands that stretch down towards Taiwan. The average lifespan in Britain is 77 years for men and 81 for women. Okinawa has a population of about one million, of which 900 are centenarians – four times higher than the average in Britain or the USA. So what is their secret of long life?



... “The calendar may say they’re 70 but their body says they’re 50,” says Bradley Willcox, a scientist researching the extraordinary phenomenon. “The most impressive part of it is that a good lot of them are healthy until the very end.”

... Research has shown hormonal differences between Okinawans and the rest of the population but their longevity has also been linked to diet. They eat more tofu and soya products than any other people in the world and also enjoy a range of different fruit and vegetables, all rich in anti-oxidants. But the most significant thing isn’t what they eat, but how much. The Okinawans have a cultural tradition known as ‘hara hachi bu’, which translates as ‘eat until you are only 80% full’.

... That’s about 20% less than most people in the UK. Scientists refer to this way of eating as ‘caloric restriction’. No-one knows exactly why it works, but scientists believe it sends a signal to the body that there is the danger of famine. This in turn makes the body protect itself and so may lead to better preservation and slower aging.

“... It’s a stark contrast with the cultural habits that drive food consumption in other parts of the world,” says Mr Willcox. If you look at high streets and supermarkets in most Western cities, you will see that he is right. Restaurants offer all-you-can-eat menus and supersize portions. Supermarkets are full of special offers encouraging us to buy more food than we need.

## Glossary

- **centenarian:** a person who is 100 years old or older
- **longevity:** long life
- **anti-oxidants:** substances thought to protect body cells from the damaging effects of oxidation (combining with oxygen)
- **famine:** an extreme lack of food

## Language note noun and preposition

Many nouns, especially abstract nouns, are followed by a specific preposition, e.g.

*There’s been an **increase in** the number of people over 100. We should all take **responsibility for** our own health.*

Remember to record noun + preposition collocations in your vocabulary notebook.



## VOCABULARY

### Accidents and health problems

#### 1 Complete the conversations with the correct form of the verbs in the boxes.

crash into	ended up with sunburn
fall down	bite

- 1 A: Have you ever had a bad accident?  
 B: No, I think I've been quite lucky. The worst thing was when I was about 12 and I ..... the stairs at school. I had an X-ray but everything was fine. What about you?  
 A: Oh, I'm an accident waiting to happen.  
 B: What makes you say that?  
 A: Well, on holiday last month, I ..... after just an hour on the beach. Then I was walking back to the hotel and a dog went mad and ..... me. Then the taxi that was taking me to hospital ..... a bus and I had to walk the last kilometre!

faint	get food poisoning	slip on	sting
-------	--------------------	---------	-------

- 2 A: Hi, I haven't seen you for ages. How are things?  
 B: Not great, actually. I was off sick last week. A bee ..... me on my cheek when I was at a barbecue and half my face swelled up. Then I ..... after eating some undercooked meat.  
 A: You poor thing.  
 B: You haven't heard the whole story. I ended up in hospital after I ..... some water on the kitchen floor and banged my head. Everyone thought I ..... after the shock of the sting, but it was just an accident.  
 A: What a nightmare! I hope you're OK now.

bruise	burn	fall off	trip over
--------	------	----------	-----------

- 3 A: Kim was telling me that Nick has had an accident.  
 B: Yes, he ..... his hand while he was trying to put out a fire.  
 A: Oh, no! What happened?  
 B: A candle ..... the shelf on to the carpet and set it on fire. And then he ..... the lamp cable when he was rushing to get some water.  
 A: How scary! Is he OK?  
 B: Yes, I think so. He ..... his knee when he fell, but it's nothing too serious. His hand is getting better and there's no real damage to the house.

## GRAMMAR Reported speech

#### 2 Change the sentences into reported speech.

- 'I'm not allergic to antibiotics.'  
The woman said .....
- 'The operation will last about an hour.'  
The surgeon told me .....
- 'I usually take the medicine at night.'  
The man said .....
- 'We're waiting for our son's test results.'  
The parents said .....
- 'I've broken my leg in a skiing accident.'  
The boy told me .....
- 'We're going to X-ray his ankle as soon as possible.'  
The nurses said .....
- 'The dog bit me on the arm.'  
The girl told the nurse .....
- 'You can visit Melanie whenever you like.'  
The doctor told us .....
- 'You must make an appointment for tests at the hospital.'  
The doctor said .....

#### 3 Jade went for some hospital tests yesterday. Report all the questions people asked her.



- Her dad asked, 'Do you want me to come with you?'
- The receptionist asked, 'What's your name and address?'
- The nurse asked, 'Have you been waiting long?'
- The nurse asked, 'How long have you been feeling dizzy?'
- The nurse asked, 'Are you on any medication?'
- The specialist asked, 'Is there any history of eye problems in your family?'
- The specialist asked, 'What happened the last time you felt dizzy?'
- Her mum asked, 'Did it go OK at the hospital?'

- Her dad asked if / whether she wanted him to go with her.

## DEVELOPING WRITING

An email – describing an accident / problem

### 4 Read Lucy's email quickly. Number the content of her message in order.

- the situation before the problem happened .....  
 the doctor's diagnosis .....  
 how she feels now .....  
 how she got to hospital .....  
 the people who helped her .....  
 what she was doing when the problem happened .....

### 5 Complete the email with the verb forms in the box.

set off	would need	insisted	were eating
ended up	set off	'd left	offered
stood up	persuaded	'll be going out	

Hi Max

Thanks for your note. You wanted to know how I  
 1 ..... in hospital? It's a long story, but  
 here goes...

We were on a walking holiday and, on the last day, we  
 2 ..... early while it was still quite  
 cool. I 3 ..... my hat and suncream  
 at the hotel but I didn't think I 4 .....  
 them. I've always been fine in hot weather. Anyway,  
 by lunchtime, I was very red and sore but we were in  
 the middle of nowhere, so there wasn't much I could  
 do about it.

While we 5 ..... lunch on the cliff top,  
 the sun was absolutely scorching. Just as I  
 6 ..... to continue the walk, I felt  
 really dizzy and then I fainted. It was so embarrassing!  
 Fortunately, there was a group of walkers with a guide  
 and they 7 ..... to help. I  
 8 ..... that I was OK but the guide  
 9 ..... me to go to hospital. The next  
 thing I knew I was in an air ambulance. The doctor  
 diagnosed me with sunstroke and severe dehydration  
 – what a nightmare!

I'm fine now but I don't think I 10 .....  
 in the sun again any time soon

Love  
 Lucy

### 6 Write an email (120–150 words) starting with these words.

*Thanks for your note. You wanted to know how I  
 ended up in hospital? Well, it's a long story, but  
 here goes...*

## Vocabulary Builder Quiz 15

Download the Vocabulary Builder for Unit 15 and try the quiz below.  
 Write your answers in your notebook. Then check them and record  
 your score.

### 1 Which word is the odd one out in each set?

- |             |             |             |            |
|-------------|-------------|-------------|------------|
| 1 infection | antibiotics | painkillers | medication |
| 2 malaria   | stimulant   | diarrhoea   | arthritis  |
| 3 acne      | rash        | sneeze      | sunburn    |
| 4 sprain    | blood       | chest       | joints     |

### 2 Which preposition is missing in each sentence?

- It's very easy to become addicted ..... cigarettes.
- She broke her arm when she fell ..... the stairs at home.
- Adding more memory should speed ..... your computer.
- I fell ..... the horse the first time I went riding.
- Please put your shoes away. I nearly fell ..... them.

### 3 Find words that are both nouns and verbs to complete the sentences.

- I've got a really sore throat and a ..... I can't stand smoky  
places. They always make me .....
- I was terrified. I thought the bear was going to ..... me. He  
was arrested for a violent ..... on another student.
- Scientists have never found a ..... for the common cold. It's  
going to take a long time to ..... the disease.
- This insect ..... is really itchy. Don't worry. The dog won't  
..... you. He's really gentle.
- My arm was swollen for hours after I had a bee ..... If you just  
stay still, the insect won't ..... you.

### 4 Which word do you need to complete the sentences in each pair?

- The ..... affected the whole computer network. I think I'm  
coming down with a .....
- He's been diagnosed with heart .....  
He's suffering from an incurable .....
- What are the ..... of malaria? What ..... do you have, apart  
from a sore throat?
- Kim has got a ..... cough at the moment. I need something for  
this ..... rash on my chest.

### 5 Match the question halves.

- |                                   |                          |
|-----------------------------------|--------------------------|
| 1 Have you ever had any adverse   | a your finger joints?    |
| 2 How long did it take for you to | b symptoms when you gave |
| 3 Why do you keep cracking        | up coffee?               |
| 4 How did you get                 | c my blood pressure?     |
| 5 Do I need to lower              | d reactions to taking    |
| 6 Did you suffer many             | antibiotics?             |
| withdrawal                        | e medical condition?     |
| 7 Have you ever had a serious     | f such a good tan?       |
|                                   | g regain consciousness?  |

Score \_\_\_\_/25

Wait a couple of weeks and try the quiz again.  
 Compare your scores.



**VOCABULARY** News**1 Write these words and phrases in the correct group.**

be found guilty	share price	introduce a policy
new season	go bankrupt	be photographed
peace agreement	hold a summit	investigate
film premiere	be elected	sign a player

**Crime and justice:** be stabbed / victim / .....

**Business and economics:** expand / be taken over / .....

**Celebrities and gossip:** have an affair / split up / .....

**Foreign affairs:** call a ceasefire / negotiate .....

**National politics:** resign / deputy mayor / .....

**Sport:** be injured / be beaten .....

**GRAMMAR** Reporting verbs**2 Choose the correct verb in brackets to report the sentences.**

- 'I'm sorry I didn't lead the team to victory this season.' (apologise for / threaten)  
The captain *apologised for not leading the team to victory this season.*
- 'We really must let the public know the truth.' (insist on / advise)  
The editor .....
- 'We manipulated the share price to make more money.' (refuse / admit)  
The directors .....
- 'I'll get United back to the top of the league.' (promise / persuade)  
My team manager .....
- 'We're getting married in LA in six weeks.' (advise / announce)  
The celebrity couple .....
- 'You all told lies on your CV to get the top jobs.' (recommend / accuse)  
The journalist ..... the directors .....
- 'It's essential that both sides call an immediate ceasefire.' (suggest / tell)  
The UN representative ..... both sides .....
- 'Don't print anything without checking all your facts.' (agree / warn)  
The owner of the paper ..... the editors .....

**DEVELOPING CONVERSATIONS**

Introducing and commenting on news

**3 Complete the conversations with the lines in the box. There are two lines that you don't need.**

Apparently, their wedding photos were all over the papers.

Yeah, it's so cute, isn't it?

Apparently, it was all because he was hungry and he couldn't get a hot meal.

Yeah, it's so brave, isn't it?

Apparently, it sold out in less than five minutes.

Yeah, it's so romantic, isn't it?

Apparently, it'd been stuck in his jacket pocket for months.

Yeah, it's awful, isn't it?

- A: Did you read about that guy who found the winning lottery ticket five minutes before the deadline?  
B: Yeah, what a lucky find.
- A: Did you see that clip on YouTube of the two little kids singing?  
B: ..... Apparently, it's gone viral and the parents are earning a fortune.
- A: Did you read about that new smartphone for only £50?  
B: Yeah, it's a real bargain, isn't it?
- A: Did you hear about that plane crash over the desert?  
B: ..... Apparently, they can't work out how it happened.
- A: Did you see that thing on the news about the presenter who hit his colleague?  
B: Yeah, it's terrible, isn't it?
- A: Did you see that thing on TV about the couple who got back together again after fifty years?  
B: ..... Apparently, he'd kept every letter she'd ever sent him.

**Learner tip**

Don't forget to look back at the *Developing conversations* sections in your Student's Book to remind you of the expressions that you can use in everyday conversation.

## LISTENING

4 **16.1** Look at the photo. Do you know where this event took place? Listen to the first paragraph of the news story and check.

5 **16.2** Listen to the news story and complete the notes.



## US CRASH CAUSED BY BIRDS

## Flight information

US Airways Flight <sup>1</sup> ..... 1549 .....

Crash location: Hudson River

Date: <sup>2</sup> .....

No. of passengers and crew: 155

No. of survivors: <sup>3</sup> .....

Left LaGuardia Airport: 15:26 for Charlotte, North Carolina

Time in the air: <sup>4</sup> .....

Top altitude: <sup>5</sup> ..... feet (975 metres)

## Crash details

Landed in water at: 15:30

Only injuries: one person with <sup>6</sup> .....

Last person to leave: Captain Sullenberger

Described as hero by: mayor, governor, and former

<sup>7</sup> .....

## Problems with birds

Frequency of problem: every <sup>8</sup> ..... but planes can take the impact

Events in the news when: large flocks or large birds hit at critical moment

Type of bird hit Flight 1549: Canada geese

Weight: 1.5- <sup>9</sup> ..... kilos

No. of reported bird strikes: <sup>10</sup> .....

between 1990 and <sup>11</sup> .....

No. of deaths: <sup>12</sup> ..... since 1988

Cost of damage: \$ <sup>13</sup> .....

## PRONUNCIATION Numbers

6 How do you read the numbers and years in bold? Choose **a** or **b**.

1 Flight **1549**

a one five four nine

b one thousand five hundred and forty-nine

2 **155** passengers

a one hundred fifty-five

b one hundred and fifty-five

3 **3200** feet

a three thousand two hundred

b three thousand and two hundred

4 **975** metres

a nine hundreds and seventy-five

b nine hundred and seventy-five

5 **5.5** kilos

a five point five

b five comma five

6 **76,000** reports

a seventy-six thousands

b seventy-six thousand

7 since **1988**

a one thousand nine hundred and eighty-eight

b nineteen eighty-eight

8 **600,000,000** dollars

a six hundreds million

b six hundred million

7 **16.3** Listen and check your answers.

8 Listen again and mark the main stresses on the correct answers in exercise A.

9 Practise saying the numbers and years.

## Language note reading numbers

- There is no plural *-s* after *hundred*, *thousand*, *million*, and *billion* when part of a number: *six **thousand** and twenty*.
- We usually use *and* in numbers over a hundred to link hundreds and tens: *nine hundred and ninety-nine*. And is often left out in American English.
- Years up to 2000 are read differently from numbers:  
1666 = sixteen sixty-six (not *one thousand six hundred and sixty-six*)  
2012 = two thousand and twelve or twenty twelve
- The full stop in decimals is read as point:  
1.732 = one point seven three two



## VOCABULARY

Explaining who people are

## 1 Match the sentence halves.

- 1 Aung San Suu Kyi is a political activist who
- 2 Charles Babbage was an English mathematician who
- 3 Caroline Kennedy is a lawyer, author and politician who
- 4 Robert Koch was a German doctor who
- 5 Haile Gebrselassie is an Ethiopian athlete who
- 6 Gregor Mendel was an Austrian scientist who

- a is considered the father of genetics.
- b won the Nobel Prize for Medicine for his work on tuberculosis.
- c set the world record for the marathon in 2009.
- d campaigns for the rights of people in Myanmar (Burma).
- e developed the idea of a programmable computer.
- f is also US ambassador to Japan.

## 2 Read the quiz. Choose the correct words.

- 1 Q Who was Francisco Goya?  
A A Spanish *paint* / *artist* who *considers* / *is considered* by many the *founder* / *father* of modern art.
- 2 Q Who was Simón Bolívar?  
A A South American independence leader. He *lead* / *led* the liberation struggle from Spanish control and was the *founder* / *finder* of Bolivia.
- 3 Q Who was Mahatma Gandhi?  
A An *activist* / *active* who *campaigner* / *campaigns* for independence and the *writes* / *rights* of people in India.
- 4 Q Who was Edward Jenner?  
A An English *doctor* / *medical* who developed a *virus* / *vaccine* against smallpox.
- 5 Q Who was Isaac Newton?  
A An English *mathematics* / *mathematician* whose / *which* most famous work was on motion and gravity.
- 6 Q Who's Barbora Špotáková?  
A A Czech *athletic* / *athlete* who *set* / *put* the world record for women's javelin in 2008.
- 7 Q Who's Madeleine Albright?  
A A *politics* / *politician* who was the first woman to serve as US Secretary of State. She was the most *important* / *great* woman in the US government.
- 8 Q Who was Howard Carter?  
A A British archaeologist who *studies* / *studied* Ancient Egypt and *developed* / *discovered* the tomb of Tutankhamun.

## GRAMMAR Defining relative clauses

## 3 Complete the sentences with the endings in the box.

- 1 It's an educational scheme .....
- 2 He's the fashion designer .....
- 3 It's the place in Washington .....
- 4 She's a soul singer .....
- 5 It's the night of the 31<sup>st</sup> October .....
- 6 It's the store in London .....
- 7 It's an American government organisation .....
- 8 It was the period of time .....

- a when unfriendly relations existed between the Soviet Union and the West.
- b where the President of the USA lives.
- c that enables students to study abroad for part of their degree.
- d whose most famous song is probably *Respect*.
- e when people dress up as witches, ghosts, etc.
- f where you are supposed to be able to buy anything.
- g which is responsible for space research.
- h who created a style called 'the New Look'.

## 4 Match the descriptions (1–8) in exercise A with the topics below.

- |                       |                       |                 |
|-----------------------|-----------------------|-----------------|
| Christian Dior .....  | the Cold War .....    | Halloween ..... |
| ERASMUS .....         | Harrods .....         | NASA .....      |
| Aretha Franklin ..... | the White House ..... |                 |

## 5 Complete the sentences with appropriate relative pronouns. Give alternative answers where possible.

- 1 Michael Phelps is the swimmer who / that won eight gold medals in the Beijing Olympics.
- 2 Darwin's *Origin of Species* is one of the books ..... changed the world.
- 3 10 Downing Street is the house ..... the British Prime Minister lives and works.
- 4 Lance Armstrong is the cyclist ..... illness didn't stop him winning the Tour de France.
- 5 Martin Luther King Day is ..... Americans celebrate their most important human rights activist.
- 6 JK Rowling is the writer ..... is supposed to have encouraged boys to read more.
- 7 Oxfam is a charity ..... has worked to help people all over the world.
- 8 Leonardo da Vinci is the artist ..... painting the *Mona Lisa* is supposed to be the most famous in the world.

## 6 In which three sentences can you leave out the relative pronoun?

- 1 I remember the day when Barack Obama became president.
- 2 What is the news event which will have the most important effects around the world?
- 3 I'll never forget the moment when I saw my hero on stage.
- 4 The scientist who has changed technology most was probably Tim Berners-Lee, the inventor of the World Wide Web.
- 5 Coca-Cola is a brand that is recognised all over the world.
- 6 What happened to the singer that you voted for on the talent show?

## DEVELOPING WRITING A website entry – an influential person

### 7 Read the text quickly. Choose the best summary of Jonathan Ive.

A designer who

- a has designed a new computer and won an award.
- b has been very important in computer programming.
- c has affected many people's lives but who doesn't want to be famous.

