oxford exam support

Third Edition Solutions

Upper-Intermediate

Student's Book

Tim Falla Paul A Davies

Paul Kelly Helen Wendholt

Sylvia Wheeldon

How to use your e-book

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OXFORD

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Introduction

TA Vocabulary

Friends

I can talk about friends and friendship.

now she's 5



Tell us what you think is important in a best friend.

- JACKO Well, I hope to be supported by a best friend when I have a problem and I expect them to spend time listening to me. I also don't want to have to applicate for being me!
- QUEEN I agree. A good friend shouldn't mind putting up with the bad side of my personality. They should also be honest and warm me against doing things they don't think are good. And they should advise me to do things they think are good, even if I decide not to do then!
- MATE365 Good points. A best friend doesn't choose to be your friend only when things are going well. They should always be there when you need them!
- 1 SPEAKING Work in pairs. Read the forum posts and discuss the opinions. Do you agree with them? Think of two more things that are important in a best friend.
- Match the highlighted verbs in the forum posts with the verb patterns below.
 - 1 verb + -ing form
 - 2 verb + infinitive
 - 3 verb + object + infinitive
 - 4 verb + object + preposition + -ing form
 - 5 verb + preposition + -ing form
- 3 Choose the correct form to complete the sentences.
 - 1 Jack admitted to copy / copying the test.
 - Amy hopes to study / studying medicine.
 We really enjoyed to visit / visiting the exhibition together.
 - 4 | agreed to go / going to help him with his homework.
 - 5 Mark encouraged me to apply / applying for the summer job.
 - 6 They praised him for to volunteer / volunteering.
- 4 VOCABULARY Match the verbs below with the verb patterns in exercise 2. Then add the verbs from exercise 3.

Verb patterns accuse afford beg blame deny end up insist on keep manage mention offer persuade promise propose remind tell thank for think wonder about 5 Complete the dialogue with the correct form of the verbs below.

accuse apologise ask insist remind think

Max Hi, Lily. You look a bit anxious. What's the matter?
Lily Well, I was 1 of going to Amy's, but she's
just texted me to say she's busy all weekend. I think
she's angry with me.

Max Why? I thought you were good friends.
Lily We are, but she 1 me to go out with her
last Saturday and 1 her about Monday's

maths exam and said we should stay in and study.

Max That seems reasonable. So what's the problem?

Lily Well, she 4 on going out and of course she didn't study. She didn't do well in the exam and

me of being a bad friend

- because I didn't stop her from going out!

 Max That's really unfair! She should be ashamed of herself.
 In my opinion, she should b for being so unreasonable!
- 6 Find adjectives in the dialogue that correspond with these nouns: anger, anxiety, shame.
 - >> Vocabulary Builder Word families: page 117
- 7 SPEAKING Work in pairs. Do you think Amy is right to be annoyed with Lily? What would you do in a situation like this?

LEARN THIS! Verbs followed by the infinitive or -ing

Some verbs are followed by either the infinitive or -ing form of a verb without any change in meaning.

2 Some verbs change their meaning depending on whether they are followed by an infinitive or an -ing form.

8 Read the Learn this! box. Put the verbs below into the correct group (1 or 2) in the Learn this! box.

continue forget go on like prefer remember start stop try

- 9 Choose the correct form of the verbs to complete the sentences. Sometimes both answers are correct.
 - I don't like to go / going to discos.
 - 2 Did you remember to tell / telling Ewan about the party?
 - 3 I tried not to laugh / laughing, but I couldn't stop myself.
 - 4 Anna told me about her holidays; then she went on to talk / talking about life at university.
 - 5 We continued to play / playing video games until midnight.
 - 6 It started to rain / raining as soon as we got to the tennis court.
- 10 SPEAKING Work in pairs. Tell your partner about something you did recently. Use verbs from this lesson.

Grammar

Present and future tenses

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

1 SPEAKING Work in pairs. Look at the list of annoying

habits. Which annoy you the most? Which do you do?

- Someone who · checks their mobile phone all the time.
- · always arrives late when meeting friends.
- · interrupts people all the time.
- · borrows things, but never returns them.
- · always talks about himself/herself.
- 2 Read and listen to the dialogue. Which of the faults in exercise 1 does Andy complain about? Do you agree with the advice Jessica gives Andy? Why? / Why not?
- Hi, Andy. You don't seem too happyl
- Oh, it's Tom. I know he's a friend, but he can be Andy really annoying sometimes.
- Jessica What do you mean?
- Andy Well, he never asks about what I'm doing. 'He's always talking about his life and what he's going to do, but he doesn't care about anyone else!
- Jessica Yes, I've noticed that he never takes an interest in other people. Are you going to do anything about it?
- Andy What can I do? That's the personality he's got. *Next time you see him, tell him that it annoys you. Jessica I'll tell him if you want because it irritates me too!
- Andy Perhaps I should, because his attitude is really putting me off him. If he can't change his behaviour, then I don't see how we can stay friends. "Our first lesson tomorrow is English, I'll speak to
- Jessica Good idea. If he's really a good friend, he won't get angry.
- Well, thanks for your advice. 71'm playing football Andy this evening, and it looks like it's going to rain, so I'd better go home and pick up my waterproofs. See you.
- Jessica OK. Good luck with Tom!
- 3 Read the Learn this! box. Match the highlighted sentences (1-7) in exercise 2 with the structures (a-g).