### 8 Choose the correct words.

#### Jonathan Ive, British designer

<sup>1</sup> *Despite / Although* not a household name, Jonathan Ive is responsible <sup>2</sup> *for / of* a revolution in the world of technology. He's the British designer <sup>3</sup> *who / which* transformed the computer from a boring tool into a lifestyle experience <sup>4</sup> *where / when* he designed the first iMac in 1999. It's hard to remember that before the iMac the world was full of beige desktop computers that weren't particularly user-friendly. The iMac was <sup>5</sup> *no / not* only good to look at but also easy to use. It also gave technology a more universal <sup>6</sup> *attract / appeal* by encouraging greater female interest in computers.

Jonathan Ive has also re-invented the <sup>7</sup> *way / form* we listen to music and use the phone with his work as principle designer of the iPod and the iPhone at the technology company, Apple. He had been <sup>8</sup> *known / called* an original thinker and one of the most <sup>9</sup> *influential / influence* designers on the planet. This is because his products aren't just old things re-designed to look new – they really are new.

Ive has received a range of <sup>10</sup> *presents / awards* including The Design Museum's Designer of the Year in both 2002 and 2003. Despite his considerable talent and achievements, he <sup>11</sup> *keeps / remains* a modest man who doesn't chase praise or celebrity. He always emphasises the teamwork <sup>12</sup> *who / that* goes into the products for which he receives recognition and fame.



### 9 Complete the sentences with the verbs in the box. Then match the sentences (1–8) to the people (a–h).

inspired	was
raised	led
left	dedicated
was	revolutionised

He / She ...

- 1 ..... the people to independence.
- 2 ..... the way people dress.
- 3 ..... an inspiration to everyone in the team.
- 4 ..... a lasting mark on the world of classical composing.
- 5 ..... millions of pounds for people in the third world.
- 6 ..... his / her time to finding a cure for cancer.
- 7 ..... a pioneer in the field of modern ballet.
- 8 ..... huge numbers of people to care about the world.

- a a charity worker
- b a politician
- c a scientist
- d a sportsman / woman
- e a dancer
- f an environmentalist
- g a musician
- h a clothes designer

### 10 A website called *People to remember* has been created to celebrate people who have had some lasting influence. Write a short profile (120–150 words) of someone famous from your country to appear on the website. Choose from these ideas or use an idea of your own.

- a politician
- a sports person
- a performer
- an artist



## READING

## 1 Read the article quickly. Match the stunts to their intended audience.

- 1 The peanut protester .....
- 2 Anything is possible at Harrods .....
- 3 Earth Hour .....
- 4 Michael Jackson on the Thames .....
- 5 The colour of Pepsi .....

- a music fans
- b people who are concerned about the environment
- c people who prefer Coca-Cola
- d a politician
- e people who have a lot of money to spend

## 2 Read the article again. Which of these statements are true, according to the article?

- 1 Mark McGowan wanted to draw attention to the amount of money he owed at the end of his course. ☐
- 2 The Harrods customer bought a helicopter from the store. ☐
- 3 Harrods weren't able to fulfil all their customers' wishes. ☐
- 4 Since the launch of Earth Hour, the number of people taking part has doubled. ☐
- 5 Public buildings and spaces all over the world have taken part in Earth Hour. ☐
- 6 Sony used a similar campaign for Michael Jackson's CD in different countries. ☐
- 7 Pepsi wanted to promote a change in the formula of its drink. ☐
- 8 Pepsi devised a range of stunts in its campaign. ☐

## 3 Look at the highlighted words in the article. What do they refer to?

*five* = publicity stunts

## 4 Choose the correct words. Look back at the article if you need to.

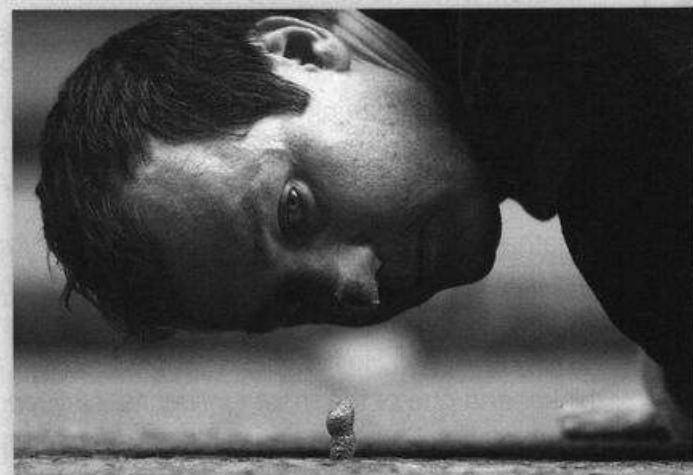
- 1 Understanding some publicity stunts is easier said than done. It's hard to know sometimes the point people are trying to *make* / *do*.
- 2 I don't understand celebrities who *carry* / *catch* the public's attention all the time and then complain about it.
- 3 Publicity is very short-lived. Stunts that create massive *media* / *medium* interest one day are forgotten the next.
- 4 Companies are spending more and more money to help promote the *start* / *launch* of new products.
- 5 Publicity can be used to *raise* / *rise* awareness of serious issues like climate change.
- 6 Advertisers use a range of techniques to capture the public's *imagination* / *image* in different countries.
- 7 It amazes me when a company sets up a big *promotional* / *promotion* campaign for a product that isn't very good.
- 8 Why do companies spend so much money to *promote* / *promotion* the change of a product that people were already happy with?

# Publicity at any price

Have you ever wondered how far some people will go to get noticed or to make their point? There are hundreds of examples of publicity stunts but here are just **five** that really caught the public's attention.

## 1 THE PEANUT PROTESTER

In September 2003, Mark McGowan created massive media interest when he took two weeks to push a peanut across London, using only his nose. The protest against his student debt started at Goldsmiths College and ended at 10 Downing Street, where Mr McGowan delivered the nut to former Prime Minister Tony Blair. **He** asked Mr Blair to accept the nut as payment for **his** debt.



## 2 ANYTHING IS POSSIBLE AT HARRODS

A team from luxury department store Harrods used over 600 metres of paper to gift-wrap a helicopter in September 2006. The helicopter was chartered from Air Harrods by a customer who wanted to take his partner on the trip of a lifetime. The customer asked for **it** to be gift-wrapped to make **it** extra special. The stunt was filmed to help promote the launch of Harrod's 'Anything Is Possible' season.





### 3 EARTH HOUR

In 2007, Sydney, Australia saw the launch of **this** campaign to raise awareness of climate change. 2.2 million homes and businesses turned off their non-essential lights for one hour. Since **then**, this event has captured the public's imagination with up to 50 million people across the world taking part. Global landmarks like the Golden Gate Bridge in San Francisco, Rome's Colosseum and the Coca-Cola billboard in Time's Square have all stood in darkness.

### 4 MICHAEL JACKSON ON THE THAMES

The release of Michael Jackson's CD *HIStory* was marked by his record company, Sony, by floating a huge statue of **the artist** down the River Thames in June 1995. This was part of a massive promotional campaign costing \$30 million. There were a total of nine statues used in countries throughout Europe as part of the campaign. Each **one** was 10 metres tall, 2 100 kilos in weight and was made from steel and fibreglass.



### 5 THE COLOUR OF PEPSI

To promote the change of packaging colour from red and white to blue, the soft drink company, Pepsi, launched a series of ambitious publicity stunts. In April 2006 **it** paid the British newspaper, *The Mirror*, to print on blue paper. It also arranged for Concorde to be sprayed blue and got the cosmonauts on the Mir space station to be filmed with a giant Pepsi can. In total the campaign cost the company £300 million.

#### Glossary

**student debt:** the amount a student has to pay back after receiving loans to fund his / her studies

**chartered:** hired for private use

**fibreglass:** a light, hard substance used for making boats, containers, etc.

**Concorde:** the first supersonic passenger jet

**Mir space station:** the world's first research station in space

### Vocabulary Builder Quiz 16

Download the Vocabulary Builder for Unit 16 and try the quiz below. Write your answers in your notebook. Then check them and record your score.

#### 1 Match 1–5 and a–e to form compound nouns.

- |           |            |
|-----------|------------|
| 1 law     | a page     |
| 2 front   | b premiere |
| 3 film    | c firm     |
| 4 share   | d price    |
| 5 foreign | e affairs  |

#### 2 Complete the words with the correct ending.

- The police officer won an award for brave..... after he rescued a child.
- Elder..... people have a huge contribution to make to society.
- Their donation to charity was a great act of generos.....
- His grandfather fought for the libera..... of his country from occupation.
- Who is the most influen..... politician in your country at the moment?
- The death of the leader was an emotion..... time for the nation.
- It took years for the two sides to reach a peace agree.....
- Getting everyone to agree to the suggestion might be problem.....

#### 3 Match the categories (1–4) with the sets of words (a–d).

- |          |               |          |             |
|----------|---------------|----------|-------------|
| 1 health | a bomb        | military | ceasefire   |
| 2 war    | b share price | bankrupt | grant       |
| 3 money  | c contestant  | clip     | celebrities |
| 4 TV     | d vaccine     | needle   | cells       |

#### 4 Choose the correct words.

- Who had a *hit / tune* with the CD *Back to Black*?
- They named the airport *from / after* John Lennon.
- Our business was *found / founded* over 100 years ago.
- Elvis *considers / is considered* to be the king of rock and roll.
- What do the *reviews / records* say about the new James Bond film?
- What is the biggest *attacker / barrier* to success at school?
- My sister was a *contestant / competition* on a talent show.
- It was a shame to see the oldest shop in town had closed *off / down*.

Score \_\_\_/25

Wait a couple of weeks and try the quiz again.  
Compare your scores.



## UNIT 01

## 1.1

**A = Andy, T = Trisha**

A: Hi Trisha, how are things?

T: Yeah, fine, thanks. In fact I've got some news for you.

A: Oh yes?

T: I've left my job and I've signed up for a building course.

A: Er ... run that by me again.

T: A building course ... at the local technical college. I wanted a new challenge.

A: OK, so most women do an evening course in a foreign language or knitting or whatever, but you want to learn building skills?

T: And why not? More and more women are going into construction. And there's a need for builders and plumbers.

A: Listen, I'm not criticising, in fact I admire you. It's hard to try something new.

T: Mmm, well the first class was a bit nerve wracking. I wasn't the *only* woman there but it was *nearly* all men. We had to explain why we were on the course but my mind went blank. And then I said, 'I'm really interested in houses and I want to know how they work.' I felt such a fool and I went bright red.

A: Oh dear.

T: But then *no one* came up with very clever reasons.

A: Hmm. So, what does the course involve?

T: Well, the first term is basic techniques and then we get to choose electrics, plumbing, bricklaying, or whatever.

A: What are you going to do?

T: I fancy plumbing. I think it's quite creative. I'd rather work on people's houses than sit in an office all day. And there are plenty of jobs advertised in the paper and online. Plus have you seen how much plumbers charge? I'm going to make a fortune.

A: Good for you! Any chance of a discount for friends?

## 1.2

**A = Andy, T = Trisha**

1 T: I've signed up for a building course.

2 A: ...an evening course in a foreign language or knitting or whatever

3 T: There's a need for builders and plumbers.

4 T: The first class was a bit nerve-wracking.

5 T: I felt such a fool and I went bright red.

## UNIT 02

## 2.1

**M = Mark, D = Mrs deVere, A = Annie**

M: Well, I'm not normally a nervous person, so I felt pretty relaxed about the whole thing. And I've always got on well with people, so I didn't expect there to be a problem. But things started going wrong from the moment I turned up. I was wearing jeans and a shirt, but the restaurant was a really elegant place. Her mum was in a silk dress and her dad in a smart suit. I was really fed up with Annie that she hadn't warned me it was a formal dinner. Anyway, I tried to make conversation but I kept getting confused when anyone asked me a question. Then I told a couple of jokes and no one laughed. The silence was awful. Annie said her parents didn't mind, but it was a relief when the evening was over.

D: Mark and Annie had been going out together for about six months. She never talked about him much so we had no idea of what to expect. To be honest, we hadn't been very keen on most of her boyfriends, so my husband and I were rather worried about the dinner. It was difficult when he first arrived because we were wearing smart clothes but he was in jeans. He was obviously embarrassed. I think Annie had forgotten to tell him that we were meeting in a formal restaurant. Anyway, we all had a drink and relaxed a little. He seemed rather nervous and told one or two awful jokes, but all in all it was a good evening. In fact, we were pleased that Annie had found someone nice.

A: Well, my parents have never liked any of my boyfriends so I was pretty stressed about the whole evening. Usually, my dad gets in a bad mood about something and so no one can enjoy themselves. Anyway, I felt really guilty when Mark walked in because I hadn't warned him about what to wear. He looked annoyed with me at first but then he calmed down a bit. Mark chatted with my parents but he didn't talk too much or try to impress them. I thought everything went well, even Mark's very old jokes! I was in a good mood just to see my parents spending time with my boyfriend.

## 2.2

- 1 I'm not normally a nervous person, so I felt pretty relaxed about the whole thing.
- 2 I was wearing jeans and a shirt, but the restaurant was a really elegant place.
- 3 I was really fed up with Annie that she hadn't warned me it was a formal dinner.
- 4 To be honest, we hadn't been very keen on most of her boyfriends, so my husband and I were rather worried about the dinner.



## UNIT 03

## 3.1

**Speaker 1**

We booked the holiday online. The hotel sounded wonderful from the description and the photos looked good on the website – nice quiet beaches and lots of places to visit. We were so disappointed when we got there. Everywhere was so crowded – we gave up trying to find a space on the beach. There were queues everywhere in the theme parks, and you had to wait ages to get a table in the restaurants. We ended up getting really stressed with all the crowds. The receptionist said it was quieter in the autumn but who wants to go on holiday when it's cold?

**Speaker 2**

It was my first holiday without my parents and I was so excited about it. I travelled with a group of friends from college. We booked a holiday apartment to share the costs of the accommodation. Things started badly because we were delayed at the airport, but things got worse when we arrived at the apartment. The owner charged us a £200 deposit in case we damaged anything. We thought we had paid the full cost when we booked. Then we got ripped off everywhere we went – the restaurants, bars, even at the city ruins. I bought some souvenirs which were half the price everywhere else. I was in such a bad mood all week.

**Speaker 3**

Things started so well. We got to the airport in good time and did a bit of shopping in duty free. The flight took off and landed on time so there were no transport problems, for once. Then things started to change. My friend and I couldn't agree on what to do or where to go. We spent so long planning that we didn't see much of the local area. I wanted to learn about local history – visiting the castle, Roman ruins, things like that. Sally wanted to go shopping and hang out at the theme park. My idea of hell! In the end we didn't stop arguing all week. I was so relieved to get home.

**Speaker 4**

We had booked a taxi to take us to the airport but the driver didn't turn up. My neighbour offered to take us, but we got stuck in a traffic jam on the motorway. We decided to divert to the nearest railway station, forgetting that there was a train strike that day. We managed to get a taxi. The driver wanted to charge double the normal price. We knew he was ripping us off but we had no choice. He got us to the terminal half an hour before take off. We thought we would be OK, but the terminal was so crowded that we had to queue. So, we missed the flight and had to wait ages for the next one. The holiday itself was OK but the journey was a nightmare from start to finish.

**Speaker 5**

I don't think we'll be going there again. We expected the resort to have lots of places to visit. Unfortunately, there was only a theme park and some ruins. The ruins had been a temple, according to the guidebook. But we couldn't see anything except a hole in the ground. The other problem was our hotel. It was about an hour outside of the centre and the bus service was terrible. We decided to hire a car and spend a day at the nearest lake. When we got there, there were people all along the lakeside, so we had to eat our picnic in the car! The theme park wasn't much better. It was over 100km outside of the centre and when we got there, half the rides were closed and the other ones were really old. The kids were so disappointed.

## 3.2

- 1 The hotel sounded wonderful. / The terminal was so crowded.
- 2 There was only a theme park. / There were queues everywhere.
- 3 We had booked a taxi. / I was in such a bad mood.
- 4 There was a train strike that day. / It was quieter in the autumn.
- 5 My neighbour offered to take us. / I was so relieved to get home.
- 6 The bus service was terrible. / The journey was a nightmare.

## UNIT 04

## 4.1

**Part 1****M = Mike**

M: Like a lot of people, I used to have a pretty fixed routine each day, and I often felt bored and frustrated. I used to dream of winning the lottery and having an exciting life. Then I came across an article that changed the way I think. It said, 'You don't need to do anything major to make life more interesting, just try a few simple changes'. The article went on to give some suggestions and here are a few examples:

- Take a different route to work or school
- Cook one new dish every week
- Have lunch with someone you don't know well at work or school
- Start a conversation with a stranger every day
- Find free activities to do in the evenings and at weekends
- Call a different friend or relative every week



## 4.2

## Part 2

**M = Mike, J = Jack, A = Amy**

M: So, I started to make some of these changes. For example, I always used to complain that you need a lot of money to have fun. It's just not true. A quick search on the Internet or in my local paper, and I found lots of free activities – exhibitions at museums and galleries, walks to places of interest, concerts given by local schools and clubs. In a month I went out three or four times a week, and every weekend, and it didn't cost me a thing. I tried everything from an opera performed by the music society to a demonstration of judo at the sports club.

Then I decided to put all of these ideas on a website. I was amazed at the number of people who visited the site and left positive comments. But don't just take it from me.

First, Amy:

A: When I think about it, I was really boring. I did the same things day after day. I used to drive to work and get stuck in the same traffic jam all the time. How silly is that? So, I started to take a different route and I noticed things I'd never seen before – a lovely old church, a beautiful line of trees for example. Now I walk or cycle whenever I can. I have to get up earlier but it's worth it because I'm in a much better mood when I get to work.

M: And also Jack:

J: I'm into sport and I'm quite good at it. But I found that even something I enjoy could become boring. I was definitely a creature of habit. I used to train on the same days, at exactly the same time, and do exactly the same things. All my friends were playing the same sports, so I never met anyone new. Then someone mentioned Mike's website and I decided to check it out. The advice there was beautifully simple – add variety and you will get your motivation back. Now I do a different exercise routine every time, have taken up judo for the first time, and I'm also helping local kids get into sport. I feel so much more positive.

M: So there you have it. Simple changes for a more interesting day. Why not give it a try? What have you got to lose?

## 4.3

- 1 Like a lot of people, I used to have a pretty fixed routine.
- 2 I'm in a much better mood when I get to work.
- 3 I'm into sport and I'm quite good at it.
- 4 All my friends were playing the same sports,
- 5 What have you got to lose?

## UNIT 05

## 5.1

**Speaker 1**

It was a friend's birthday the day before the interview, and he invited a group of us to go for a meal. I was going to go for an hour and then head home to prepare for the interview. Well, we were having such a good time that when I looked at my watch, I couldn't believe it was 11:30. I went home and straight to bed, promising myself I would get up early and look for some information about the company on the Internet. My alarm went off at 6:30 but I just ignored it and went back to sleep. I got to the interview in good time, but I wasn't feeling very confident because I hadn't had time to do any research on the company. Every time the interviewer asked me something, my mind just went blank.

**Speaker 2**

I didn't get on well with my boss and I'd been fed up in my job for a while. So I was really pleased when I saw a vacancy at a local advertising agency. I spent quite a lot of time finding out about the agency and thinking of questions to ask the interviewer. I booked the day off and I had my suit dry-cleaned. On the morning of the interview I was feeling quite confident. I left the house in plenty of time and got a bus but then we hit a traffic jam. We were stuck there for ages before I decided to walk. It was further than I thought, so when I arrived for the interview, another candidate had taken my place. I was so annoyed that I was a bit rude to the receptionist, which isn't really like me. Not a great start.

**Speaker 3**

Being interviewed is my idea of hell. I get so nervous that I can't think straight! I saw the job ad in the local paper and it sounded really good, so I decided to go for it. I thought I would prepare well and list all my skills and positive points. I was determined to make a good impression. I got into the interview room and my nerves took over. I didn't listen to the interviewers' questions, I just went on about how brilliant I am. Then one of them asked me, 'What are your weaknesses?' and I actually said, 'I don't have any. I think I am the candidate you are looking for.' They all looked at each other in surprise and then suddenly the interview was over. I can't believe I was so stupid.



**Speaker 4**

I'd done the same design job for quite a while so I was ready for a change. I quite liked working in the department, but my boss wasn't particularly creative. I spotted the vacancy on the staff noticeboard so I thought I'd apply. I didn't need to spend too long preparing as it was a similar job, just in a different department. I don't get too nervous in interviews and I knew how the organisation works, so I just had a few questions up my sleeve. Then the interviewer asked, 'So, why do you want to move departments?' Stupidly, I said that I didn't think my boss was much good at design and that I couldn't learn anything from her. The room went silent and the interviewers just stared at me. Needless to say, I didn't get that job and now I need to move company.

**Speaker 5**

I work in sales. I wasn't really looking to change jobs but then a friend sent me some information about a rep's job where she works. It was a role with more responsibility, so I thought, 'Why not?' She filled me in on what the company was like and helped me think about what to say on the day. I arrived on time and met the interviewers. It all seemed to be going OK, then I spotted some croissants on the desk and I remembered I'd skipped breakfast. So, I asked for a coffee and croissant. The head of sales looked a bit surprised but he handed them both over. I was enjoying my late breakfast when my mobile rang. I answered it because it was one of my co-workers. Then suddenly, the head of sales stopped the interview. He said he thought I was wasting their time, which was a bit odd.

**5.2**

- 1 ... he invited a group of us to go for a meal.
- 2 ... when I looked at my watch, I couldn't believe it was 11:30.
- 3 My alarm went off at 6:30 but I just ignored it and went back to sleep.
- 4 Every time the interviewer asked me something, my mind just went blank.
- 5 It sounded really good, so I decided to go for it.
- 6 ... I remembered I'd skipped breakfast.
- 7 The head of sales looked a bit surprised but handed them both over.
- 8 I answered it because it was one of my co-workers.

**UNIT 06****6.1****E = Emma, J = Jodie**

- E: Hi, Jodie, and welcome back. It's great to see you after such a long time.
- J: Thanks, Emma. Good to see you, too. We had a wonderful time, but it's great to be home.
- E: You were away for about six weeks, weren't you?
- J: That's right – touring Malaysia, Singapore and Hong Kong. I've got tons of photos. You must come and see them when I've put them onto my laptop. In the meantime, I've got a few pressies for you.
- E: Jodie, you haven't bought us presents, have you?
- J: Of course. I like to bring things back for people. It's kind of a way of sharing the experience. So, this is for you. I thought the colours would suit you.
- E: A silk scarf! It's beautiful. Thank you, you shouldn't have. Did you buy one for yourself?
- J: No, but don't worry I did loads of shopping. I had to buy an extra suitcase for all my stuff. I got a fantastic silk shirt in Singapore. I wanted Nick to get a suit made by a local tailor but he didn't seem interested.
- E: Men hate shopping for clothes, don't they?
- J: Oh, I know. But Nick made up for it in Hong Kong with all the techno shops. He bought a new laptop and an iPod.
- E: He didn't buy one of those amazing designer watches, did he?
- J: No, but only because we ran out of money! Anyway, back to your presents. I wasn't sure what to bring for Eddie, so I went for Chinese herbs and spices, and some sauces. I know that he loves cooking.
- E: Perfect, thank you.
- J: Oh, and four sets of chopsticks to eat with. You know how to eat with chopsticks, don't you?
- E: Well, Eddie and I do, but the kids have never tried, so that will be fun for them.
- J: And not forgetting the kids. Flying kites is very popular in Asia, so I bought them each a kite. I hope that's OK.
- E: That's great. They'll love going out with them on a windy day. Thanks so much, it's really kind of you.
- J: Well, that's what friends are for, isn't it?

**6.2**

- 1 You were away for about six weeks, weren't you?
- 2 Jodie, you haven't bought us presents, have you?
- 3 Men hate shopping for clothes, don't they?
- 4 He didn't buy one of those amazing designer watches, did he?
- 5 You know how to eat with chopsticks, don't you?
- 6 Well, that's what friends are for, isn't it?



## UNIT 07

## 7.1

**P = Presenter, M1 = Man 1, W1 = Woman 1, TG = Teen girl, TB = Teen boy, M2 = Man 2, W2 = Woman 2**

- P: With news of record-breaking exam results but also problems with failing schools, we're here on the streets of London to ask: What makes a good school?  
Sir, can I ask you: What makes a good school?
- M1: Well, I'm retired now but boarding school certainly worked for me. It taught me to be independent. There's too much talk of feelings and looking after pupils in school nowadays.
- P: OK, thanks for that.  
... Excuse me, madam, we're asking people what they think makes a good school.
- W1: For me, it's discipline. I'm glad I went to school in Ghana because everyone paid attention in class and respected the teacher. Here, schools need more teachers who are good at controlling the class, because the kids think they know it all.
- P: I'm sure many of our viewers will share that opinion, thank you.  
Ah a couple of teenagers ... can I ask you a very relevant question: What makes a good school?
- TG: Sure. Well, I think it's all down to the teachers. Good teachers can be an inspiration to their class and encourage them to do well ... And if they make the classes lively and interesting, then most of the students will pay attention.
- P: How about you?
- TB: Well, I don't actually go to school.
- P: What do you mean? You skip classes every day?
- TB: No, nothing like that. I'm home educated – er, my mum and dad are my tutors and I study at home.
- P: That's very unusual. Do you mind if I ask why?
- TB: No, it's fine. I went to the local school for two years but the teachers didn't push us much and I got bored. So, my mum and dad decided to teach me themselves. It's kind of cool. I can plan my own learning but I still have to take exams.
- P: Interesting experiences there, thank you both.
- TG: Sure.
- TB: No problem.
- P: Let's get another opinion. Sir, would you mind if I asked you a question about education: What makes a good school?
- M2: Well, I went to a Montessori school in Holland.
- P: A Montessori school? Can you explain what that means?
- M2: Of course. Maria Montessori was an Italian woman who developed an approach to educate the whole child, rather than just giving information. The teachers see each child in the class as an individual and encourage learning in lots of different ways, inside and outside the classroom.
- P: Sounds interesting. Thanks for that.  
... Let's see what this lady thinks. Excuse me, can I ask you a question on education: what do you think makes a good school?
- W2: I'm glad you asked me that – I'm a head teacher of a school here in London!

P: Well, you're the person to ask ...

- W2: You could say that. Well, schools are only really as good as their students. If students have a positive attitude, then they will learn. Of course, the teacher can give encouragement and try to inspire the class, but if a child won't co-operate, then there's little we can do. Parents, too, need to support and motivate their children. There should be a partnership between the school, the child and the parents.
- P: So, it's all about co-operation between teachers and families. Thank you for that. If you have any views on what you've just heard, contact our message board and have your say. Now it's back to the studio ...

## 7.2

- 1 Good teachers can be an inspiration to their class and encourage them to do well.
- 2 Sir, would you mind if I asked you a question about education?
- 3 Maria Montessori was an Italian woman who developed an approach to educate the whole child.
- 4 Of course, the teacher can give encouragement and try to inspire the class, but if a child won't co-operate, then there's little we can do.
- 5 So, it's all about co-operation between teachers and families.

## UNIT 08

## 8.1

**P = Presenter, A = Annie**

- P: Hello and welcome to 'Fifteen minutes to fabulous' ... the cookery show that tells you how to prepare a dish in just a quarter of an hour. Just because you're in a rush, it doesn't mean you have to live on ready meals. This is fast food, but home style.
- I'm Marcus Flint and our guest chef today is Annie Mitchell, with a quick dish that's suitable for all the family. Annie ...
- A: Thanks, Marcus. Yes, today we have cheesy pasta with spinach.
- P: Mmm, sounds good. So, what do we need and how many people will it feed?
- A: OK. This is a dish for four people and here's what you need: 1 medium onion, peeled and chopped, 200 grams of spinach, washed and finely chopped, 450 grams of pasta, about 2 tablespoons extra virgin olive oil, a little butter, a handful of basil leaves, and about 100 grams of grated cheese.
- P: Right, so what do we do first?
- A: First thing is to get the pasta cooking, so we need a large saucepan of boiling salted water...  
... In with the pasta and that will take about 12 minutes to cook. Remember, don't overcook pasta or it will be soggy and horrible.
- Next, we heat the oil and butter in a frying pan over a medium heat and add the onions...  
... Fry gently for about five minutes until soft and golden.
- Now our spinach. Turn the heat down, ... and then ... add the spinach to the frying pan.



... Mix it gently with the onions until it cooks down – it takes only a couple of minutes.

P: So you don't need to boil or steam the spinach first? ...

A: No, if you do that, you lose some of the flavour and the lovely green colour. And if you cook it straight in the pan you don't lose any of the vitamins.

P: OK, right.

A: And finally drain the pasta really well – you don't want it to be watery. Add the pasta to the onion and spinach and mix well...

... Finally, add in the cheese and the basil leaves and give one final stir...

... And there you have it. Cheesy pasta with spinach ... Come and try it, Marcus.

P: ... Mmm, that's really tasty. A great dish for vegetarians, too.

A: That's right. Of course you could change some of the ingredients, add a few olives and some garlic. And if you can't live without meat or fish, add a bit of chicken or maybe some prawns to the onions and fry gently. It's just so versatile.

P: Great to see you, Annie and thanks for your recipe, which you can find on the 'Fifteen minutes to fabulous' website.

## 8.2

ee ah oo er or

## 8.3

- 1 prawn corn portion foreign
- 2 starving overcharged marinate half
- 3 cheese steam rich peanut
- 4 decor turn stir deserted
- 5 tablespoon soup tough food

## UNIT 09

### 9.1

#### Part 1

**W = William, P = Paul**

W: Clarkson and Lylle, good morning.

P: Oh, hi there. I saw your ad for a flat on Oak Street.

W: Ah, yes, number 29. It's just come on the market. It's nice and compact and very conveniently located – only about ten minutes from the tube.

P: Sure, but I need to know how much the rent is. I'm on a tight budget.

W: Oh, very affordable, very affordable. So, the flat needs a bit of work, you know, a good clean and maybe a new coat of paint.

P: OK, but everything depends on the rent.

W: I understand. So, when would you like to see the flat?

P: Erm, I can make two o'clock today but can you tell me about the rent?

W: And the name is?

P: Paul, Paul Mitchell.

W: Splendid, Mr Mitchell. I'm William Lylle – that's L-Y-DOUBLE-L-E – and I shall see you at 29 Oak Street at two today.

P: Yes, OK, but I do need to know how much the rent is ...

## 9.2

### Part 2

**R = Rachel, P = Paul**

R: So, any luck with the flat? What was it like?

P: It was a complete waste of time!

R: How come?

P: Well, you expect flats to be compact, but this was a joke. You couldn't call it compact, it was just cramped. The kitchen was about half the size of a cupboard.

R: Yes, but you have to start somewhere.

P: I know, but it wasn't just the size. There wasn't any central heating.

R: Mmm, a bit chilly then?

P: It wasn't chilly, it was freezing. And it's only April! What would it be like in winter?

R: Mmm, you're right. What about the location? Where is Oak Street?

P: Down by the park. It's quite a nice area but not very conveniently located. The agent said it was ten minutes from the tube, but it was more like twenty. And that's not all ... the state of the place. The agent said it needed 'a bit of work' but it was completely run down. The roof needed fixing and the bathroom and kitchen were really dirty.

R: So, how much was the rent on this place?

P: The agent didn't tell me until I'd actually seen it – £550 a month. It was supposed to be affordable but that's just overpriced. It's not worth it.

R: No wonder you're not going to take it.

P: Hmm. It's a shame because I wanted to live by myself but I think I'm going to have to try a shared flat.

## 9.3

- 1 You couldn't call it compact, it was just cramped.
- 2 It wasn't chilly, it was freezing.
- 3 The agent said it was ten minutes from the tube, but it was more like twenty.
- 4 It was supposed to be affordable, but that's just overpriced.

## 9.4

- 1 It's too far to walk to the shops, so you have to get the bus.
- 2 The flat isn't on the first floor, it's in the basement.
- 3 We didn't meet the landlord, just the other tenants.
- 4 We can't help you move on Friday but we'll come round at the weekend.
- 5 I expected the decor to be quite trendy but it was really old-fashioned.



## UNIT 10

## 10.1

## One

**W = Woman, M = Man**

W: We haven't been to the cinema for ages. Do you fancy going tonight?

M: Erm, not really. I checked earlier and there's nothing on.

W: Oh, well, how about something to eat? We could try that new steak house on the High Street.

M: Actually, I'd rather go at the weekend if that's OK with you. There's quite a good film on later tonight.

W: OK, another night in front of the TV then.

## Two

**B = Boy, M = Mum**

B: Mum, the new *Batman* film starts this week. Tom from school is going to the nine o'clock showing tomorrow. Can I go too?

M: Not at nine o'clock on a school day. What other showings are there?

B: Erm, 4:30 and seven o'clock.

M: Well, there won't be time to make the 4:30 after school, so if you go tomorrow, it will have to be seven o'clock.

B: OK, I'll text Tom and ask him to go at seven, too.

## Three

**M = Man, W = Woman**

M: I just love his work, don't you?

W: Oh, yes. It's the second time I've been to this exhibition. Apparently, he's really talented. He does photography and videos as well.

M: Really? That's interesting. But come and look at this landscape. The use of colour is amazing and his technique is really different.

W: I know. Wouldn't it be fantastic to have that hanging in your own front room?

## Four

**W = Woman, M = Man**

W: So, did you enjoy it?

M: That was the best thing I've seen in ages.

W: It was good, wasn't it. I couldn't believe the ending.

M: The whole idea was so clever. It kept me guessing right to the end.

W: I know. And no silly special effects for a change – just an interesting story. The only problem for me was the soundtrack – a bit too loud.

## Five

**W = Woman, S = Son**

W: It will be so nice to go in to London *together*. Shall we meet for a coffee near the station first?

S: I'd rather we didn't, Mum – that part of town is a bit rough nowadays.

W: Oh, dear. I didn't know that. What about in the main square? That always used to be quite posh.

S: Well, it's a bit far to walk to the station from there. Listen, I'll pick you up from home and we can have a coffee on the train.

## Six

**TB = Teen boy, TG = Teen girl**

TB: You know where the ice rink is, don't you?

TG: Erm, is it down from the station?

TB: No, that was the old one. They closed it years ago. The new one is at the back of the shopping centre.

TG: Is it right opposite the Internet café?

TB: Yes, that's the one. I'll see you there at six.

## 10.2

- 1 Do you fancy going tonight? / Come and look at this landscape.
- 2 There's nothing on. / That always used to be quite posh.
- 3 What other showings are there? / That part of town is a bit rough nowadays.
- 4 He does videos as well. / No silly special effects for a change.
- 5 It's the second time I've been to this exhibition. / He does photography as well.
- 6 Is it right opposite the Internet café? / What about in the main square?

## UNIT 11

## 11.1

**M = Mark, A = Amy**

M: You'll never guess what happened to me last weekend.

A: Go on. What?

M: I was thrown out of the local safari park.

A: Why? And what were you doing there anyway? You're not really an animal person.

M: No, I know, but ... I'd been promising to take a friend's son, Jake, to the safari park for ages and it was his birthday on Sunday. Everything started well – the weather was great and we arrived at the park at about 11. The first section had local animals – there were red deer and squirrels ... things like that. Then we moved on to the interesting stuff like lions and tigers. Well, by this time it had got really hot and the air conditioning in the car wasn't working, so I decided to open the sun roof – only a couple of inches.



- A: But you're not supposed to do that, are you?
- M: No, and the next thing I knew, there was a big angry warden in a jeep next to us shouting 'Close your sun roof!' So, I did and we moved on to the hippo lake.
- A: So what happened next?
- M: Well, it was so hot that all the hippos were under the water and we couldn't see anything. Jake wanted a drink but I'd left our picnic in the boot. So I just got out of the car for a second to get some water. Then, the same warden appeared out of nowhere shouting, 'Get back in your car immediately!' I didn't think that hippos were that dangerous.
- A: Mark, everyone knows you're not allowed to get out of your car.
- M: Yeah, but Jake needed a drink and there were no animals nearby. Anyway, we drove on for a bit to the monkey reserve. They're one of Jake's favourite animals so I stopped for him to have a good look. Then one of the baboons sat on the front of the car. It didn't break anything but we had to wait for ages for it to move. So, I started the car and drove a bit faster than the speed limit. Jake thought it was so funny to be driving along with a baboon on the car and then ...
- A: Don't tell me – the warden!
- M: Yeah. I was so shocked to see him that I had to brake quickly and the baboon slid off the car. It wasn't hurt or anything. Then I saw that the weight of the animal had left a big dent on the bonnet. I was so annoyed. I said I was going to write to the manager and complain but the warden said all visitors drive through the park at their own risk. That can't be right, can it?
- A: I think it is. You should have read the rules ... before you went in. So what happened in the end?
- M: Well, I asked for my money back, they refused and then they asked me to leave the park. They said I was a bad example to other visitors.
- A: Oh dear. Do you know whether you'll be allowed to go back?
- M: To be honest, I'd rather not go again. I'll take Jake to the zoo next time!

## 11.2

**M = Mark, A = Amy**

**1**

- M: I'd been promising to take a friend's son  
M: I decided to open the sun roof

**2**

- M: The weather was great  
A: Do you know whether you'll be allowed to go back?

**3**

- M: It didn't break anything  
M: I had to brake quickly.

**4**

- M: There were red deer and squirrels, things like that.  
A: You should have read the rules.

**5**

- M: I said I was going to write to the manager.  
M: That can't be right, can it?

**6**

- M: We had to wait for ages for it to move.  
M: The weight of the animal had left a big dent.

## UNIT 12

### 12.1

#### Part 1

**P = Presenter**

- P: We all have contact with a wide range of people every day – family, friends, colleagues – but is friendship changing in the 21st century? According to research from the early 1990s, people have an average of 150 contacts in their social network. This includes about five close friends. But thanks to the Internet, some people claim to have hundreds or even thousands of 'friends' on social networking sites like *Facebook* and *MySpace*. These friends may even include famous people who join the sites. However, a recent survey has shown that the actual number of true online friends is just five. So, it seems that maintaining friendships in cyberspace is similar to real life.