LEARN THIS! Present simple and continuous

- We use the present simple:
- a for habits and routines.
- b for a permanent situation or fact.
- c for timetables and schedules.
- d in future time clauses after when, as soon as, after, etc. or (the) next time, etc.

We use the present continuous:

- e for something happening now or about now.
- f for describing annoying behaviour with always.
- g for future arrangements.
- 4 Find more examples of the present simple and continuous in the dialogue in exercise 2. Match them with the uses in the Learn this! box.

5 Complete the text with the correct present simple or continuous form of the verbs in brackets. More than one answer may be possible.

(text) my friends on
(text) my menus on
not like some people
s use) their phones,
(go out) with
ise) it at the moment
revise) with some
ıms ⁴
e 7(try)
Texting #
ife, but shouldn't

- ➤ Grammar Builder I.1 page 122
- 6 Read the Learn this! box. Complete the rules with will or going to. Use the underlined examples from the dialogue in exercise 2 to help you.

LEARN THIS! will and going to

For predictions, we use:

- when it is based on what we can see or hear
- when it is based on what we know or is just a guess.
- For plans, we use:
- when we have already decided what to do.
- when we decide what to do at the moment of speaking.
- e We use to make offers and promises.
- Grammar Builder I.2 page 122
- 7 Read the questions. Which present and future tenses would you use to answer each one?
 - 1 What habits do you have that might annoy people?
 - 2 What do you do if someone has habits that are annoying?
 - 3 What social arrangements have you made for the next few days?
 - 4 What events in school do you predict for the coming year?
 - 5 What plans do you have for the next school holiday?
- 8 SPEAKING Work in pairs. Ask and answer the questions in exercise 7.

IC

Vocabulary

Life events

I can talk about my family and life events.

- 1 SPEAKING Work in pairs. Look at the list below and choose two things from your childhood to tell your partner about.
 - · your first day at school
 - · where you used to go on holiday
 - · visiting your grandparents
 - . the first birthday that you can remember
 - · learning to ride a bike
- 2 Q1.03 VOCABULARY Listen. How old are the people being described? Choose from the stages of life below.

Stages of life be an adult be a centenarian be an infant be a toddler be elderly be in your teens be middle-aged

- 3 SPEAKING Work in pairs. Discuss how a person's life changes between the stages below.
 - Infant to toddler
 Toddlers have learned to walk and talk. They are more
 independent than infants.
 - 2 small child to teenager
 - 3 being in your teens to being in your twenties
 - 4 being middle-aged to being elderly
 - 5 being elderly to being a centenarian
- 4 Complete the questions with the prepositions below. You can use them more than once.

about at by of to with

At which age or ages do you think people are ...

1 most obsessed _____ fashion?

2 curious ____ the world?

- 3 good ____sport?
- 4 addicted _____social media?
- 5 more sensitive _____ other people's feelings?
- 6 unhappy ____ their financial situation?
- 7 shocked _____ young people's behaviour?
- 8 aware _____ the environment?
- >> Vocabulary Builder Adjective + preposition; page 117
- 5 SPEAKING Work in pairs. Answer the questions in exercise 4.
- 6 VOCABULARY Complete the life events with the verbs below.

settle start
Life events get married buy a house or flat emigrate be 1 be brought up (by) retire start a family 2 in love get divorced 1 engaged go to
university grow up 4 a change of career
inherit (money, a house, etc.) 5to drive 6home
leave school/university move (house)away
split up 4 down 9 a business start school
a grandparent get your first job



7 Complete the sentences with the correct form of the phrases in exercise 6.

1	I was	_ in Manchester on 20.	August 1985, but we	
	to Liverpool in 1987 and I up near the Liverpool			
	football stadium.			
2	My brothe	r school at sixtee	en and got his first	

- 3 My parents _____ in love when they were in their late thirties. They got _____ after three months and then ____ married a month later!
- Although my mum is 65 and has become a _____, she still doesn't want to _____ In fact, she says she loves work and wants to start _____ of her own!
- 5 We didn't have to _____a house because my dad _____ his parents' house after they had sadly _____.
- 6 My dad _____ from Ireland in 1998. He met my mum and they _____ down in London where they _____ a family.
- 7 My mum's parents ____ up when she was very young. They got ____ soon after. They both had to travel for their jobs so my mum was ____ by her aunt.
- home when I was eighteen. I was really sad to leave my town. It's where I _____ at the age of five, learned ____ and where I met my girlfriend.
- 8 Complete the text with the correct form of the phrases in exercise 6.

l was 1	on 17	October 2001 in	London,	although i	TTY
parents a	ren't Land	doners. My dad 2	fron	n Ireland	when he
after she	had 4	d my mum, who i to university. Moner first, and only,	fy dad sta	rted a bus	siness
		onths, they 6			

Well, after a few months, they ⁶ in love, and six months later they ⁷ engaged. After they got ⁸, they ⁹ to south-east London and ¹⁰ down in the neighbourhood of Greenwich, where they started a ¹¹, and I was the first one to come along! I've also got a brother and sister, and we've all been ¹¹ up in the same house. What's more, when my mum's mum ¹² a grandmother, she decided to leave Croatia too and come and help my mum!

9 SPEAKING Work in pairs. Describe events in your family life. Use phrases from exercises 2 and 6 to help you.

I was born in a small town, and when I was twelve, we moved here.



Grammar

Past tenses

I can talk about events that took place in the past.



1 SPEAKING Describe the photo. Have you ever been to a wedding? What was it like?

LEARN THIS! Past tenses

- a We use the past simple for a sequence of events that happened one after the other.
- b We use the past continuous to describe an activity that was in progress at a certain time in the past.
- we use the past simple for a single event that interrupted a longer event in the past. We use the past continuous for the longer event.
- d We use the past perfect for an event that happened before another time in the past.
- 2 Read the Learn this! box. Match a-d with four sentences from 1-9.
 - 1 We went to the wedding ceremony in the town hall, then on to the reception - we ate loads then danced all night.
 - 2 They've been having dancing lessons, so now they're both really confident on the dancefloor,
 - 3 We were eating dinner when the band began to play.
 - 4 We were celebrating all day on the wedding day.
 - 5 My mum had ordered the cake the week before the wedding.
 - 6 My older sister has been living with her flancé for two years.

 - 7 My little sister has been a bridesmaid three times.
 - 8 My cousin has been engaged for six weeks.
 - 9 I haven't met my cousin's fiancé yet.
- 3 Complete the sentences with the correct past simple, past

C	ontinuous, or p	east perfect form of the verbs in brackets.
1	My brother	(learn) to drive while he
		(study) at university.
2	It	(snow) all the time that we
	(drive) up to Se	cotland.
3	F. 2010	(grow) up in London, but when I was
	sixteen, we	(move) to Edinburgh.
4	My sister final	ly(get) her first job a year
	after she	(leave) university!
5	My mum	(emigrate) to New York, and she
	- 22	(start) a business while she
	(live) there.	
6	1	(meet) my best friend last night.
	10	(not see) her for over a year!

4 Read the Learn this! box. Then find examples from the sentences in exercise 2 for each rule (a-e).

LEARN THIS! Present perfect simple and continuous

We use the present perfect simple to talk about:

- a how long a current situation has existed (often with for and since).
- b a completed experience at an unspecified time in the past
- c an event that is strongly connected with the present (often with just, already and yet).

We use the present perfect continuous to talk about:

- d an event that began in the past and is still in progress. (We often use for or since to say how long the event has been in progress.)
- e an event that has recently stopped and which explains the present situation.
- 5 Choose the correct answers to complete the sentences.
 - 1 I've been reading / read this book all week, but I still haven't been finishing / finished it.
 - 2 Mary's face is red because she has been jogging / jogged for an hour.
 - 3 My parents have been marrying / married for 25 years.
 - 4 It's been raining / rained all morning and I don't think it'll
 - 5 We've been buying / bought a new house, and we move in next week!
 - 6 I've been studying / studied maths all night, but it still doesn't make any sense to me.

-	Grammar	Builder I	L4 and I	5 pages	123-124

6 Complete the text with the verbs in brackets. Use the correct tense from the two Learn this! boxes.

1000	treatment and contract trees	triny committee contra
12	(not see) him since he 3	(get)
married last si	ummer. We all 4	(go) to the
wedding. It 5_	(be) great fur	1.16
(not go) to a w	edding before. Anyway, h	e and Sally
7	(be) married for about ni	ne months now. The
	(live) in London since the	marriage. According
to Carl, Sally 9	(work) really	hard and her boss
10	_(offer) her a job in the Pa	aris office. That's
great news. Sh	ne's going to accept it. She	n
(learn) French	while she 12	(live) in France in the
1990s, so she'l	I have no problem settling	in there.

(receive) an email from my cousin Carl

- 7 SPEAKING Work in pairs. Discuss the questions.
 - 1 How many family events have you been to in the past few vears?
 - 2 What kind of events were they? What happened?

Fame

Unit map Vocabulary Personality adjectives

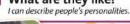
Word Skills

Grammar ...

Compound adjectives The media Digital media Extreme adjectives

Vocabulary

What are they like?











Position and order of adjectives

Past perfect simple and past perfect continuous used to and would

Listening Press intrusion



Reading Vloggers



Speaking Photo comparison



- Writing A formal letter
- Culture 1 RADA



- Vocabulary Builder page 117
- Grammar Builder and Reference page 125



1 SPEAKING Look at the photos (A-F). Can you identify the people and their occupations? What have they done to become famous?

2 VOCABULARY In pairs, check the meaning of the adjectives below. Then decide which qualities you would need to be successful at each occupation in exercise 1.

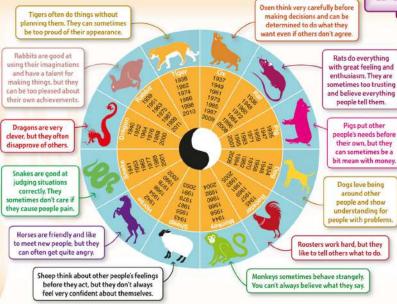
We think you would need to be creative and industrious to be a successful writer.