### 12.2

#### Part 2

**P = Presenter, N = Natalie, W = William, A = Adrian, T = Trisha**

- P: So, we asked a few people about their network of friends. Here's what they had to say ...
- N: My name's Natalie and I'm 17. I'm really into *Facebook* and *MySpace* and I have hundreds of friends all over the world. People say that they aren't *real* friends, but I don't agree. I went to visit two of them in New York last year and they are coming here to visit me. So, I made new friends I would never have met without the Internet. Of course, I have friends at college that I meet up with every day.
- W: I'm William and in my fifties. I'm a company director so I have a lot of colleagues and a big circle of acquaintances – you know – people I see once in a while for business, or people I say hello to on the train or at the golf club. In terms of close friends, there are two guys I went to school with. We keep in touch as much as possible, but I don't see them very often. Of course, my best friend is my wife.
- A: My name's Adrian and I'm just 24. Friends? Well, I'm a bit of a loner, so my circle of friends is quite small. If you ask me, it's better to have two or three friends you can trust than to be in a big group. I'm not much of a computer person so I never go on *Facebook* or *MySpace*. I use emails to stay in touch with family and close friends but I'd rather see people face to face than sit at a computer.
- T: I'm Trisha and I'm in my mid-40s. I'm a mature student, doing a degree in graphic design. I'm quite outgoing and chatty so I have quite a big circle of friends. A group of



about 12 schoolfriends and I meet up once a month for a drink. I've also made a lot of new friends on my course. I'm into social networking, too, and I must have a few hundred cyber friends in different parts of the world. It all makes life a bit more fun!

### 12.3

- 1 I have hundreds of friends all over the world.
- 2 I have friends at college that I meet up with every day.
- 3 I have a lot of colleagues and a big circle of acquaintances.
- 4 We keep in touch as much as possible.
- 5 Well, I'm a bit of a loner.
- 6 My circle of friends is quite small.
- 7 I'm quite outgoing and chatty.
- 8 I've also made a lot of new friends on my course.

## UNIT 13

### 13.1

#### P = Presenter

P: Welcome back to *Lifelines*, the programme that tries to make everyday life just a bit more manageable. Today, we have with us Penny Marshall, professional life coach in the business sector. She's joined us to talk about commuting and how to survive it. Penny, nice to have you on the show. So, how long do people spend commuting each day?

### 13.2

#### P = Presenter, B = Penny

P: Welcome back to *Lifelines*, the programme that tries to make everyday life just a bit more manageable. Today, we have with us Penny Marshall, professional life coach in the business sector. She's joined us to talk about commuting and how to survive it. Penny, nice to have you on the show. So, how long do people spend commuting each day?

B: Well, people in the UK spend an average of 45 minutes travelling to and from work. That's longer than in other European countries and works out at about 139 hours a year or 19 working days. Of course, transport problems like train delays and cancellations, or traffic jams, can make your commute considerably longer.

P: So, what can people do?

B: Well, of course people use different forms of transport to get to work, so let's start with travellers by train. It sounds simple, but if your usual train is always packed, why not try an earlier or later one? Many bosses are flexible about hours, provided they know when to expect you. Setting off half an hour earlier or later might mean you get a seat in a quieter carriage. It's worth a try.

P: But what about if all the morning trains are full or if there is a delay?

B: Sure, and this is the reality for hundreds of people every day. My advice is to plan your journey. Take something to do, preferably something you enjoy rather than work. So, reading a book or magazine, doing a puzzle, or writing a letter to a friend. Or why not try something creative? Several of my clients take knitting on the train. Try anything that keeps your mind off the journey and has some positive result.

P: Good advice. But what if you can't get a seat? A lot of commuters have to stand on the train.

B: Of course, you're right. And that can be very uncomfortable. People don't like losing their personal space and can get very stressed. In these cases, try accepting the situation and relaxing your mind. Focus on your breathing and think of something nice – a place that you love, a happy experience or a funny conversation. And try not to talk to other commuters for too long.

P: That's surprising. Why is that?

B: Well, it's OK to chat for a few minutes, but talking for a long time can be tiring. And if you are in a group of stressed people who are all complaining about the trains, you will end up in a really bad mood yourself.

P: Yes, I see. That makes sense.

B: One other tip is to try a bit of exercise. Not aerobics of course, but if you tense and then relax every muscle in your body from your head to your toes, it can get rid of stress. Car drivers can try that, too.

P: Thanks for that, Penny. Stay tuned and we'll be back in a second with more interesting advice for commuters. But first, here's ...

### 13.3

- 1 you get a seat in a quieter carriage
- 2 preferably something you enjoy rather than work
- 3 Several of my clients take knitting on the train
- 4 that can be very uncomfortable
- 5 more interesting advice for commuters

## UNIT 14

### 14.1

#### Part 1

#### R = Richard, S = Sat nav

R: Right, I've set up the sat nav. I think I've got everything I need for my presentation. There's plenty of time before my interview, so off we go.

S: At the end of the road, turn right.

R: OK, turning right.

S: Cross the roundabout, second exit. Then take the first right.

R: OK, round the roundabout, second exit.

S: Take the first right... Take the first right.

R: What? Stupid machine. I can't take the first right. It's pedestrianised.

S: Off route ... recalculating.



- R: Why didn't you know that I couldn't drive down that road?  
You're supposed to make my life easier!
- S: Take the third right.
- R: OK, third road on the right... Oh, I don't believe it. A huge traffic jam. And I've only got 40 minutes before my interview.

## Part 2

**R = Richard, A = Receptionist, C = Clive Marshall**

- R: Good morning, my name's Richard Blake. I'm being interviewed this morning and I need to set up my stuff to give a presentation.
- A: Yes, you're in room 211. All the equipment should be in there. I'll ask someone from IT to pop over to check everything is OK.
- R: Great thanks... OK... Here we are. I've plugged in my laptop – that seems fine. Just need to check the microphone. Testing, testing, 1, 2, 3... Oh, hell, the mike doesn't work. It's such a big room, they'll never hear me.
- C: Good morning, Richard Blake?
- R: Oh, great, you're here. Now, I need a new microphone as this thing doesn't work. Have you got one with you? I'm very short of time – I'm being interviewed in 10 minutes.
- C: Yes, Mr Blake, I know. I'm not from IT. I'm Clive Marshall, MD of this company.
- R: Oh, I'm so sorry. The receptionist said someone from IT would be here and I just assumed ...
- C: Yes, I see. Let me ring IT for you.
- R: Thanks, thank you Mr Marshall, that's very good of you. Sorry.

## Part 3

**R = Richard, C = Clive Marshall**

- R: OK, starting with my analysis of the current market. As you can see, the market for organic food has risen steadily in the last five years... And if we break this down further, we can see that fruit and vegetables are growing steadily but the biggest change can be seen in this graphic ...
- C: Mr Blake. There seems to be a problem with the images on the screen. There are photos of a young child on the beach, not developments in market share for organic food.
- R: No, I don't believe it. I must have picked up the wrong CD from home. I've got the one for my daughter's holiday project. I'm so sorry. Could we reschedule the presentation for later this week? I have some very interesting ideas ...
- C: I think we'll leave it there, actually, Mr Blake. We have a number of other people to see.

## 14.2

- 1 Yes, you're in room 211. / That's very good of you.
- 2 I've got everything I need for my presentation. / The market for organic food has risen steadily.
- 3 At the end of the road, turn right. / Take the third right.
- 4 You're supposed to make my life easier! / I've plugged in my laptop.
- 5 Starting with my analysis of the current market. / Now I need a new microphone.
- 6 There seems to be a problem with the images on the screen. / There are photos of a young child on the beach.

## UNIT 15

### 15.1

#### One

**M = Man, W = Woman**

- M: Oh, Sue. Are you OK? Let me help you up.
- W: Thanks ... Ow!
- M: Careful. Have you hurt your wrist?
- W: No, I don't think so. Ouch!
- M: Put your arm round my shoulder. Can you stand?
- W: Yes, but I can't put any weight on it. I think I might have broken my ankle.
- M: Sit down. I'll get Mike to take you to the hospital.

#### Two

**P = Patient, D = Doctor**

- P: I think I need some antibiotics, doctor.
- D: Why, what seems to be the problem?
- P: I can't stop coughing. I was up most of last night.
- D: Have you had a high temperature at all?
- P: No, but my head really hurts.
- D: I can't really give you antibiotics unless you have some sort of infection. Just rest, take some painkillers and plenty of fluids. I'm sure you'll be fine in a couple of days.

#### Three

**G = Girl, D = Dad**

- G: I'm just preparing the vegetables for dinner ... Ow!
- D: What have you done?
- G: I've cut myself really badly.
- D: Let me have a look.
- G: I think I'll need some stitches.
- D: Emma, don't be such a baby. It's a tiny cut. Just wash it under the tap.
- G: Can I have a bandage?
- D: You don't need a bandage.
- G: OK, but can you finish the dinner? I feel a bit dizzy. I think I need to lie down.



**Four****M = Man, W = Woman**

M: You know I've been under the weather recently?

W: Yes, you said you were getting a nasty rash and that you were sneezing a lot.

M: Well, I got the doctor to check me out and he sent me for some tests. It turns out I have an allergy.

W: Don't tell me you're allergic to milk, or wheat, or nuts. There's this woman at work who eats hardly anything. I'm sure it's all in her imagination.

M: No, nothing like that. I can still eat fish, cheese and prawns – in fact, all my favourite foods.

W: So what's up then? Why do you keep getting a rash?

M: It turns out I've developed an allergy to cats and dogs.

W: [Laughs] You're kidding. But you're a vet. You're supposed to love animals.

M: I DO love animals... It's not funny!

W: No, I know, sorry. It's just so weird. I bet you would prefer a food allergy, wouldn't you? It must be very difficult ...

**15.2**

- 1 I can't stop coughing.
- 2 Let me have a look.
- 3 It's a tiny cut.
- 4 You don't need a bandage.
- 5 He sent me for some tests.
- 6 It turns out I have an allergy.
- 7 Why do you keep getting a rash?

**15.3**

- 1 dizzy antibiotics stiff itchy
- 2 bump cut blood pressure
- 3 stomach bandage rash allergy
- 4 cough doctor swollen got
- 5 medicine headache feel infection
- 6 arthritis temperature broken medication
- 7 should shoulder good pulled

**UNIT 16****16.1****A = Announcer**

A: It has been confirmed that a collision with a flock of birds caused US Airways Flight 1549 to crash-land on the Hudson River in New York on January the 15<sup>th</sup>, 2009. All 155 passengers and crew survived the landing on the water, which made headlines round the world.

**16.2****A = Announcer**

A: It has been confirmed that a collision with a flock of birds caused US Airways Flight 1549 to crash-land on the Hudson River in New York on January the 15<sup>th</sup>, 2009. All 155 passengers and crew survived the landing on the water, which made headlines round the world. The flight left New York's LaGuardia Airport at 15:26 local time headed for Charlotte in North Carolina. It was in the air for less than three minutes before the pilot, Captain Chesley

B Sullenberger, reported the collision with the birds and the loss of power to both engines of the aircraft. The plane had only managed to reach a top altitude of 3 200 feet (about 975 metres).

At about 15:30 Captain Sullenberger took the decision to land the plane on the water that divides Manhattan from New Jersey. Apart from one person who had broken legs, none of the people on board suffered serious injuries. The passengers and crew were safely evacuated from the plane and picked up by commercial ferries and water rescue vehicles. Captain Sullenberger was the last person to leave the aircraft.

The crew, and particularly Captain Sullenberger, were described as heroes for their actions by both the governor and mayor of New York. Former US president George Bush praised the pilot for his 'amazing skills in bringing his plane down safely, for his bravery, and for his heroic efforts to ensure the safety of his passengers and the people in the area'.

Although this event may sound like just a freakish accident, birds represent an ongoing problem for the aviation industry. A spokesman from the US Federal Aviation Administration said, 'Aircraft are being struck every day by birds – the reason you don't hear so much about them is they are designed to take these impacts ... But once you get to large flocks or large birds striking at a critical moment, that's where these events hit the news.'

It is thought that the loss of power to both engines on Flight 1549 was caused by hitting a flock of Canada geese, which can weigh from 1.5–5.5 kilos each. Overall, the FAA received almost 76 000 reports of bird strikes between 1990 and 2007. Statistics show that 219 people have died since 1988 in incidents involving animals colliding with planes and the overall cost of damage to aircraft in the US is estimated at 600 million dollars.

**16.3**

- 1 flight one five four nine
- 2 one hundred and fifty-five passengers
- 3 three thousand two hundred feet
- 4 nine hundred and seventy-five metres
- 5 five point five kilos
- 6 seventy-six thousand reports
- 7 since nineteen eighty-eight
- 8 six hundred million dollars



## UNIT 1

### VOCABULARY Talking about people

#### 1

- 1 Arabic
- 2 engineer
- 3 office
- 4 Poland
- 5 Lawyer
- 6 cook
- 7 an only children
- 8 separate

### GRAMMAR Auxiliary verbs

#### 2

- 1 What's your name?
- 2 Where are you from?
- 3 What do you do?
- 4 What do you do when you're not working?
- 5 How long have you studied English?
- 6 Why are you learning English?
- 7 Have you studied here before?
- 8 Have you met the teacher yet?
- 9 What do you think of the test we did?
- 10 What are you going to do after this class?

#### 3

- |      |     |     |     |     |
|------|-----|-----|-----|-----|
| a 10 | c 7 | e 9 | g 5 | i 8 |
| b 2  | d 4 | f 3 | h 1 | j 6 |

#### 4

- 1 does a typical class involve
- 2 are there in a class
- 3 do they come from
- 4 does each class last
- 5 do you decide on a student's level
- 6 do the teachers have
- 7 are you going to use in the next course
- 8 does the course cost

#### 5

- 1 Which language uses the Cyrillic alphabet?  
Russian
- 2 How many living languages exist in the world today?  
about 6,000
- 3 How do you write Hebrew and Arabic?  
from right to left
- 4 Where does the word 'alphabet' originally come from?  
the first two letters of the Greek alphabet
- 5 What percentage of the Internet is in English?  
56%
- 6 Who created the first computer programming language?  
a German engineer

### DEVELOPING CONVERSATIONS Asking follow-up questions

#### 6

- 1 Whereabouts?
- 2 How long have you been learning it?
- 3 What are you studying?
- 4 What year are you in?

#### 2

- 1 What did you do?
- 2 Did you get anything nice?
- 3 How many brothers and sisters have you got?
- 4 Older or younger?

#### 3

- 1 Where are you doing that?
- 2 So why are you studying English?
- 3 Where do you work?
- 4 What kind of music are you into?

### VOCABULARY Talking about languages

#### 1

- 1 struggled, my accent
- 2 accurate, mastering
- 3 get by
- 4 picked it up
- 5 express
- 6 fluently

#### 2

- |                |             |
|----------------|-------------|
| 1 phrasal verb | 6 verb      |
| 2 preposition  | 7 pronoun   |
| 3 adjective    | 8 adjective |
| 4 adverb       | 9 verb      |
| 5 noun         |             |

#### 3

- 1 hard  
fast  
not very fluent  
a serious mistake  
slow progress  
a high level of Japanese
- 2 make  
a mistake  
a fool of yourself  
do  
a course  
an exercise  
worry about your progress  
concentrate on work  
rely on your best friend  
deal with a problem
- 3 progress  
an effort  
a good job  
your homework
- 4 evidence  
environment  
bilingual  
embarrassed  
motivation  
continuity
- 5 They all contain silent letters.  
honest  
knowledge  
write  
foreign

### LISTENING

#### 4

- 1 c      2 a      3 c      4 b      5 a

### PRONUNCIATION Silent letters

#### 5

- 1 I've signed up for a building course
- 2 an evening course in a foreign language or knitting or whatever
- 3 there's a need for builders and plumbers
- 4 the first class was a bit nerve-wracking
- 5 I felt such a fool and I went bright red



## READING

7

- b Where's the strangest place you've had a language class?

8

- |         |         |
|---------|---------|
| 1 Mike  | 5 Alex  |
| 2 Alex  | 6 Cerys |
| 3 Cerys | 7 Mike  |
| 4 Lydia |         |

9

- |        |       |
|--------|-------|
| 1 with | 4 up  |
| 2 up   | 5 up  |
| 3 off  | 6 out |

## GRAMMAR Narrative tenses

1

- The German class started. I arrived.  
When I arrived, the German class had already started.
- I didn't recognise her. We met a few times before. Although we had met a few times before, I didn't recognise her.
- She went bright red. She used the wrong word.  
After she had used the wrong word, she went bright red.
- Mike was late for the class because he had left / he'd left his books at home.
- Ana spent an hour in the advanced class. She realised she was in the wrong room.  
Ana had spent an hour in the advanced class before she realised she was in the wrong room.
- By the time I'd asked him to make me a coffee, I realised he was the boss.

2

- |                              |                      |
|------------------------------|----------------------|
| 1 had just had               | 9 saw                |
| 2 said                       | 10 was moving        |
| 3 had already passed         | 11 grabbed           |
| 4 was saving up / was saving | 12 had just done     |
| 5 hadn't slept               | 13 drove             |
| 6 felt                       | 14 didn't say        |
| 7 had arrived                | 15 was concentrating |
| 8 were driving               |                      |

3

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 h | 3 g | 5 e | 7 a |
| 2 b | 4 f | 6 d | 8 c |

DEVELOPING CONVERSATIONS *John was telling me ...*

4

- Amy was telling me you've taken up the guitar. 1  
Yeah, that's right. 2  
Great! Are you teaching yourself to play? 3  
No, I have private lessons. My tutor is really good – very patient. 4  
Is he? So, what style do you play? 5  
Classical. I like listening to rock but don't think I'm a Jimi Hendrix type! 6
- Paul was telling me you're looking for a part-time job. 1  
Yes, that's right / Yes. 2 or 6  
What sort of job are you looking for? 3  
Well, maybe restaurant or bar work. 4  
Like a waiter or something? 5  
Yes / Yes, that's right. 6 or 2  
Have you had any luck yet? 7  
No, but I've only just started looking. 8  
Well, if I hear of anything, I'll let you know. 9

- Katrina was telling me you're going to Argentina. 1  
Yes, news travels fast! 2  
That's amazing. What are you going to do? 3  
I've got a job in a language school. 4  
How long will you be away for? 5  
About twelve months, I think. 6  
Well, good luck, I hope it goes well. 7

## DEVELOPING WRITING An anecdote

5

- |                |               |
|----------------|---------------|
| 1 was studying | 6 was         |
| 2 took         | 7 Before      |
| 3 have / 've   | 8 had         |
| 4 While        | 9 checked     |
| 5 did          | 10 had chosen |

6

Student's own answers.