Personality adjectives bad-tempered bossy cautious considerate creative cruel eccentric gullible industrious insecure intelligent judgemental outgoing passionate sociable selfless self-satisfied shrewd spontaneous stingy stubborn sympathetic untrustworthy vain

3 Read the Chinese horoscope on the next page. Match each of the descriptions with two adjectives from exercise 2.

Tigers: spontaneous, vain

- 4 Using the years they were born, match the people in exercise 1 with an animal from the Chinese horoscope. Are the personality adjectives similar to those you chose in exercise 1?
- 5 Look at the year when you were born in the Chinese horoscope. Which animal are you? Do you agree with the description?
- 6 SPEAKING Work in pairs. Use adjectives that you already know and the adjectives from exercise 2 to describe a famous person that you both know. Can you guess the person from your partner's description?



7 VOCABULARY Match the compound adjectives below with definitions 1-10.

Compound adjectives bad-mannered easy-going hard-working light-hearted open-minded quick-witted self-confident single-minded thick-skinned well-behaved

- Having confidence in yourself and your abilities.
- 2 Thinking only about the thing that you want to achieve.
- 3 Not easily upset by negative comments.
- 4 Relaxed and happy to accept things without worrying.
- 5 Behaving in a way that is acceptable.
- 6 Able to think in a fast way.
- 7 Cheerful and without problems.
- 8 Rude and not showing respect.
- 9 Willing to accept other ideas and ways of doing things.
- 10 Putting a lot of effort into something.
- 8 (01.04) Listen to three speakers talking about different life experiences. What are the experiences? Which qualities from exercise 7 does each speaker say are important?

RECYCLE! Present	perfect and	past simp	le contrast
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We use the present perfect to talk about an experience in the past without mentioning the exact time.

We use the past simple to talk about a past event that took place at a specific time.

1.04 Read the Recycle! box. Then listen again and complete the sentences with the correct form of the verbs in brackets. Use the past simple or present perfect, affirmative or negative.

1	Speaker1	(give) con	nedy shows all over the
	country.		
2	Speaker1	_ (have) a go	od experience in Liverpool.
3	By travelling alone, Sp	eaker 2	(make) friends
	with a lot more people	C.	
4	Speaker 2	(taste) ins	ects just to be polite.
5	Speaker 3's brother		(not find) it difficult to
	stop an argument at a	wedding.	
6	As a DJ, Speaker 3's bri	other	(have) to deal
	with many similar situ	ations.	

10 SPEAKING Work in pairs. Look at the personality adjectives from exercises 2 and 7 and discuss the questions below.

Which qualities ...

- 1 would you like to have, but don't have?
- 2 do you look for in a friend?
- 3 do you think are the most irritating?
- 4 are the most useful for succeeding at school?
- 5 can be both positive and negative?

I'd like to be more spontaneous and less insecure.

I like my friends to be ...

Grammar

Past perfect simple and past perfect continuous

I can use the past perfect simple and past perfect continuous.

1 Read the text. What is a stunt double? Who might have one and why?



When I arrived on set to interview Paul Lacovara one afternoon, he looked exhausted. That was probably to be expected, given that he'd spent the morning jumping off buildings and being beaten up. Paul is a stunt double. the unknown star of films such as Thor and The Avengers. His career began ten years ago. Since childhood, Paul had always wanted to be either an actor or a fighter pilot. His maths had never been good enough for a career in flying, but he managed to get a job as an extra in the film We Were Soldiers. He turned out to be the perfect stunt double for action films - mainly because, in the months before starting work, he had been learning martial arts and training as a bodybuilder. He hadn't been doing the job for very long when he was noticed by the director - and his career took off from there. Within ten years, he had won an award for his stunt work and had received nominations for two more. And amazingly, he still has a 100% accident-free record!

2 Read the Learn this! box. Find all the examples of the past perfect simple and past perfect continuous in the text and match them with rules a-d.

LEARN THIS! Past perfect simple and continuous

- We use the past perfect simple for completed actions that happened before a specific time in the past.

 By the age of 6x, 5he'd appeared on television twice.
- b We use the past perfect continuous for longer actions or situations that happened before a specific time in the past

They were tired because they'd been rehearsing hard.

 With state verbs, we use the past perfect simple with for and since to say how long an action had been in progress.

Heid been an actor since childhood.

d With action verbs, we use the past perfect continuous with for and since to say how long an action had been in progress.

She'd been writing for years before she became famous.

3	Complete the sentences with the verbs in brackets. Use the
	past perfect simple or past perfect continuous. Then mate
ľ	each sentence with a rule in the Learn this! box.

1	After he	(finish) speaking, everyone stood u
	and clapped.	

2	They	(plan) the project for months wh	en it
	was suddenly	ancelled.	

> vve	(not wait) long when the actors arrived
4 Many fans	(queue) since midday to see the
stars	

- 5 She _____ (know) what job she wanted to do since she was a child.
 - 6 He _______(not wear) protective clothing when the accident happened, so he was badly injured.
- 7 He _______(try) to get into acting for years before he got the part in the film.
- 8 She (win) two Oscars by the age of thirty.
- 4 USE OF ENGLISH Complete the sentences with the correct form of the words in brackets. Use the past perfect simple or past perfect continuous. Use no more than five words, including the words provided.

1	She	(act / years) before she
	won an Oscar.	
2	Joe	(not / visited / the LISA)

- until he was in his thirties.

 3 My cousin had a terrible headache because he
- midday. (watch / television) since

4 The play was a real disappointment, and we

- time. (want / see) it for such a long
 time.

 5 Were they upset because they
- (not / manage / buy) tickets for the concert that evening?

 6 He (not / work) many weeks

5 SPEAKING Work in pairs. Think about the last time you were-

1 exhausted. 5 shocked. 2 amazed. 6 upset. 3 bad-tempered. 7 worried.

4 disappointed.

Find out why your partner felt that way. Use appropriate past tenses.

Why were you exhausted?

Because I'd been playing tennis all morning. Why were you exhausted?

Because I'd had a really bad night's sleep.

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Listening

Press intrusion

I can identify the attitude of a speaker.

- 1 SPEAKING Describe the photo. What is the drone doing? Why is it there? Who is controlling it?
- 2 Read the magazine article. Do you think that the paparazzi should be able to use drones?

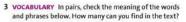
THE FLIGHT OF THE DRONES

WHAT ARE DRONES?

Drones are increasingly being used by the paparazzi to film or photograph people who are in the public eye, often without their knowledge and certainly without their permission. These small, radio-controlled flying cameras can be bought relatively cheaply and can easily be used to invade someone's privacy.

WHAT PROBLEMS DO THEY CAUSE?

The growing number of these aircraft is causing celebrities to run for cover inside their homes, but they are not safe even there, as the cameras can film through windows.



The media

Nouns and noun phrases celebrities free press investigative journalism journalist paparazzi the press press regulators privacy laws publicity scandal tabloid press

Verbs and verb phrases be in the public eye be in the public interest harass invade someone's privacy stalk sue for libel

>> Vocabulary Builder Adjectives with positive and negative meanings: page 117

Listening Strategy

When you listen, pay attention to what words each speaker uses to express his/her attitude. Words with a similar meaning may have different connotations.

- 4 105 Read the Listening Strategy. Then listen and underline the correct words to complete the sentences.
 - Speaker 1 describes the film premiere as packed / bustling.
 - 2 Speaker 2 says that the singer was watched / spied on.
- 3 Speaker 3 describes the actor as stubborn / determined.
- 4 Speaker 4 thinks the footballer is generous / extravagant.
- 5 Speaker 5 says that the people in the TV show often chat / gossip.



WHAT CAN BE DONE ABOUT THEM?

In the USA, where most drones have been sold, press regulators have been rushing to redraft the country's privacy laws. In fact, paparazzi drones have already been banned in California. But the fear is that the operators of these intrusive devices will be impossible to track down.

5 (01.05) Check the meaning of all the adjectives. Choose the adjective describing the attitude of each speaker (a, b or c). Then listen again and check. Use your answers to exercise 4 to help you.

1 Speaker1 is

a disappointed. b bored. c enthusiastic.

2 Speaker 2 is

a indifferent. b disapproving. c sarcastic.

3 Speaker 3 is

b impressed. c uninterested.

a optimistic.

4 Speaker 4 is

a accusing.

b disbelieving. c approving.

5 Speaker 5 is a critical.

b interested. c passionate.

6 1.06 Listen and match the speakers (1-4) with sentences A-E. Write the correct number. There is one extra sentence.

A The speaker's attitude towards celebrities is unsympathetic.

B The speaker feels outraged about the paparazzi's harassment of celebrities.

C The speaker has a balanced view of the use of drones in public life.

D The speaker is enthusiastic about celebrity gossip.

E The speaker isn't completely supportive of all journalists.

7 SPEAKING Work in pairs. Discuss the questions.

- 1 Would you like to live your life in the public eye? Why? / Why
- 2 Is it justified for the paparazzi to follow celebrities?
- 3 Could you imagine yourself working as a paparazzi photographer? Why? / Why not?



Grammar

used to and would

I can correctly use used to and would.



Physician Akrit Jaswal had a very unusual childhood. He didn't use to play with toys like most children. Instead, he used to read a lot - he could read and write from the age of two. And what did he use to read as a five-year-old boy? Shakespeare! He also had a passion for science and would read everything he could find about human anatomy. He performed his first operation at the age of seven, treating the badly burned hands of a young girl whose family couldn't afford medical care. This operation was filmed and posted on YouTube - leading to worldwide fame for Akrit. At the age of twelve, he was accepted into a medical university, becoming the youngest person ever to achieve this in India. He studied there for several years and hopes one day to go to Harvard University. He is currently trying to find a cure for cancer.

- 1 Read the text. What is unusual about Akrit Jaswal?
- Read the Learn this! box. Then find all the examples of used to and would in the text.

LEARN THIST used to and would

 We use used to and would to talk about past habits and situations that were different in the past.

His family used to be extremely poor.

When he was young, he'd spend time studying medicine.

2 We don't use used to or would when we say how long a past habit or situation lasted. We use the past simple. He went to college for five years.

NOT He used to / would go to college for five years. X

3 We don't use would with state verbs – we use used to.
He used to love reading.

NOT He would love reading: X

4 We avoid using would with questions and negatives.

Did he use to play with cars and dolls?