## VOCABULARY BUILDER QUIZ 1

1

a slight accent

2

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 e | 2 d | 3 b | 4 c | 5 a |
|-----|-----|-----|-----|-----|

3

- |       |         |          |
|-------|---------|----------|
| 1 top | 2 spare | 3 skills |
|-------|---------|----------|

4

- |               |            |
|---------------|------------|
| 1 embarrassed | 5 process  |
| 2 efficient   | 6 up       |
| 3 current     | 7 attend   |
| 4 based       | 8 involves |

5

- |            |               |
|------------|---------------|
| 1 central  | 5 achievement |
| 2 genetic  | 6 performer   |
| 3 ambition | 7 strengths   |
| 4 evidence | 8 weaknesses  |

## UNIT 2

## VOCABULARY Feelings

1

- |             |            |                |
|-------------|------------|----------------|
| 1 guilty    | 3 confused | 5 furious      |
| 2 exhausted | 4 happy    | 6 disappointed |
|             |            | 7 pleased      |

2

- terrible, stressed
- upset, worried
- in such a bad mood, furious
- down, fed up

## GRAMMAR Linking verbs

3

- sounded really fed up  
feel guilty  
be upset
- seem a bit down  
was really pleased  
felt embarrassed
- looked a bit annoyed  
felt disappointed  
sound a lot more relaxed



## DEVELOPING CONVERSATIONS Response expressions

4

- |     |     |     |
|-----|-----|-----|
| 1 d | 3 f | 5 c |
| 2 a | 4 b | 6 e |

## LISTENING

5

b

6

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 F | 3 T | 5 T | 7 T |
| 2 F | 4 F | 6 T | 8 T |

## PRONUNCIATION

7

- I'm not normally a nervous person, so I felt pretty relaxed about the whole thing.
- I was wearing jeans and a shirt, but the restaurant was a really elegant place.
- I was really fed up with Annie that she hadn't warned me it was a formal dinner.
- To be honest, we hadn't been very keen on most of her boyfriends, so my husband and I were rather worried about the dinner.

## VOCABULARY -ing / -ed adjectives

1

- relaxing friend / food
- annoying disaster / success
- disappointing problem / clothes
- confusing idea / skill
- exciting sleep / help
- inspiring crime / loss

2

- relaxed, boring
- embarrassing, shocked
- confused, exhausting
- surprised, annoying
- interested, disappointing

3

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 e | 2 a | 3 d | 4 c | 5 b |
|-----|-----|-----|-----|-----|

4

- A: interesting  
B: depressing
- A: disappointed  
B: excited
- A: amazing  
B: exhausted
- A: embarrassed  
B: annoying

## READING

5

b

6

- |     |     |     |
|-----|-----|-----|
| 1 b | 3 f | 5 c |
| 2 a | 4 d | 6 e |

7

- mood swings, 26% in panic attacks and anxiety, and 24% in depression.
- Supporters included water, vegetables, fruit and oil-rich fish.
- Stressors included sugar, caffeine, alcohol and chocolate.
- and you must have enough fluid to prevent dehydration.

8

- |             |            |
|-------------|------------|
| 1 immediate | 4 marked   |
| 2 right     | 5 definite |
| 3 overall   | 6 regular  |

9

- definite link
- immediate effect
- marked improvement
- right foods
- overall mental health
- regular physical exercise

## GRAMMAR Present simple and continuous

1

- A: are you wearing  
B: it looks  
A: we're meeting
- A: are you doing  
B: I'm going, sounds  
A: I visit
- A: are you being  
B: I'm working, We're giving, I'm still preparing
- B: I always feel  
A: normally go, are doing

2

- going, winning
- are doing, Do fancy
- are crying, Do want
- are moving, is
- are standing, Do need
- Is enjoying, does do
- do get, does take

3

- I'd love to but I can't. I'm going away for the weekend.
- B: I'm sorry, I can't. I'm working late this evening.
- I'm afraid you can't. I don't have it with me.
- It's nice of you to ask me. But I play in a band every Friday.
- It's kind of you to ask us. But we go to London every weekend.
- No, I'm sorry. I'm going out this evening.

## DEVELOPING WRITING A letter – giving news

4

- |          |            |        |        |         |
|----------|------------|--------|--------|---------|
| 1 Sorry  | 3 settling | 5 down | 7 miss | 9 hug   |
| 2 pretty | 4 expect   | 6 out  | 8 into | 10 mind |

5

Student's own answers.

## VOCABULARY BUILDER QUIZ 2

1

- kiss someone on the cheek
- drive someone mad
- put on a lot of weight
- be really behind with work
- get a better mark



- 2**
- 1 What's the matter with Max? He seems a bit *down* at the moment.
  - 2 I'm sorry I haven't phoned. We're really busy setting *up* our new business.
  - 3 You sound really fed up. Why don't you go away for the weekend to cheer yourself *up*?
  - 4 I haven't been out yet today. It's been pouring *down* here all morning.
  - 5 It's such a shame about your sister and her husband. I just heard that they split *up*.

- 3**
- 1 pleasantly
  - 2 homeless
  - 3 unexpected
  - 4 guilty
  - 5 disappointed

- 4**
- 1 mood
  - 2 approach
  - 3 attempt
  - 4 due
  - 5 loss

- 5**
- 1 promoted
  - 2 boredom
  - 3 disappointed
  - 4 meaningful
  - 5 pleasure

### UNIT 3

#### VOCABULARY Places of interest

- 1**
- |            |              |           |
|------------|--------------|-----------|
| 1 palace   | 6 ruins      | 11 lake   |
| 2 gallery  | 7 theme park | 12 by     |
| 3 old town | 8 about      | 13 walls  |
| 4 Out      | 9 outside    | 14 stalls |
| 5 mosque   | 10 nightlife | 15 along  |

#### DEVELOPING CONVERSATIONS Giving and responding to suggestions

- 2**
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 g | 2 e | 3 b | 4 c | 5 f | 6 d |
|-----|-----|-----|-----|-----|-----|

#### DEVELOPING WRITING An email – giving advice

- 3**
- suggestions of other things to do 4  
ending 6  
reason for writing 2  
practical advice 5  
greeting 1  
where to go first 3

- 4**
- |          |            |
|----------|------------|
| 1 quick  | 5 straight |
| 2 during | 6 down     |
| 3 take   | 7 Anyway   |
| 4 at     | 8 time     |

- 5**
- |            |              |
|------------|--------------|
| 1 time off | 4 funny      |
| 2 ride     | 5 every day  |
| 3 like     | 6 for eating |

- 6**
- |     |     |     |     |
|-----|-----|-----|-----|
| 1 b | 3 e | 5 f | 7 d |
| 2 g | 4 a | 6 h | 8 c |

- 7**
- Student's own answers.

#### GRAMMAR Future plans

- 1**
- 1 We're going to be away in June.
  - 2 I might try couch-surfing this year.
  - 3 I've got to revise for my exams.
  - 4 Jim is thinking of going travelling this summer.
  - 5 It will probably be too cold for swimming.
  - 6 They definitely aren't going on holiday in July.

- 2**
- 1 I've got to study for my university entrance exam.
  - 2 my friends and I are thinking of going camping near the coast
  - 3 Marek and I are going to a concert in Manchester on Friday
  - 4 I might be meeting up with some friends in London
  - 5 I've got a free weekend
  - 6 My sister and I aren't going to be around
  - 7 I'll probably go to my friend's barbecue

- 3**
- 1 A: are you going  
B: might, I've got  
A: got  
B: it'll
  - 2 A: I'm having  
B: I'm going  
B: it'll probably take
  - 3 A: We're going  
B: going, I'm spending  
B: of emigrating

#### READING

- 4**
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 e | 2 d | 3 b | 4 g | 5 c | 6 a |
|-----|-----|-----|-----|-----|-----|

- 5**
- 1 like the back of their hand
  - 2 It's entirely up to
  - 3 outstay your welcome
  - 4 bit awkward
  - 5 a good track record
  - 6 treat them to a meal

#### VOCABULARY Weather

- 1**
- freezing cold   a bit chilly   quite warm   hot   boiling hot

- 2**
- 1 B: pour down  
B: keep out of
  - 2 B: wet, clear up
  - 3 A: heat  
B: reached  
A: humid
  - 4 A: drop

#### LISTENING

- 3**
- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| a 2 | b 4 | c 5 | d 3 | e 1 |
|-----|-----|-----|-----|-----|



## PRONUNCIATION Same sound or different?

4

1 S      2 D      3 D      4 S      5 D      6 S

## GRAMMAR Present perfect questions

6

- 1 A: Have, seen  
B: I'd love to
- 2 A: Have, gone / been  
B: never
- 3 A: Have, tried  
B: several times
- 4 A: Have, eaten  
B: to be
- 5 A: Have, ridden  
B: Have you?
- 6 A: Have, visited  
B: it
- 7 A: Have, flown  
B: is
- 8 A: Have, gone / been  
B: go

## VOCABULARY Holiday problems

7

- 1 delayed, stuck
- 2 arguing
- 3 with, windy
- 4 off
- 5 place, angry
- 6 crowded
- 7 up

8

- 1 B: had, upset stomach, spoiled, trip
- 2 A: missed, flight, charged a fortune
- 3 B: stole, passport, lost, camera

## VOCABULARY BUILDER QUIZ 3

1

- |             |        |
|-------------|--------|
| 1 ride      | 4 risk |
| 2 guarantee | 5 warm |
| 3 drop      | 6 mine |

2

- |                 |           |
|-----------------|-----------|
| 1 discovered    | 5 initial |
| 2 take          | 6 lively  |
| 3 accommodation | 7 came    |
| 4 entertainment |           |

3

1 d      2 b      3 e      4 f      5 a      6 c

4

1 P      2 N      3 N      4 P      5 N      6 P

## UNIT 4

### VOCABULARY Free-time activities

1

play + football, cards, tennis  
go to + the cinema, the theatre, a friend's place for dinner  
go + climbing, shopping, sailing  
do + a bit of exercise, some baking  
go for + a drive, a ride on my bike, a run

2

- 1 B: Well, go and play football or ride your bike.  
B: Well, stay in and tidy up your bedroom, then.
- 2 B: I just stayed in and took it easy.  
B: Yeah, I just didn't fancy going clubbing.
- 3 B: Going to a friend's for dinner or just taking it easy at home. What about you?  
A: My idea of heaven is staying in and studying for my exams.  
A: Only joking. My ideal night out is going to a bar to watch the football and then going clubbing.

## GRAMMAR Habit and frequency

3

- 1 A: How often do you eat out?
- 2 A: Do you ever work weekends?
- 3 A: Do you go to the gym much?
- 4 A: Do you ever play golf?
- 5 A: Do you go clubbing a lot?
- 6 A: How often do you go walking in the country? / Do you often go walking in the country?

4

- |             |           |
|-------------|-----------|
| 5 a that    | 8 e Never |
| 1 b All the | 3 f often |
| 7 c ever    | 4 g would |
| 6 d used to | 2 h every |

5

- |                |                 |
|----------------|-----------------|
| 1 used to have | 4 used to leave |
| 2 used to take | 5 used to spend |
| 3 not possible |                 |

## LISTENING

6

travel ✓  
sport  
food ✓  
relationships ✓  
free time ✓  
shopping

7

Changing my morning routine has changed my attitude. A  
I became bored with my hobby even though I'm quite good at it. J  
I thought you needed money to have a good time. M  
It's silly to keep repeating things that upset you. A  
I wanted to share my ideas with other people. M  
I feel motivated to help others join in. J  
I developed a great social life at no cost. M

## PRONUNCIATION Sentence stress

8

- 1 Like a lot of people, I used to have a pretty fixed routine.
- 2 I'm in a much better mood when I get to work.
- 3 I'm into sport and I'm quite good at it.
- 4 All my friends were playing the same sports.
- 5 What have you got to lose?

## DEVELOPING CONVERSATIONS Are you any good?

10

- 1 No, I'm useless.
- 2 Yeah, quite good.
- 3 I'm OK.
- 4 No, not really.



**VOCABULARY** Injuries and problems

- 1**
- 1 stiff
  - 2 pulled
  - 3 broke
  - 4 injury
  - 5 banged
  - 6 confidence
  - 7 injury, unfit

**GRAMMAR** Present perfect continuous and past simple for duration

- 2**
- 1 How long was your team in the first division? a
  - 2 How long were you in plaster after your accident? b
  - 3 How long have you been doing yoga? c
  - 4 How long did you train before the marathon? d
  - 5 How long has Jodie been doing ballet? e

- 3**
- 1 A: I've been having riding lessons  
B: since then
  - 2 A: How long have you been playing?  
B: for
  - 3 B: How long did you do that for?  
A: From the age of about 14 until I left.
  - 4 B: Thanks. Until quite recently, / up until  
A: That's amazing. How long did you teach for?

**DEVELOPING WRITING** An email –asking for information

- 4**
- |              |            |
|--------------|------------|
| 1 advert     | 6 confirm  |
| 2 keen       | 7 grateful |
| 3 experience | 8 let      |
| 4 join       | 9 forward  |
| 5 provided   | 10 regards |

- 5**
- It's the first time Richard has written to the organisation.
  - He has never been part of a conservation group before.
  - He asks about equipment.
  - He says how he found out about the group.

**6**

Could you tell me whether any experience or special skills are necessary to join the group?  
I would also like to know whether volunteers need to bring their own tools, or whether these will be provided.  
Could you confirm the days and times that the group meets?  
I would also be grateful if you could let me know whereabouts the group works and the type of tasks the volunteers do.  
Finally, could you tell me if you organise any special courses in conservation?

- 7**
- 1 Can you confirm if / whether I have to wear anything special?
  - 2 I would like to know how transport to each session is organised.
  - 3 Can you confirm where the nearest car park to the gym is?
  - 4 Could you tell me if / whether the tutor has a good success rate?
  - 5 I'd be grateful if you could tell me how much a course of lessons costs.
  - 6 I would like to know if I have to take an exam or a test.

- 8**
- Student's own answers.

**VOCABULARY** Describing music

- 1**
- 1 depressing, uplifting
  - 2 bland, commercial
  - 3 moving, sentimental
  - 4 catchy, repetitive
  - 5 heavy, soft

**DEVELOPING CONVERSATIONS** Talking about tastes

- 2**
- |        |          |         |            |
|--------|----------|---------|------------|
| 1 much | 3 All    | 5 in    | 7 anything |
| 2 kind | 4 mainly | 6 stuff |            |

**READING**

- 3**
- to give some facts about the problem of illegal downloads

- 4**
- 2 the extent of the problem
  - 4 possible solutions for the future
  - 3 examples of people who have been punished
  - 1 the ways people get music

- 5**
- 1 'one or two': CDs
  - 2 'This': file-sharing
  - 3 'it': file-sharing
  - 4 'this': music piracy
  - 5 'one of them': people that download music illegally
  - 6 'They': UK Internet providers and the record industry
  - 7 'another possibility': to stop illegal downloaders
  - 8 '80 per cent of them': 80% of downloaders

- 6**
- £1 billion cost of illegal downloading  
14–24 age range  
10,000 songs  
48 per cent of a music collection  
\$222,000 fine given to Jamie Thomas  
1,702 number of songs Jamie Thomas had downloaded and distributed

- 7**
- 1 A recent survey, The research also showed
  - 2 The average
  - 3 Nowadays
  - 4 It is estimated

**VOCABULARY BUILDER QUIZ 4**

- 1**
- 1 It's important to warm *up* before you do any exercise.
  - 2 I'm so unfit. I don't think I could run *round* the block without stopping.
  - 3 This song reminds me *of* a holiday I had in Rome.
  - 4 My friend always sings *along* to the songs on her iPod.
  - 5 I've still got a scar from when I fell *off* my bike when I was a kid.

- 2**
- 1 unfit
  - 2 unlikely



- 3 unfair
- 4 unexpected
- 5 unreliable
- 6 uninspiring / uninteresting
- 7 unsuccessful
- 8 undecided / uncertain / unsure

**3**  
1 d      2 a      3 e      4 f      5 b      6 c

- 4**  
1 injury  
2 energetic  
3 recover  
4 confidence  
5 patience  
6 repetitive

## UNIT 5

### VOCABULARY Describing jobs

- 1**  
1 civil servant  
2 planner  
labourer  
electrician  
3 programmer  
engineer  
4 lawyer  
accountant  
5 graphic designer  
6 surgeon  
7 estate agent  
security guard

- 2**  
civil servant      programmer  
planner      engineer  
labourer      lawyer  
electrician      accountant  
graphic designer  
surgeon  
estate agent  
security guard

**3**  
1 e      2 b      3 c      4 g      5 d      6 f      7 a

- 4**  
1 stressful, rewarding, surgeon  
2 insecure, physically demanding, labourer  
3 creative, varied, graphic designer  
4 well paid, competitive, accountant  
5 responsibility, paperwork, lawyer

### LISTENING

**5**  
1 e      2 d      3 c      4 b      5 a

### DEVELOPING CONVERSATIONS Doing what?

- 6**  
1 sales, the rep  
2 human, with  
3 accounts, for  
4 marketing, do, involved  
5 warehouse, do

### GRAMMAR Must and can't for commenting

- 7**  
1 That must be stressful.  
2 That must be rewarding.  
3 That can't be very motivating.  
4 That can't be legal.  
5 That must be great fun.  
6 That can't be easy.

### PRONUNCIATION Past simple -ed endings

**8**  
1 3      3 2      5 2      7 1  
2 1      4 1      6 3      8 2

- 9**  
1 He invited a group of us to go for a meal.  
2 When I looked at my watch, I couldn't believe it was 11.30.  
3 My alarm went off at 6.30 but I just ignored it and went back to sleep.  
4 Every time the interviewer asked me something, my mind just went blank.  
5 It sounded really good, so I decided to go for it.  
6 I remembered I'd skipped breakfast.  
7 The head of sales looked a bit surprised but handed them both over.  
8 I answered it because it was one of my co-workers.

### GRAMMAR Talking about rules

- 1**  
1 are not allowed to drink  
2 are allowed to buy  
3 are supposed to clear  
4 shouldn't really send  
5 aren't supposed to leave  
6 should really turn off
- 2**  
1 You are not allowed to die in the Houses of Parliament in London.  
2 You aren't supposed to put a stamp showing the British king or queen's head upside-down on an envelope.  
3 In Scotland, if someone knocks on your door and asks to use your toilet, you've to let them come in.  
4 In Ohio, you aren't allowed to get a fish drunk.  
5 In Florida, unmarried women aren't supposed to parachute on a Sunday.  
6 In Vermont, a woman has to get written permission from her husband to wear false teeth.  
7 In Milan, you've to smile at all times, except during funerals or hospital visits.  
8 In France, you're not allowed to name a pig 'Napoleon'.

### VOCABULARY Work rules and laws

- 3**  
1 against the law  
2 ban  
3 a legal requirement  
4 ignored  
5 hire and fire people  
6 was fined

- 4**  
1 discrimination, unpopular  
2 found, taking  
3 changed, employment



- 4 enforce, corruption  
5 took, won, fine

## READING

## 5

- Be concise
- Give the full story
- Be honest
- Be accurate
- Send a covering letter

## 6

- 1 T      2 ?      3 F      4 F      5 F      6 T      7 ?

## 7

- 1 boost your chances
- 2 stand out
- 3 makes dull reading
- 4 getting your foot in the door
- 5 bend the truth

**VOCABULARY** *Be used to and get used to*

**1**

- |     |     |     |
|-----|-----|-----|
| 1 a | 3 b | 5 b |
| 2 a | 4 a | 6 a |

## 2

- 1 get used to      3 wearing      5 eating      7 got  
2 getting      4 'm      6 used      8 to

**DEVELOPING WRITING** More formal writing – a covering letter

## 3

- 1 Dear (name)
- 2 Dear Sir or Madam
- 3 Yours sincerely
- 4 Yours faithfully.