NOT Would he play with care and dolle? X

Feople didn't use to become famous so easily in the past. NOT Feople wouldn't become famous so easily in the past. X

➤ Grammar Builder 1.2 page 125

	Complete the sentences with the correct form of used to o	
	would. In which sentences is either possible?	

1	He	(work) as a journalist for a science
	magazine.	
2	Years ago, they	(go) on holidays abroad
	every winter.	
3	That actor	(have) really long hair – now

- (she wear) glasses before she became a model? I'm sure she did!

 Lots of people (follow) him on Twitter, but
- Lots of people ______(follow) him on Twitter, but he's not so popular now.
 When I was younger, I was so poor I ______(never)
- accept) invitations to go out.

 4 Decide if the highlighted words in the text below are correct or incorrect. Correct any mistakes in your notebook using

or incorrect. Correct any mistakes in your notebook using the correct form of *used to* or *would*, or the past simple where neither is possible.

For every success story, there's another about someone who used to have it all, then lost it. One actor "would own homes all over the world, including a castle in Germany, but these properties had to be sold to pay his tax bills. A well-known actress and former model 'didn't use to have money problems. She "would enjoy a successful career for many years, until a studio won more than \$8 million from her when she pulled out of a film. Fortunately for her, after a legal process which "used to last eighteen months, this decision was overturned. But it's not just film stars who go from riches to rags. Footballer Jermaine Pennant "would be the most expensive teenager in history — he was bought by Arsenal for £2 million. But the troubled young star "would often behave rebelliously and scored just three goals for the dub before leaving.

5 USE OF ENGLISH Complete the sentences with the correct form of the words in brackets. Do not change the order of the words. You can add up to three other words.

1	Gary	(used / want) be a vet
2	When you were younger,	(use
	have) a favourite toy?	
3	Years ago, people	(not / use)
	want to become celebrities a	s much as they do now.

- 4 He was such a lazy student that (would / do) his homework five
- minutes before the class.

 5 Isn't that Ali? _____ (she / use) be at your school?
- 6 My parents (would / let) me stay up late at weekends.
- 6 SPEAKING Work in pairs. Think about when you were five or six years old. Talk to your partner about these things. Use used to or would.
 - 1 favourite toys you played with 3 friends you had
 - 2 books you read 4 other things you enjoyed

I used to have a giant teddy bear that I really loved.



Word Skills

Position and order of adjectives

I can use adjectives correctly.

1 Read the message board. Do you agree with any of the opinions?



2 Read the Learn this! box. Find all the adjectives in exercise 1. Do they come before a noun or after a linking verb?

LEARN THIS! Position and order of adjectives

1 We can use most adjectives before a noun or after a linking verb (be, become, feel, get, look, seem, smell, sound, taste, etc.)

She's a wonderful singer! Her voice sounds fantastic.

2 When we use more than one adjective to describe a noun, we use this order:

opinion size age colour origin noun afabulous big new red French car 3 Look again at the adjectives that come before a noun in exercise 1. Match them with the categories (size, age, colour, etc.) in the Learn this! box.

vouna - age selfless - description

- 4 Complete the sentences with the adjectives in brackets in the correct order.

Portuguese / vain)

2 The interviewer was wearing a _____

_____dress. (Japanese / white / long)

3 The lead singer always appears on stage in a ______wig. (massive / red / ridiculous)

4 My dream is to buy a(n) _____ motorbike. (Italian / black / 1960s)

motorbike. (Italian / black / 1960 5 As a child, he used to live in a(n)

house outside London. (modern / ugly)

Match the adjectives with similar meanings to make pairs.

afraid – frightened

afraid alive alone angry annoyed asleep frightened glad happy live lonely sleeping

LOOK OUT!

There are some adjectives that we do not usually put before a noun. We can use them after a linking verb or use another adjective with a similar meaning.

There were dozens of fars who were upset. There were dozens of asappointed fans. NOT There were dozens of upset funs. X

- 6 Read the Look out! box. Which adjective in each pair from exercise 5 can go a) before a noun and b) only after a linking verb? Use a dictionary to help you.
 - ➤ Grammar Builder 1.3 page 125
- 7 Choose the correct words to complete the sentences. Sometimes both are possible.
 - 1 Ten glad / happy winners have shared this week's lottery prize.
 - 2 The woman was disappointed / upset because the noise woke her asleep / sleeping baby.
 - 3 A ninety-year-old brilliant / French actor has won an award at the Cannes Film Festival.
 - 4 The are some huge grey / nasty clouds in the distance.
 - 5 Some well-known people have quite alone / lonely lives.
 - 6 He wrote an angry / annoyed email to protest about the use of alive / live animals in scientific research.
 - 7 She's wearing an antique silver / Russian necklace.
- 8 SPEAKING Work in pairs. Using adjectives and linking verbs, tell your partner about a famous person you would like to meet.
 - Give some information about them and what they do.
 - Say why you'd like to meet them and how it would make you feel.

1F

Reading

Vloggers

I can understand an article about vloggers.





1 SPEAKING Look at the headlines. Do you think they could appear in the media in your country? Why? / Why not? Which type of media do you prefer to use, TV or the internet? Why?