## 4

- 1 Refer to a specific job with a job title and/or job reference.
- 2 Confirm your contact details.
- 3 Show that you have relevant qualifications.

## 5

- 1 I am writing in response to your job advertisement for a Tourist Information Officer (reference IO1791)
- 2 I am available for interview at any time and please do not hesitate to contact me for further information. I can be contacted on my mobile: 08614 308692, or at home on 01855 593410.
- 3 As you can see from my CV, I have a degree in French and Spanish, and a diploma in Tourism Management. I also have knowledge of several computer programs, and I am currently learning Italian.

## 6

- 1 I can be contacted ...
- 2 I also have knowledge of ...
- 3 I am available for interview ...
- 4 I am enclosing my CV for your consideration.
- 5 I have been in sole charge of ... / I have experience in managing teams of employees ...
- 6 I am writing in response to ...
- 7 I look forward to hearing from you.

## 7

Student's own answers.

## VOCABULARY BUILDER QUIZ 5

**1**

- 1 finances      3 delivery      5 accounts  
2 bonus        4 deadline     6 training

## 2

- 1 research      3 charge      5 risk  
2 support      4 recruit      6 notice

## 3

- 1 swearing    3 accounts    5 responsible  
2 bonuses    4 order        6 contracted

## 4

- 1 put in charge of
- 2 deadline
- 3 with more variety
- 4 handed in my notice
- 5 put up with
- 6 handle
- 7 do any lifting

## UNIT 6

## VOCABULARY Smartphones

1

- 1 e      2 f      3 d      4 a      5 c      6 b      7 g

## 2

- 1 should upgrade up to the latest version.
- 2 I'm am with Orange
- 3 I need to charge up it
- 4 only lasts during a few hours
- 5 just tap in this icon
- 6 up to of 5,000 songs

## GRAMMAR Comparisons

## 3

- |     |     |
|-----|-----|
| 1 S | 4 S |
| 2 D | 5 D |
| 3 S | 6 D |

## 4

- 1 less user-friendly than  
2 is twice as expensive as  
3 much more difficult to use than  
4 as important to me as  
5 is (only) slightly better than  
6 far more  
7 is (only) a tiny bit better than

### DEVELOPING CONVERSATIONS

## 5

- 1 There are 600 free minutes with this deal while that *one* has unlimited calls.
- 2 This cover is made of leather whereas that *one* is made of plastic.
- 3 You can get a free gift with this phone contract whereas there's no free offer with that *one*.
- 4 The first internet providers weren't very competitive whereas the latest *ones* are.
- 5 These phones are in the sale while those *ones* aren't.
- 6 I took these photos on my smartphone whereas these *ones* were taken with a camera.



## DEVELOPING WRITING Using the right tone – complaining

6 a 1 b 1 c 2 d 2 e 1 f 2 g 2

7  
1 placed 5 quality 9 regular  
2 charge 6 helpdesk 10 unacceptable  
3 delay 7 resolve 11 grateful  
4 warehouse 8 make 12 courier

8  
Student's own answers.

## VOCABULARY Clothes and accessories

1  
Possible answers

- 1 jacket, jumper, boots, scarf, gloves, wool hat, thick socks
- 2 tracksuit bottoms, trainers, T-shirt, leggings
- 3 chain, belt, ring, scarf, gloves, wool hat
- 4 skirt, leggings, high heels
- 5 slippers, trainers, sandals, boots, high heels, thick socks
- 6 necklace, bracelet, chain, ring, earrings

2  
1 bright 5 cool 9 tight  
2 colourful 6 suits 10 go  
3 smart 7 match  
4 nice 8 fit

## READING

3  
b How supermarkets get you to spend

4  
Ice cream: 4  
Milk: 5  
Roses: 2  
Trolleys and baskets: 1  
Bread: 5  
Strawberries: 6  
A tin of tomatoes: 4  
A magazine: 3

5  
1 T 2 T 3 T 4 T 7 T

6  
1 free samples 5 picked up  
2 special offers 6 queue up  
3 trolley 7 checkout  
4 aisles

## VOCABULARY Describing souvenirs and presents

1  
1 leather 3 wool 5 silk  
2 wooden 4 clay 6 plastic

## GRAMMAR Noun phrases

2  
1 A: lovely, handmade  
B: nice, little  
2 A: handmade, silk  
B: horrible, machine-woven

3 A: gorgeous, painted  
B: tacky, little  
4 B: cute, handmade

## LISTENING

3  
silk scarf  
silk shirt  
laptop  
iPod  
Chinese herbs, spices & sauces  
chopsticks  
two kites

4  
silk scarf Emma  
silk shirt Jodie  
laptop Nick  
iPod Nick  
Chinese herbs, spices & sauces Eddie  
chopsticks Emma, Eddie and their children  
Emma and Eddie's children

## PRONUNCIATION Intonation on question tags

5  
1 weren't you 3 don't they 5 don't you  
2 have you 4 did he 6 aren't they

6  
1 weren't you ... falling  
2 have you ... rising  
3 don't they ... falling  
4 did he ... rising  
5 don't you ... rising  
6 aren't they ... falling

## DEVELOPING CONVERSATIONS Negotiating prices

8  
1 expensive 4 forever 7 left  
2 top 5 make 8 Take  
3 genuine 6 ones 9 go

## VOCABULARY BUILDER QUIZ 6

1  
1 Here's the €20 I owe you.  
2 I don't often wear bright colours. Most of my clothes are pretty *plain*.  
3 Which *brand* of coffee do you usually buy?  
4 We bought a beautiful *carved* wooden box in Bali.  
5 Have you been to the new shopping *mall* yet?  
6 She got married in a lovely *silk* dress.  
7 Apparently, there are a lot of *fake* £20 notes going around.  
8 It's boiling. Why are you wearing such a *thick* jumper?

2  
1 f 2 c 3 a 4 b 5 d 6 e

3  
1 x 2 x 3 ✓ 4 x 5 ✓ 6 ✓

4  
1 fit 3 queue 5 mass  
2 match 4 label



## UNIT 7

## VOCABULARY Describing courses

- 1  
1 b 2 f 3 e 4 d 5 a 6 c

- 2  
1 modules  
2 assignments  
3 tutors  
4 final exams  
5 seminars  
6 overall marks

- 3  
1 struggling  
2 making  
3 getting  
4 leadership, for  
5 degree course, keen

- 4  
1 assessed, coursework  
2 work, practical  
3 feedback, encouraging  
4 motivation, relevant  
5 assignments, demanding

DEVELOPING CONVERSATIONS *I can imagine, I bet, etc.*

- 5  
1 I bet. That must be stressful.  
2 I can imagine. You need clear feedback.  
3 I'm sure. That can't be very encouraging.  
4 It sounds it. That must be exhausting.  
5 I bet. That must be really frustrating.

## GRAMMAR Future time clauses

- 6  
1 correct  
2 What are you planning to do after your evening course finishes?  
3 Once I meet the other students on the course, I'll feel less nervous.  
4 I hope to extend the essay deadline once I *speak* to my tutor.  
5 correct  
6 When the tutor *arrives*, we'll start the seminar.  
7 We're going to have a huge party when the final exams *are* over.  
8 After I *leave* college, I'll get a part-time job.

- 7  
1 'll be, it's finished  
2 'll let, receive  
3 'll come, 've done  
4 'll feel, 've got  
5 hand, 'll catch  
6 'll apologise, see

## VOCABULARY Education

- 1  
1 enthusiastic  
2 keen  
3 pay  
4 well

- 5 patient  
6 encouraging  
7 ambition  
8 well-prepared

- 2  
1  
1 social problems  
2 strict discipline  
3 bilingual school  
4 entry requirements  
5 school fees

- 2  
1 academic reputation  
2 alternative approaches  
3 Master's programme  
4 research facilities

## LISTENING

- 3  
home education 4  
'whole child' education 6  
the role of teachers 2  
the role of parents 5  
discipline 3  
boarding school 1

- 4  
Opinions 1, 2, 3, 5, and 8

## PRONUNCIATION Word stress

- 5  
1 inspiration encourage  
2 education  
3 educate  
4 encouragement inspire co-operate  
5 co-operation

## READING

- 7  
b  
8  
1 T 2 F 3 T 4 F 5 T 6 F 7 F  
9  
1 on 2 in 3 for 4 for 5 in, at 6 in

## GRAMMAR Zero and first conditionals

- 1  
1 f 2 c 3 b 4 e 5 d 6 a  
2  
1 start, meet  
2 might call, have  
3 get, won't pass  
4 take, get  
5 continues, will be suspended  
6 might get, download  
7 fancy, will be  
8 misbehaves, will send

## DEVELOPING WRITING A course review – giving feedback

3  
A

- 4
- |              |               |
|--------------|---------------|
| 1 thoroughly | 6 worksheet   |
| 2 experience | 7 support     |
| 3 standard   | 8 facilities  |
| 4 run        | 9 achievement |
| 5 rewarding  | 10 recommend  |

- 5
- I was hoping for some practical sessions, but the three days consisted of long lectures with no group work.
  - Overall, I thought the training was quite poor.
  - The content of the first day was inappropriate for postgraduate students – it was more undergraduate level.
  - the tutors didn't appear to know how to use the interactive whiteboard, or even the microphone.
  - We were given a very tight deadline for the end-of-course essay and I struggled to get it finished.
  - Perhaps you could review the course content and choice of tutor for future courses.

6  
Student's own answers.

## VOCABULARY Forming words

- 7
- social
  - management
  - knowledge
  - cooking
  - appearance
  - ability
  - communication
  - understanding
  - relationships

8  
Student's own answers.

- 9
- |                |              |
|----------------|--------------|
| 1 education    | 6 treatment  |
| 2 information  | 7 elections  |
| 3 failure      | 8 technical  |
| 4 practical    | 9 ability    |
| 5 calculations | 10 arguments |

## VOCABULARY BUILDER QUIZ 7

- 1
- assessment
  - reputation
  - interpretation
  - improvement
  - expectations
  - requirement

- 2
- convenient  
complete  
accurate  
experienced  
sensitive  
decisive

- 3
- hand in my assignment  
extend the deadline
  - do some revision  
go through the notes
  - make progress  
fail the module

- 4
- |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| 1 N | 2 N | 3 P | 4 P | 5 P | 6 N | 7 N |
|-----|-----|-----|-----|-----|-----|-----|

## UNIT 8

### VOCABULARY Describing food

- 1
- |                     |                  |
|---------------------|------------------|
| 1 steam boil        | 4 slice marinate |
| 2 deep-fry stir-fry | 5 roast grill    |
| 3 mash grate        |                  |
- 2
- |         |         |          |           |          |
|---------|---------|----------|-----------|----------|
| 1 cake  | 3 bread | 5 trifle | 7 salad   | 9 rice   |
| 2 sauce | 4 soup  | 6 eggs   | 8 oysters | 10 fruit |
- 3
- |             |          |           |
|-------------|----------|-----------|
| 1 fattening | 3 tasty  | 5 bland   |
| 2 spicy     | 4 greasy | 6 filling |

- 4
- |         |           |               |
|---------|-----------|---------------|
| 1 limes | 3 trifle  | 5 blue cheese |
| 2 tripe | 4 peanuts |               |

### DEVELOPING CONVERSATIONS Describing dishes

- 5
- It's a kind of fruit. It's a bit like a lemon but it's
  - It's a kind of spice but it's not as strong
  - It's a kind of, it's made from mashed
  - It's a bit like cheese but it's made from mashed soya beans
  - It's a kind of sausage from, it's made from pork

## READING

- 6
- b
- 7
- |         |         |
|---------|---------|
| 1 B D   | 6 A B C |
| 2 A B D | 7 B     |
| 3 A     | 8 D     |
| 4 B     | 9 B     |
| 5 C     | 10 B D  |

- 8
- bite to eat
  - missed out on
  - from scratch
  - go all day without food
  - proper
  - counts
  - appetite
  - A lack of

### GRAMMAR Generalisations and *tend to*

- 1
- I don't tend to / tend not to have a proper breakfast every morning.
  - We wouldn't tend to / tend not to split the bill when we eat out.



- 3 As kids, we didn't tend to / tended not to eat lots of sugary snacks.
- 4 Since his illness, he hasn't tended to / has tended not to pay attention to his diet.
- 5 My mum doesn't tend to / tends not to use a recipe book when she cooks.
- 6 As a student, she didn't tend to / tended not to eat tinned and frozen food.

2

- 1 tend to
- 2 didn't tend to
- 3 tend to
- 4 tended to
- 5 would tend to
- 6 tended to
- 7 don't tend to/ tend not to
- 8 doesn't tend to/tends not to

## LISTENING

3

Cheesy pasta with spinach

Serves: 4

Ingredients

- a 200 grams
- b 450 grams
- c butter
- d grated
- e boiling
- f 12
- g medium
- h spinach
- i steam
- j olives
- k prawns

## PRONUNCIATION Long vowel sounds

5

- 1 /u:/
- 2 /i:/
- 3 /ɔ:/
- 4 /ɜ:/
- 5 /ɑ:/

6

- 1 foreign
- 2 marinate
- 3 rich
- 4 décor
- 5 tough

## DEVELOPING WRITING An encyclopedia entry – describing food culture

8

You can buy sushi all over the world now but it won't be as good as in Japan.

I'm really worried that our traditional cuisine may be changing because of imported food.

It's a silly mistake that foreigners make.

9

- 1 Pasta is a *staple* of the Italian diet.
- 2 The Polish eat a large *variety* of pork dishes.
- 3 Fish and seafood *feature* strongly in the coastal areas of Spain.
- 4 The best-known dishes in Argentina are *asados*.
- 5 The food in Hong Kong consists of a huge range of ingredients.
- 6 Duck is popular in Singapore served with a range of side *dishes*.
- 7 Lunch is the *main* meal of the day in Brazil.
- 8 It's bad *manners* to start eating before the other people at the table.

10

Student's own answers.

## VOCABULARY Restaurants

1

- 1 At St Germain *all the food is very rich*.
- 2 The Gallery looks out over some beautiful gardens.
- 3 Casa Paco is always packed.
- 4 The Olive Tree has got fashionable décor.
- 5 Sea and Surf only does seafood.

2

- |              |            |
|--------------|------------|
| 1 home-style | 5 limited  |
| 2 huge       | 6 organic  |
| 3 greasy     | 7 inviting |
| 4 bland      |            |

3

- 1 deserted
- 2 generous
- 3 deserves
- 4 outstanding
- 5 overcooks it
- 6 overpowers it
- 7 beautifully presented
- 8 very fancy, very posh

## GRAMMAR Second conditionals

4

- 1 b
- 2 a
- 3 d
- 4 e
- 5 f
- 6 c

5

- 1
- 1 would
- 2 invited
- 3 might
- 4 was
- 5 wouldn't

2

- 6 was running
- 7 I'd
- 8 was
- 9 I'd expect

3

- 10 wouldn't
- 11 were
- 12 wasn't driving
- 13 I could

6

- 1 I'd love to work with food if I *would* *could* retrain in a different industry.
- 2 if we *would* have *had* more time.
- 3 I'd *would* love to take you to a posh restaurant.
- 4 if you *wanted* to make a good impression
- 5 If I *am* were you,
- 6 where *do* would you go?
- 7 I think Greg *can* *could* be a professional chef
- 8 I *didn't* *wouldn't* come to this café again
- 9 if you *could* had have anything?
- 10 If you *was* were living on the minimum wage

## VOCABULARY BUILDER QUIZ 8

**1**  
tasty  
filling  
juicy  
raw  
bland  
tender

**2**  
1 juicy 2 crunchy 3 spicy 4 chewy 5 crunchy / salty

**3**  
1 appetite 2 transfer 3 overpower 4 go for 5 sugary

**4**  
1 stock 2 banned 3 bland 4 side 5 packed 6 bare  
7 deserve 8 host 9 hold

## UNIT 9

### VOCABULARY Describing homes

**1**  
1 garage  
2 back garden  
3 swimming pool  
4 roof terrace  
5 gas central heating  
6 basement

**2**  
1 tiled 3 attic 5 patio  
2 fire 4 balcony

**3**  
1 a shared apartment, affordable  
2 convenient, bright  
3 run-down, spacious  
4 newly built, compact  
5 central, cramped

### DEVELOPING CONVERSATIONS Explaining how big a place is

**4**  
1 tiny, half, size  
2 as, one, wider  
3 cramped, maybe, little  
4 about twice, mine  
5 huge, three, yours  
6 spacious, similar, bigger

### READING

**5**  
1 two women in Vancouver  
2 a young guy / Kyle  
3 the development officer  
4 Kyle  
5 Kyle and his girlfriend  
6 Corbin Bernsen  
7 A number of people including 500 people from Kipling  
8 Kyle  
9 Corbin Bernsen

**6**  
search  
Keep

vacant  
face to face  
attract  
warm welcome

### VOCABULARY Social issues

**1**  
1 b 2 f 3 c 4 d 5 a 6 e

**2**  
1 of 2 do 3 sharp 4 prices 5 to 6 must

### GRAMMAR Present perfect simple and present perfect continuous

**3**  
1 c 2 f 3 e 4 b 5 a 6 b

**4**  
1 Unemployment has gone up to five million.  
2 Our profits have risen by about 20 per cent.  
3 mortgage payments have increased dramatically  
4 Food prices have been going up over the last year  
5 property prices have fallen dramatically  
6 the cost of energy has been dropping steadily

### LISTENING

**5**  
1 29 3 affordable 5 doesn't tell  
2 ten 4 lytle

**6**  
The flat was:  
too expensive 6  
tiny 1  
very cold 2  
in bad condition 4  
quite a long way from the underground 3  
not very clean 5

### PRONUNCIATION Correcting information

**7**  
1 You couldn't call it compact; it was just cramped.  
2 It wasn't chilly; it was freezing.  
3 The agent said it was ten minutes from the tube, but it was more like 20.  
4 It was supposed to be affordable but that's just overpriced.

**9**  
1 d 2 e 3 a 4 b 5 c

### VOCABULARY Describing areas

**1**  
1 lively, multicultural, dead  
2 rough, filthy, smart  
3 isolated, connected

### GRAMMAR Comparing now and the past

**2**  
1 rougher 3 more 5 as  
2 than 4 more 6 lively

**3**  
1 Life is more complicated than it used to be.  
2 The air in the town is much less polluted.



- 3 House prices are not as high now.
- 4 There is much more traffic than in the past.
- 5 There are far fewer businesses in the city centre.
- 6 There is less tourism than there was.