Teenagers watching less TV

YouTube stars more popular with teens than celebrities (Variety Magazine)

Teenagers prefer social media to TV (The Daily Telegraph)

2 Read the text and answer the questions.

In which paragraph (A-E) does the writer ...

- 1 provide an example that demonstrates how popular vloggers have become?
- 2 give reasons for the popularity of vlogs? ___
- 3 give an example of someone being dishonest? ___

Reading Strategy

Read the multiple-choice questions and all possible answers carefully. Find the part of the text that each question refers to. Read the answers again and choose the one that best matches the information in the text. Check that the other answers are incorrect.

3 Read the Reading Strategy. Then read the first question in exercise 4, followed by paragraph A. When you have chosen the correct answer (a, b, c or d), read the paragraph again and decide why the other options are wrong.

4 Read the text. For questions 2-5, circle the correct options (a-d).

- 1 There was a large police presence at a bookstore because
- a fans of David Beckham were waiting to see him.
- b someone very popular with teenagers was causing excitement.
- the person who was coming was a pop sensation.
 d seven hundred people wanted to buy a book.
- 2 The press want to find out
 - a why vloggers have become so popular.
 - b what vloggers do.
 - who was responsible for the vlog Pointless.
 d how many people subscribe to vlogs.
- 3 One of the common characteristics of vlogs is that followers can
 - a create relationships with other vlog followers.
 - b share their interest in vlogs created by media corporations.
 - c change the content of the vlogs they like.
 d make their opinions on vloggers' work known.
- Vloggers can record in better facilities if they
- a display adverts on their vlogs.
- b already earn about £100,000 a year.
- c have a certain number of followers.
- d live in London or New York.
- 5 The incident with Zoella's book
- a lost her a lot of fans.
 - b suggested that the world of vlogging is changing.
 - c showed that she can write as well as Alfie Deyes.
 - d demonstrated that dreams can come true.

5 Read the text again. Are the sentences true or false? Write T or F. Correct the false sentences.

- Alfie Deyes nearly attracted as many people as David Beckham.
- 2 Alfie participates in his own videos.
- 3 Vloggers and their viewers are from the same age group. ___
- 4 The relationship between vloggers and viewers could be damaged by money.
- 5 Zoelia's fans thought she was under the control of the media corporations.



STARS OF THE VIOGOSPHERE

Q1.07

- A Helicopters circled the sky above Piccadilly Circus as the police officers below struggled to control the thousands of fans on the streets outside the bookstore. A few weeks earlier, seven hundred people had been waiting at the
- same store the day David Beckham arrived to sign copies of his autobiography, so little public interest was expected for someone that nobody over twenty had ever heard of. So who were the thousands of young fans waiting for? The latest pop sensation? A celebrity from a reality show?
- No, the young man causing so much excitement was a 'vlogger' – a video blogger.
- B Twenty-one-year-old Alfie Deyes was in London to promote a book based on his extremely successful vlog Pointless. With over four million subscribers, Alfie had become
- is famous by making and uploading videos of himself and his friends taking part in games and activities that have no purpose, hence the name of the vlog. But he is just one of a small army of vloggers with large followings that have become much bigger stars than actors and pop singers,
- 20 and now the mass media want to know what makes them so attractive.
- The answer, of course, is not simple, but successful vloggers do share some common characteristics. They are outgoing, quick-witted and spontaneous in front of
- 25 their webcams, which enables them to create a close relationship with their viewers. There is also a lot of interaction with the audience and vloggers ask their followers for feedback on their videos. This means vloggers can adapt the content of their videos to keep.
- ae their viewers happy. It is material that is made by young people for young people without any intrusion from media corporations. What is more, the accessfullity that modern technology offers means that the vlogs can be watched

- anywhere and at any time. All these ingredients put
- 35 together have created a two-way relationship between vloggers and their fans, based on shared interests and trust that cannot be found between the providers and users of other media.
- D However, it appears that those shared interests and that
- 4c trust might be negatively affected by something that has existed for a lot longer than vlogging; money. Some of the big-name vloggers can earn up to £20,000 for displaying an advertisement on their channel, or for showing advertisements at the beginning of their videos. They can
- 4s also earn a lot of money for mentioning a product in a vlog and even more money for reviewing new products. About 1,000 vloggers around the world earn at least £100,000 a year from their YouTube income. Furthermore, when a vlogger has more than 10,000 subscribers, they can use
- 50 the hi-tech facilities at YouTube Creator Spaces in cities such as London and New York and produce very professional, and some would say commercial, vlogs for the platform.
- So, will viogs go the way of many TV programmes and films and become simple vehicles for selling products?
- 55 Not according to the vloggers, who say that their creative independence is far more important than making money. However, Zoella, one of the few vloggers in the public eye in Britain, caused a scandal after following Alfie Deyes' example and publishing a book. At the book
- 60 launch, Zoella claimed that it had always been her dream to write a novel, but just a few weeks later, she had to admit that she hadn't written it alone and had had help with it. Her name was just being used to sell it. Most of her fans forgave her, but many media experts saw it as a
- sign that vlogging had lost its innocence and that the media corporations were taking control.
- 6 VOCABULARY Match the highlighted nouns in the text with definitions 1–8.
 - Digital media
 - 1 organisations that supply someone with what they want
 - 2 a computer system
 - 3 the ability to reach something
 - 4 the homepage for user's videos on YouTube
 - 5 the ideas in a book, film, etc.
 - 6 people who receive updates, etc. from a website

- 7 criticism, opinions, etc. that someone receives about their work ______
- 8 communication between two or more people __
- 7 SPEAKING Work in pairs, Discuss the questions.
 - 1 Do people follow vloggers in your country?2 Who are the most popular people in the media?
 - What makes them popular?