- 4**
- |        |          |          |          |
|--------|----------|----------|----------|
| 1 more | 4 was    | 7 more   | 10 fewer |
| 2 than | 5 much   | 8 much   | 11 less  |
| 3 be   | 6 longer | 9 before | 12 are   |

### DEVELOPING CONVERSATIONS Asking about rules

- 5**
- 1 Is, as
  - 2 mind, Not at all
  - 3 Can, not
  - 4 Would, within
  - 5 Would, depends
  - 6 have, Obviously

### DEVELOPING WRITING A room advert – checking accuracy

- 6**
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 c | 2 e | 3 d | 4 a | 5 b | 6 f |
|-----|-----|-----|-----|-----|-----|

- 7**
- quiet  
located  
consists of  
bright  
central  
looking for  
noisy

- 8**
- Student's own answers.

### VOCABULARY BUILDER QUIZ 9

- 1**
- |        |         |            |           |
|--------|---------|------------|-----------|
| 1 posh | 2 green | 3 separate | 4 compact |
|--------|---------|------------|-----------|

- 2**
- The roof is leaking.  
There's a shortage of affordable housing.  
There were hardly any volunteers for the clean-up campaign.  
The building project has gone over budget.  
The central heating needs fixing.  
The graffiti in the area put off potential buyers.

- 3**
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 b | 2 d | 3 a | 4 f | 5 e | 6 c |
|-----|-----|-----|-----|-----|-----|

- 4**
- |        |       |        |
|--------|-------|--------|
| 1 rent | 2 aim | 3 rise |
|--------|-------|--------|

- 5**
- 1 within, of
  - 2 down, to
  - 3 to, in

## UNIT 10

### VOCABULARY Exhibitions, films and theatre

- 1**
- Aspects of a film  
soundtrack  
special effects  
plot

Types of painting  
portrait  
landscape

Exhibitions  
photography  
installation  
sculpture

Types of play  
drama  
comedy  
tragedy  
historical play

Jobs  
DJ  
sculptor  
stand-up comedian  
director

- 2**
- 1 musical, lighting, audience
  - 2 director, acting, costumes, staging
  - 3 trailer, documentary, comedy, thrillers
  - 4 painting, painter, modern

- 3**
- 1 What's on?
  - 2 What kind of exhibition is it? / What is it a collection of?
  - 3 What's the play about?
  - 4 Where's the exhibition on?
  - 5 When's it on?
  - 6 Who's in it?

### DEVELOPING CONVERSATIONS Explaining where things are

- 4**
- |           |            |            |
|-----------|------------|------------|
| 1 off     | 5 right    | 9 out      |
| 2 coming  | 6 in front | 10 towards |
| 3 halfway | 7 at       | 11 facing  |
| 4 back    | 8 next     |            |

### LISTENING

- 5**
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 c | 2 b | 3 a | 4 a | 5 b | 6 c |
|-----|-----|-----|-----|-----|-----|

### PRONUNCIATION Same sound or different?

- 6**
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 D | 2 S | 3 D | 4 D | 5 D | 6 D |
|-----|-----|-----|-----|-----|-----|

### GRAMMAR Quantifiers

- 1**
- 1 a lot of, All, no
  - 2 Few, every, Some of
  - 3 little, every, many
  - 4 hardly any, Most, no
  - 5 so many, any, little
  - 6 Every, few, no

- 2**
- 1 a documentary
  - 2 a comedy
  - 3 a soundtrack
  - 4 a musical
  - 5 an exhibition
  - 6 a film

3

- |              |            |
|--------------|------------|
| 1 a little   | b a little |
| 2 a every    | b All      |
| 3 a no       | b aren't   |
| 4 a Some of  | b Some     |
| 5 a Not many | b Not much |
| 6 a few      | b a few    |

### VOCABULARY Idioms

4

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 f | 3 e | 5 i | 7 g | 9 a |
| 2 h | 4 c | 6 b | 8 d |     |

### READING

5

a

6

- 1 T    2 T    3 DS    4 F    5 T    6 F    7 F

7

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 g | 3 h | 5 d | 7 e |
| 2 a | 4 c | 6 f | 8 b |

### VOCABULARY Describing events

1

- overrated, saying, moving, tears, out
- through, rubbish, atmosphere, everything
- trendy, place, packed, hot, crazy
- weird, why

### GRAMMAR The future in the past

2

- She said she was going to meet some friends at the cinema.
- He promised he'd get the theatre tickets online.
- She didn't think the concert would be very good.
- He promised he wouldn't be late for the party.
- The manager said the concert would probably finish at about 11.30.
- She thought that all the clubs were going to be packed.

3

- was going to ring
- would come
- were going to arrive
- wouldn't spend

### DEVELOPING WRITING Emails – arranging to go out

4

- |              |           |           |           |
|--------------|-----------|-----------|-----------|
| A 1 know     | 2 coming  | 3 get     |           |
| B 1 dull     | 2 reviews | 3 excuses | 4 tickets |
| C 1 come     | 2 make    | 3 way     |           |
| D 1 nice     | 2 kind    | 3 ever    |           |
| E 1 supposed | 2 fancy   | 3 on      | 4 out     |

5

- A 5    B 3    C 4    D 2    E 1

6

Student's own answers.

## VOCABULARY BUILDER QUIZ 10

1

- |            |             |
|------------|-------------|
| 1 cast     | 4 sculpture |
| 2 audience | 5 trailer   |
| 3 portrait | 6 plot      |

2

- |                   |               |
|-------------------|---------------|
| 1 congratulations | 4 possessions |
| 2 decorations     | 5 suggestion  |
| 3 demonstration   | 6 option      |

3

- I'm not very *keen* on modern art.
- I'll give you a *lift* to the station if you like.
- It was awful. She burst into *tears* when she heard the news.
- The late *showing* of the film doesn't finish until after midnight.
- Take the next *turning* on the left.
- He always *fails* to understand what I'm trying to say.

4

- 1 g    2 c    3 d    4 a    5 b    6 e    7 f

## UNIT 11

### VOCABULARY Movement and sounds

1

- circling
- moving, buzzing
- lying
- leapt, disappeared
- crawled
- crawling

### GRAMMAR Past ability / obligation

2

- couldn't, managed to
- had to, could
- could, managed to
- had to, couldn't
- couldn't, had to

### DEVELOPING CONVERSATIONS Helping speakers to tell stories

3

#### Conversation 1

- A: You'll never guess what happened last night.  
 B: Go on. What?  
 A: Well, I was driving home from the office when I suddenly saw a deer in the road.  
 B: Seriously? In the middle of all the traffic?  
 A: Yeah! It was a huge animal, with really big antlers. It was actually a bit scary. I thought it might run into one of the cars.  
 B: But what was it doing there?  
 A: I guess it had come out of the forest that stretches along the side of the road. The poor animal looked really scared and confused.  
 B: So what happened in the end?  
 A: Well, the police and wildlife officers were going to tranquilise it, but they couldn't shoot at it because there was still a lot of traffic around. As far as I know, they haven't caught it yet.



**Conversation 2**

- A: Did you hear about that cat that spent a week stuck in a car engine?  
 B: No, where was that?  
 A: I think it was in Austria. This guy heard something coming from his Mercedes so he looked under the bonnet and found his neighbour's cat.  
 B: But what was it doing there?  
 A: Nobody knows. But it had hidden so deeply inside the engine that they had to take it apart to get the cat out. It had been there for a week without food or water and the guy had driven 300 miles!  
 B: Seriously? Not hurt or anything?  
 A: No, it was amazing. It just had a few minor burns on its fur.  
 B: So what happened in the end?  
 A: They guy gave the cat back to his neighbour. Apparently, it was fine, despite what had happened.

**LISTENING****4**

4, 6, 2, 3, 1, 5

**PRONUNCIATION** Same pronunciation, different spelling**5**

- 1 son, sun
- 2 weather, whether
- 3 break, brake
- 4 red, read
- 5 write, right
- 6 wait, weight

**VOCABULARY** Challenges and achievements**1**

1 d 2 b 3 c 4 e 5 a 6 f

**2**

- 1 ambition, peaks
- 2 toughest, achieve
- 3 determination, overcome
- 4 disabled, goal
- 5 true, of

**READING****3**

wheat cotton papyrus foxglove

**4**

Which plant

- 1 D
- 2 A B
- 3 B
- 4 C
- 5 A
- 6 D
- 7 A B C
- 8 C

**5**

- |         |              |         |
|---------|--------------|---------|
| 1 vital | 3 originated | 5 crops |
| 2 made  | 4 portable   | 6 had   |

**GRAMMAR** Passives**1**

- 1 is covered B
- 2 is known A

- 3 are known C
- 4 are used C
- 5 have been developed A
- 6 were bred A
- 7 was adopted A
- 8 are threatened B

**2**

- 1 produces
- 2 are being built
- 3 has installed
- 4 predicted
- 5 will be produced
- 6 are often criticised
- 7 complain

**3**

- 1 A new shopping centre is being built in the centre of town.
- 2 The diamonds were smuggled out of the country in bags of sugar.
- 3 The photocopier was being repaired all yesterday morning.
- 4 Students are graded according to their age and ability.
- 5 All civil servants have been given a pay rise.
- 6 The new president will be interviewed on live TV.

**DEVELOPING WRITING** A blog – giving an opinion**4**

- |           |            |           |         |
|-----------|------------|-----------|---------|
| 1 against | 5 treat    | 9 get     | 13 like |
| 2 point   | 6 What     | 10 mean   | 14 take |
| 3 me      | 7 see      | 11 fact   |         |
| 4 make    | 8 couldn't | 12 forget |         |

**5**

Student's own answers.

**VOCABULARY BUILDER QUIZ 11****1**

1 c 2 e 3 d 4 a 5 b

**2**

1 point 2 under 3 free 4 role

**3**

1 scratch	3 grass	5 breeds
2 tank	4 habitat	6 destruction

**4**

- 1 got us out
- 2 running out
- 3 well on the way
- 4 yourself out of
- 5 set off up

**5**

- 1 manufacturing
- 2 controversy
- 3 imports
- 4 territory
- 5 ropes



## UNIT 12

### VOCABULARY Describing character

1

- 1 direct
- 2 charming
- 3 intense
- 4 calm
- 5 ambitious
- 6 bright
- 7 sensitive
- 8 modest

Hidden word: creative

2

- 1 hard
- 2 competitive
- 3 relaxed
- 4 diplomatic
- 5 focused
- 6 smart
- 7 popular
- 8 loyal

3

Student's own answers.

### DEVELOPING CONVERSATIONS That's like ...

4

- 1 b      2 e      3 c      4 d      5 a

### READING

5

- 1 d      2 f      3 b      4 e      5 a      6 c

6

- 1 F      2 T      3 T      4 T      5 T      6 F

7

- 1 f      2 d      3 b      4 e      5 a      6 c

### GRAMMAR Used to, would and the past simple

1

- 1 was      3 would      5 didn't      7 would  
2 used to      4 played      6 was      8 wasn't

2

- 1 f Amy used to be very competitive. She would spend / spent hours preparing for tests
- 2 b My dad used to work shifts. He would leave / left the house while we were all asleep.
- 3 a Elisa used to collect coins. She had about 500 from different countries
- 4 c I used to be very close to my granddad. We would spend / spent hours together working in his garden.
- 5 d Adam used to be quite spoilt. He would get / got anything he asked for.
- 6 e This area used to be quite rough. People would throw / threw their litter all over the place.

### DEVELOPING WRITING A profile – describing a person

3

- 1 Although      5 While  
2 when      6 so that  
3 as      7 despite  
4 Because of

4

- 1 Although I was quite naughty at school, my parents still believed in me.
- 2 My coach made me a determined person so that I became a professional footballer.
- 3 Despite having a lot of problems, my friends always supported me.
- 4 While I was missing my parents, my sister was always there for me.
- 5 I never lost hope because my dad had been such a good role model.
- 6 When I was feeling down, she would always cheer me up.

5

Student's own answers.

### LISTENING

6

1990s  
150  
five  
Internet  
thousands  
famous  
five  
friendships

7

- 1 T      3 T      5 F      7 F  
2 F      4 T      6 T      8 F

### PRONUNCIATION Connected speech

8

- 1 I have hundreds of friends all over the world.
- 2 I have friends at college that I meet up with every day.
- 3 I have a lot of colleagues and a big circle of acquaintances.
- 4 We keep in touch as much as possible.
- 5 Well, I'm a bit of a loner.
- 6 My circle of friends is quite small.
- 7 I'm quite outgoing and chatty.
- 8 I've also made a lot of new friends on my course.

### GRAMMAR Expressing regret using wish

1

- 1 'd gone
- 2 'd never met
- 3 'd never
- 4 hadn't fried
- 5 'd never tried
- 6 'd put in
- 7 'd chosen
- 8 had warned

2

- 1 I wish I hadn't fallen out with my dad.
- 2 I wish I had visited Brazil.
- 3 I wish I'd married the love of my life.
- 4 I wish I hadn't been late for my son's graduation.
- 5 I wish I hadn't left my degree course.
- 6 I wish I had spent time with my kids.

- 1 f Not resolving arguments
- 2 d Not seeing important places
- 3 e Not choosing the right partner
- 4 b Missing experiences
- 5 a Not achieving potential
- 6 c Missing family growing up



**VOCABULARY** Relationships**3**

- 1 we were very close to all through school.
- 2 Who do you keep in to touch with
- 3 My kids are always falling themselves out
- 4 they've remained together friends.
- 5 when good friends drift it apart.
- 6 I was bumped into my best friend

**4**

- 1 hang
- 2 for
- 3 dating
- 4 ended up
- 5 met up
- 6 awkward
- 7 got

**VOCABULARY BUILDER QUIZ 12****1**

- 1 x      2 ✓      3 x      4 ✓      5 ✓      6 x

**2**

- 1 d      2 a      3 e      4 f      5 b      6 c

**3**

- 1 down      2 out      3 in

**4**

- 1 diplomatic
- 2 ambitious
- 3 calm
- 4 competitive
- 5 sweet

**5**

- 1 complications
- 2 spoilt
- 3 personally
- 4 personality
- 5 diplomatic

**UNIT 13****VOCABULARY** Ways of travelling and travel problems**1**

- |           |              |
|-----------|--------------|
| 1 day     | 4 school     |
| 2 light   | 5 travelling |
| 3 journey | 6 shopping   |

**2**

- 1 platform, line, carriage
- 2 crossing, deck, harbour
- 3 traffic lights, bend, tyre
- 4 take-off, check-in desk, security

**DEVELOPING CONVERSATIONS** How come?**3**

- 1 Why didn't you ask me for a lift?
- 2 How come there was such a long delay?
- 3 Why do people overtake in such dangerous places?
- 4 How come you were stopped by security?
- 5 How come we have to change trains?
- 6 Why was there so much traffic on the motorway?

**LISTENING****4**

b

**5**

- 1 c      2 a      3 b      4 a      5 c      6 b

**PRONUNCIATION** Sounds that aren't pronounced**6**

- 1 everyday
- 2 professional business
- 3 average travelling
- 4 different
- 5 travellers

**7**

- 1 carriage
- 2 preferably
- 3 several
- 4 uncomfortable
- 5 interesting

**VOCABULARY** Phrasal verbs**9**

- |                  |              |
|------------------|--------------|
| 1 hanging around | 5 pour down  |
| 2 check in       | 6 calm down  |
| 3 worked out     | 7 got back   |
| 4 set off        | 8 go through |

**GRAMMAR** Third conditionals**1**

- |          |          |            |
|----------|----------|------------|
| 1 'd     | 3 could  | 5 wouldn't |
| 2 hadn't | 4 hadn't | 6 have     |

**2**

- 1 B: If he'd checked the details before, he would *have* caught his plane.
- 2 B: If she hadn't emigrated to Canada, we might have *kept / stayed* in touch.
- 3 B: If I *had* been able to get a signal on my mobile, I would have let you know.
- 4 B: We could have caught the bus to the hotel if you *hadn't* hung around for so long.
- 5 B: To be honest, we'd have stayed in the UK if there hadn't *been* so much unemployment.
- 6 B: If I hadn't agreed, they wouldn't *have* allowed me on the plane.

**READING****3**

- 1 c      2 d      3 a      4 b



5

- 1 Gorongosa National Park, Mozambique
- 2 Mount Elgon, Kenya
- 3 Bikini Atoll, an island in the Pacific Ocean
- 4 The Panama Railway
- 5 Bikini Atoll, an island in the Pacific Ocean
- 6 Mount Elgon, Kenya
- 7 The Panama Railway
- 8 Gorongosa National Park, Mozambique

6

The year the nuclear tests ended  
Length of the train ride on the Panama Railway  
The drive from Nairobi to Mount Elgon National Park  
Depth of the caves in the mountain in Mount Elgon, Kenya  
Visitors to Gorongosa National Park, Mozambique in 1971  
Height of Mount Gorongosa, Mozambique

7

- |                   |            |
|-------------------|------------|
| 1 trek            | 4 hikers   |
| 2 turned          | 5 feature  |
| 3 tensions, eased | 6 unspoilt |

### VOCABULARY Extreme adjectives

1

- |               |             |
|---------------|-------------|
| 1 delicious   | 4 furious   |
| 2 boiling     | 5 brilliant |
| 3 fascinating | 6 starving  |

2

- 1 really fantastic
- 2 completely soaked
- 3 absolutely exhausted
- 4 really filthy
- 5 absolutely packed
- 6 absolutely freezing

### GRAMMAR Should have

3

- 1 We should've set off earlier.
- 2 You shouldn't have worn high-heels.
- 3 He should have applied for it earlier.
- 4 I shouldn't have packed so much stuff.
- 5 You shouldn't have stayed up so late.
- 6 She should've asked for an extension.
- 7 You should've asked someone for directions.
- 8 We shouldn't have made so much noise.

### DEVELOPING CONVERSATIONS Blaming people

4

- |         |             |              |
|---------|-------------|--------------|
| 1 me    | 5 blame     | 9 fault      |
| 2 fault | 6 should've | 10 should've |
| 3 kids  | 7 hers      | 11 nobody's  |
| 4 told  | 8 she'd     | 12 happened  |

### DEVELOPING WRITING A description – using interesting language

5

see (underlined)

hear (bold)

smell (italics)

Our journey started on <sup>1</sup> an empty railway platform. The temperature had dropped to minus 3° the night before and it was still <sup>2</sup> very cold. I was <sup>3</sup> very tired after a <sup>4</sup> bad night's sleep and I wasn't looking forward to the trip. **The station**

was <sup>5</sup> very quiet until the train arrived a few minutes later.

The sun started to rise as we set off and I could see <sup>6</sup> nice stripes of red and orange across the sky. Suddenly, I could smell *hot coffee*. We had skipped breakfast and I realised I was <sup>7</sup> very hungry. At that moment a man appeared selling coffee and <sup>8</sup> big pieces of sweet bread – it was <sup>9</sup> very nice. After a few stops along the line, **we could hear people talking** and laughing. Moments later, our carriage was <sup>10</sup> full of local people going to market. They wore traditional clothes in <sup>11</sup> nice colours and they were very friendly. **They told us** <sup>12</sup> interesting stories and gave us advice about the next part of our trip. By the time we reached our stop, we had made lots of <sup>13</sup> nice new friends.

6

- |                        |                       |              |
|------------------------|-----------------------|--------------|
| 1 a deserted           | 7 absolutely starving | 13 fantastic |
| 2 absolutely freezing  | 8 huge                |              |
| 3 absolutely exhausted | 9 really tasty        |              |
| 4 terrible             | 10 packed with        |              |
| 5 absolutely silent    | 11 wonderful          |              |
| 6 beautiful            | 12 fascinating        |              |

7

Student's own answers.

### VOCABULARY BUILDER QUIZ 13

1

- |        |         |                  |        |
|--------|---------|------------------|--------|
| 1 line | 2 fence | 3 traffic lights | 4 bump |
|--------|---------|------------------|--------|

2

- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 c | 2 f | 3 a | 4 b | 5 d | 6 e |
|-----|-----|-----|-----|-----|-----|

3

- |      |       |           |
|------|-------|-----------|
| 1 up | 3 out | 5 down    |
| 2 up | 4 for | 6 through |

4

- 1 set off for
- 2 squeezed into a tiny
- 3 go through anything
- 4 check in for
- 5 hanging around the station
- 6 to calm down

5

- |        |          |            |
|--------|----------|------------|
| 1 desk | 2 travel | 3 security |
|--------|----------|------------|

### UNIT 14

#### VOCABULARY Computers

1

- |           |              |         |
|-----------|--------------|---------|
| 1 scanner | 3 hard drive | 5 file  |
| 2 socket  | 4 screen     | 6 cable |

2

- |          |           |            |
|----------|-----------|------------|
| 1 menu   | 3 printer | 5 plug     |
| 2 cursor | 4 mouse   | 6 keyboard |

3

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 i | 3 e | 5 c | 7 b | 9 f |
| 2 h | 4 d | 6 g | 8 a |     |

#### DEVELOPING CONVERSATIONS Sorting out problems

4

- 1 checking, do, maybe
- 2 doing, success, have, else, I'll
- 3 rebooting, make, have, yet, I should, try, better



**DEVELOPING WRITING** An essay – discussing pros and cons

**5**  
b

**6**

Para 1

The use of computers in education has increased enormously over the last decade.

Para 2

So what are the pros and cons of this revolution in education?

Para 3

On the other hand, there are also problems with computers.

Para 4

In conclusion, I think there is an important role for computers in education, but students also need other learning opportunities.

**7**

The use of computers in education has increased enormously over the last decade.

There are obviously several benefits to using computers.

On the other hand, there are also problems with computers.

In conclusion, I think there is an important role for computers in education, but students also need other learning opportunities.

**8**

1 a      2 b      3 a      4 a

**9**

Student's own answers.

**VOCABULARY** Describing games

**1**

- 1 Basically, it's a construction game but there's also a survival mode where you gather of resources to build a new world. You can play alone but I prefer interacting up with other players. The creative possibilities are very endless.
- 2 In this one, you take it on the role of a space captain and go on a mission for to recover important minerals to save the earth. You have to shoot down every the enemy to protect your ship.
- 3 This is the best driving game. You can make your own modifications up to your car. You can play alone and try to beat your best time down or you can race against up to eight opponents in live.
- 4 It allows that you to experience the daily life of a superstar. You can make changes to enhance up the look of game and make it be more realistic.
- 5 This is one for kids. You move shapes so you have three of the same in colour in a row. You go advance to the next level by using all the shapes before the time runs out of.

**GRAMMAR** Articles

**2**

- 1 The, an, the
- 2 The, an
- 3 the, the
- 4 a, an
- 5 a, X, X
- 6 the, the, a

- 7 X, the
- 8 X, a
- 9 The, X
- 10 X, X, the

**READING**

**3**

b

**4**

1 c      2 b      3 c      4 a      5 c      6 b

**5**

- |          |             |            |
|----------|-------------|------------|
| 1 moved  | 3 virtual   | 5 naked    |
| 2 access | 4 digitally | 6 armchair |

**VOCABULARY** Apps and gadgets

**1**

- 1 recognise
- 2 allows
- 3 runs
- 4 interface
- 5 automatically
- 6 built in

**2**

screen, picture  
set, switch  
save, automatically  
run, greener  
save, efficient  
use, straightforward

**GRAMMAR** Infinitive and -ing forms

**3**

- 1 trying
- 2 to get
- 3 to sort out
- 4 buying
- 5 using driving
- 6 having
- 7 using
- 8 to accept
- 9 to send
- 10 throw away to work

**LISTENING**

**4**

a 5      b 2      c 4      d 6      e 3      f 1

**5**

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 F | 3 F | 5 T | 7 F | 9 F |
| 2 T | 4 T | 6 F | 8 T |     |

**PRONUNCIATION**

**6**

1 D      2 S      3 S      4 S      5 D      6 S

**VOCABULARY BUILDER QUIZ 14**

**1**

- |            |          |          |
|------------|----------|----------|
| 1 a cable  | 3 a key  | 5 a plug |
| 2 a switch | 4 a bulb |          |



- 2**
- |              |          |         |
|--------------|----------|---------|
| 1 technology | 3 back   | 5 leave |
| 2 make       | 4 socket | 6 run   |

- 3**
- |           |          |
|-----------|----------|
| 1 solar   | 5 log    |
| 2 spilled | 6 scan   |
| 3 fan     | 7 cool   |
| 4 trip    | 8 bitter |

- 4**
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 c | 2 a | 3 f | 4 e | 5 b | 6 d |
|-----|-----|-----|-----|-----|-----|

## UNIT 15

### VOCABULARY Injuries and illness

- 1**
- 1 a nasty cough, swallow, temperature, painkillers
  - 2 chest infection, flu, allergy, medication
  - 3 dizzy, sprained, X-ray, stitches

- 2**
- |                       |               |
|-----------------------|---------------|
| 1 rash                | 6 cut         |
| 2 X-rayed             | 7 swollen     |
| 3 some cream          | 8 arthritis   |
| 4 upset stomach       | 9 antibiotics |
| 5 high blood pressure |               |

### GRAMMAR Adverbs

- 3**
- 1 She *first* complained of feeling ill about a month ago.
  - 2 Have you been waiting *long* for the nurse? / Have you been waiting for the nurse *long*?
  - 3 I'm going to press your stomach quite *hard*.
  - 4 I don't think she was *badly* injured in the accident.
  - 5 You've *hardly* slept all night.
  - 6 The doctor will see you soon, *hopefully*. / *Hopefully*, the doctor will see you soon.
  - 7 Have you been feeling ill *lately*?

### DEVELOPING CONVERSATIONS Short questions with any

- 4**
- |                  |                  |
|------------------|------------------|
| 1 Any dizziness? | 3 Any stiffness? |
| 2 Any pain?      | 4 Any questions? |

### LISTENING

- 5**
- |     |     |     |     |
|-----|-----|-----|-----|
| 1 c | 2 b | 3 a | 4 b |
|-----|-----|-----|-----|

### PRONUNCIATION

- 6**
- |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|
| 1 /v/ | 2 /u/ | 3 /ɜ/ | 4 /ɪ/ | 5 /e/ | 6 /ə/ | 7 /æ/ |
|-------|-------|-------|-------|-------|-------|-------|

- 7**
- |               |             |
|---------------|-------------|
| 1 antibiotics | 5 feel      |
| 2 pressure    | 6 arthritis |
| 3 stomach     | 7 shoulder  |
| 4 swollen     |             |

### VOCABULARY Word endings and word class

- 1**
- |             |                |
|-------------|----------------|
| 1 medical   | 5 addicted     |
| 2 viral     | 6 incurable    |
| 3 naturally | 7 irritability |
| 4 fatty     | 8 infectious   |

- 2**
- 1 reduction T
  - 2 hyperactive F
  - 3 injection F
  - 4 prevention T
  - 5 regularly F
  - 6 easily T
  - 7 directly T
  - 8 advisable F

### READING

- 3**
- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 d | 2 a | 3 e | 4 b | 5 c |
|-----|-----|-----|-----|-----|

- 4**
- |     |      |      |      |      |
|-----|------|------|------|------|
| 1 F | 3 DS | 5 DS | 7 DS | 9 DS |
| 2 F | 4 T  | 6 T  | 8 T  |      |

- 5**
- |      |      |        |      |      |           |
|------|------|--------|------|------|-----------|
| 1 of | 2 of | 3 with | 4 of | 5 in | 6 between |
|------|------|--------|------|------|-----------|

### VOCABULARY Accidents and health problems

- 1**
- 1 fell down, ended up with sunburn, bit, crashed into
  - 2 stung, got food poisoning, slipped on, had fainted
  - 3 burnt, fell off, tripped over, bruised, burned

### GRAMMAR Reported speech

- 2**
- 1 The woman said she wasn't allergic to antibiotics.
  - 2 The surgeon told me the operation would last about an hour.
  - 3 The man said he usually took the medicine at night.
  - 4 The parents said they were waiting for their son's test results.
  - 5 The boy told me he'd broken his leg in a skiing accident.
  - 6 The nurses said they were going to X-ray his ankle as soon as possible.
  - 7 The girl told the nurse the dog had bitten her on the arm.
  - 8 The doctor told us we could visit Melanie whenever we liked.
  - 9 The doctor said I/we had to make an appointment for tests at the hospital.

- 3**
- 1 Her dad asked if / whether she wanted him to come with her.
  - 2 The receptionist asked what her name and address was.
  - 3 The nurse asked if / whether she had been waiting long.
  - 4 The nurse asked how long she had been feeling dizzy.
  - 5 The nurse asked if / whether she was on any medication.
  - 6 The specialist asked if / whether there was any history of eye problems in her family.
  - 7 The specialist asked what had happened the last time she had felt dizzy.
  - 8 Her mum asked if / whether it had gone OK at the hospital.



**DEVELOPING WRITING** An email – describing an accident / problem

- 4**  
 the situation before the problem happened 2  
 the doctor's diagnosis 5  
 how she feels now 6  
 how she got to hospital 1  
 the people who helped her 4  
 what she was doing when the problem happened 3

- 5**  
 1 ended up 6 stood up  
 2 set off 7 offered  
 3 'd left 8 insisted  
 4 would need 9 persuaded  
 5 were eating 10 'll be going

**6**  
 Student's own answers.

### VOCABULARY BUILDER QUIZ 15

- 1**  
 1 infection 3 sneeze  
 2 stimulant 4 blood
- 2**  
 1 to 2 down 3 up 4 off 5 over
- 3**  
 1 cough 2 attack 3 cure 4 bite 5 sting
- 4**  
 1 bug / virus 2 disease 3 symptoms 4 nasty
- 5**  
 1 d 2 g 3 a 4 f 5 c 6 b 7 e

## UNIT 16

### VOCABULARY News

- 1**  
 Crime and justice: be found guilty, investigate  
 Business and economics: share price, go bankrupt  
 Celebrities and gossip: be photographed, film premiere  
 Foreign affairs: peace agreement, hold a summit  
 National politics: introduce a policy, be elected  
 Sport: new season, sign a player

### GRAMMAR Reporting verbs

- 2**  
 1 The captain apologised for not leading the team to victory this season.  
 2 The editor insisted on letting the public know the truth.  
 3 The directors admitted (that) they had manipulated the share price to make more money.  
 4 My team manager promised to get United back to the top of the league.  
 5 The celebrity couple announced they were getting married in LA in six weeks.  
 6 The journalist accused the directors of telling lies on their CV to get the top jobs.  
 7 The UN representative told both sides to call an immediate ceasefire.  
 8 The owner of the paper warned the editors not to print anything without checking all their facts.

**DEVELOPING CONVERSATIONS** Introducing and commenting on news

- 3**  
 1 Apparently, it'd been stuck in his jacket pocket for months.  
 2 Yeah, it's so cute, isn't it?  
 3 Apparently, it sold out in less than five minutes.  
 4 Yeah, it's awful, isn't it?  
 5 Apparently, it was all because he was hungry and he couldn't get a hot meal.  
 6 Yeah, it's so romantic, isn't it?

### LISTENING

**4**  
 Hudson River in New York

- 5**  
 1 1549  
 2 15 January 2009  
 3 155  
 4 three minutes / less than three minutes  
 5 3 200 feet  
 6 broken legs  
 7 US president George Bush  
 8 day  
 9 5.5  
 10 76,000  
 11 2007  
 12 219  
 13 600 million dollars

### PRONUNCIATION

- 6**  
 1 a 3 a 5 a 7 b  
 2 b 4 b 6 b 8 b
- 8**  
 1 one / nine  
 2 one / fifty five  
 3 three / two  
 4 nine / seventy five  
 5 five / five  
 6 seventy six  
 7 nineteen  
 8 six / million

### VOCABULARY Explaining who people are

- 1**  
 1 d 2 e 3 f 4 b 5 c 6 a
- 2**  
 1 artist, is considered, founder  
 2 led, founder  
 3 activist, campaigned, rights  
 4 doctor, vaccine  
 5 mathematician, whose  
 6 athlete, set  
 7 dictator, responsible  
 8 studied, discovered

### GRAMMAR Defining relative clauses

- 3**  
 1 c 3 b 5 e 7 g  
 2 h 4 d 6 f 8 a

**4**

Christian Dior 2  
 The Cold War 8  
 Erasmus 1  
 Harrods 6  
 Aretha Franklin 4  
 The White House 3  
 Halloween 5  
 Nasa 7

**5**

- 1 who / that
- 2 which/that
- 3 where
- 4 whose / that
- 5 when
- 6 who / that
- 7 which / that
- 8 whose / that

**6**

3  
 6

**DEVELOPING WRITING** A website entry – an influential person

**7**

c

**8**

- |            |          |               |
|------------|----------|---------------|
| 1 Although | 5 not    | 9 influential |
| 2 for      | 6 appeal | 10 awards     |
| 3 who      | 7 way    | 11 remains    |
| 4 when     | 8 called | 12 that       |

**9**

- 1 led
- 2 revolutionised
- 3 was
- 4 left
- 5 raised
- 6 dedicated
- 7 was
- 8 inspired

**10**

Student's own answers.

**READING****1**

1 d                      2 e                      3 b                      4 a                      5 c

**2**

1 T                      5 T                      6 T                      8 T

**3**

he = Mr McGowan  
 his = Mr McGowan's  
 it = the helicopter  
 it = the gift (the trip)  
 this = 'Earth Hour'  
 then = 2007  
 the artist = Michael Jackson  
 one = statue  
 it = the Pepsi company

**4**

- |          |               |
|----------|---------------|
| 1 make   | 5 raise       |
| 2 catch  | 6 imagination |
| 3 media  | 7 promotional |
| 4 launch | 8 promote     |

**VOCABULARY BUILDER QUIZ 16****1**

1 c                      2 a                      3 b                      4 d                      5 e

**2**

- 1 bravery
- 2 Elderly
- 3 generosity
- 4 liberation
- 5 influential
- 6 emotional
- 7 agreement
- 8 problematic

**3**

1 d                      2 a                      3 b                      4 c

**4**

- |                 |              |
|-----------------|--------------|
| 1 hit           | 5 reviews    |
| 2 after         | 6 barrier    |
| 3 founded       | 7 contestant |
| 4 is considered | 8 down       |



# OUTCOMES

## Real situations, real language, real outcomes

The second edition of *Outcomes* has been fully revised and updated to provide contemporary, global content and stunning National Geographic photos and videos. Its trademark lexically-rich approach shows students how vocabulary works, and the evenly-paced grammar syllabus provides examples and tasks based on what people actually say and write. With a huge variety of talking points and practice, *Outcomes* teaches students the English they need to communicate *outside* the classroom.

### Student's Book with DVD-ROM

- Eight inspiring National Geographic videos provide real, global input
- Sixteen Conversation Practice videos provide a model for real, natural output
- The Understanding Fast Speech feature helps students hear language as it's really used
- Access code for MyELT Online Resource
- An expanded and updated online Vocabulary Builder allows students to personalise vocabulary learning by developing their own word lists and testing themselves

### Your Vocabulary Builder is now online!

Visit [ngl.cengage.com/outcomes](http://ngl.cengage.com/outcomes)

Password: outcomes!C4#

### Workbook with Audio CD

- Additional language practice
- Learner tips
- Language notes
- Vocabulary Builder quizzes

### MyELT Online Resource

- Additional grammar, vocabulary and skills practice
- Automatically-marked activities with feedback provided via the Gradebook, and reports available at class, group or individual level

### Teacher's Book with Class Audio CD

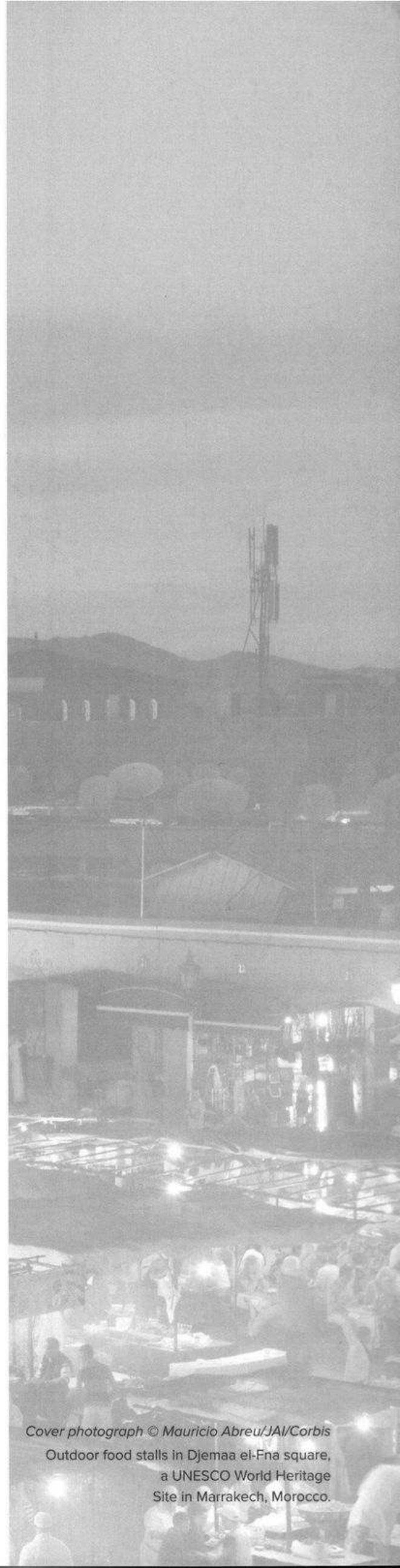
- Ready-to-teach notes
- Background language and culture notes
- Extra ideas and developmental tips

### Interactive Whiteboard DVD-ROM

- Full range of IWB functionality, including zoom in/zoom out, hide/show parts of the screen, highlighter tools
- More than 500 interactive tasks per level with easy-to-access audio and video
- Fully-integrated grammar summaries and accompanying tasks
- On-page vocabulary incorporates target words and their definitions from the Vocabulary Builder

### ExamView®

- Quick and flexible preparation of exams and online tests, either creating questions or using the supplied test bank
- Variety of exam layouts and printing options



Cover photograph © Mauricio Abreu/JAI/Corbis

Outdoor food stalls in Djemaa el-Fna square,  
a UNESCO World Heritage  
Site in Marrakech, Morocco.





A1	A2	B1	B2	C1	C2
----	----	----	----	----	----

**CEFR correlation:**

Outcomes Intermediate is for students who are around level B1 and want to progress towards B2.



ISBN-13: 978-1-305-10218-7



9 781305 102187