 3 Why are the 'media lives' of some celebrities so short?
- 8 INTERNET RESEARCH Find a vlogger who is popular in your country. What do they talk about? Do they advertise any products? Which ones? Why do you think they are popular?

Speaking

Photo comparison

I can compare photos and give opinions about fame.





1 SPEAKING Work in pairs. Describe one photo each (A or B). What do you think is happening? Use the phrases below to help you.

Speculating

I can't be sure, but ...

It looks like some kind of ... , or maybe a ...

It looks to me like a ... of some kind.

It's / There's a sort of ...

It's / They're most likely a ... , or something like that. I'd say that ...

Speaking Strategy

When you talk about a photo, try to use a range of adjectives. For example, extreme adjectives can make your description more expressive.

2 VOCABULARY Read the Speaking Strategy. Then put the adjectives below into two groups: positive and negative.

Extreme adjectives awful delighted ecstatic exhausted fascinated hilarious miserable starving terrible terrified thrilled wonderful

3 Read the Learn this! box below. Which adverb can be used to modify both ordinary and extreme adjectives?

LEARN THIS! Modifying extreme adjectives

We do not use modifying adverbs like very and quite with extreme adjectives. Instead, we use absolutely, completely, really or totally.

I was vary tarrified. X

I was absolutely terrified.

>> Vocabulary Builder Gradable and extreme adjectives: page 117

Compare the photos. Then give your own opinion about the advantages and disadvantages of being a well-known celebrity.

- 4 1.08 Read the task above. Then listen to a student doing the task. Answer the questions.
 - 1 Which extreme adjectives does the student use? Does she use any adverbs to modify them?
 - 2 Which does she emphasise more: the advantages of being a celebrity, or the disadvantages? Do you agree with her opinion?

5 Q1.08 KEY PHRASES Listen again. Which of the phrases below does the student use to compare the photos?

Comparing photos

Both photos show ...

In both photos, you can see ...

The common theme in the photos is ...

The main difference (between the photos) is ...

In the first photo ... , whereas in the second photo ...

Unlike the first photo, the second photo shows ...

Overall, the second photo is [comparative form] than the first photo.

- 6 SPEAKING Work in pairs. Find other similarities and differences between the photos in exercise 1. Use the phrases in exercise 5 to talk about them.
- 7 SPEAKING Work in pairs. Student A: Look at photos C and D and do the task below about them.

Compare the photos. Then give your own opinion about whether people in your country are too interested in fame and celebrities.





Student B: Look at photos E and F and do the task below about them.

Compare the photos. Then give your own opinion about whether celebrities should be able to protect their private lives from publicity.







Writing

A formal letter

I can write a formal letter.

1 SPEAKING Work in pairs. Discuss the questions.

- 1 What is a role model?
- 2 Which national celebrities are good role models for young people? In what ways?

Every year, your school invites a national celebrity to give a speech to school leavers. Write a letter to the school magazine in which you propose who to invite next summer. Include a description of the celebrity and suggest topics for the speech.

2 Read the task above and the letter below. In which paragraph does the letter include a) a description, b) a proposal, and c) some suggestions?



To the editor.

am writing to put forward my proposal for our school leavers' ceremony, which is due to take place next summer. would like to suggest that we invite Paralympic Gold medallist Jonnie Peacock to give the closing speech.

Jonnie has been a national celebrity since the 2012 Paralympics, where he won a gold medal in the 100 metres at the age of only nineteen. He is a passionate and hardworking sportsman with an inspirational life story, who has had to overcome many obstacles to achieve his goals. When Jonnie was five, he suffered an extremely serious illness and lost his leg. However, he was a single-minded boy and learned to walk again with a false leg so that he could play sports. At fifteen, he was able to start athletics training. He made rapid progress and, three years later, won gold in London with a time of 10.90 seconds.

There are several topics that Jonnie could cover in his speech to school leavers. My suggestions are as follows: how he coped with losing a limb, how his attitude to life. helped him to overcome his difficulties; and what lessons we can learn from his experiences on how to deal with life's challenges. I am convinced that Jonnie's advice would be valuable and inspiring to young people who are just starting out in life, and I firmly believe that other students would be of the same opinion.

Amy Adams, Year 13

Writing Strategy

When you write a formal letter:

- · Do not use informal words and phrases.
- · Avoid contractions and abbreviations.
- 3 Read the Writing Strategy. Find formal expressions in the letter for the informal words and phrases below.

Language focus: formal language

- a I want to say that we e be successful f these are my
 - should
- b offer my idea
- c is going to happen
- d deal with a lot of problems
- suggestions g improved quickly
- h was ill with i think the same as me
- 4 Rewrite the informal sentences in an appropriate formal style using the words in brackets.
 - 1 I want to tell you my ideas for the school leavers' speech. (write / offer / my suggestions)
 - 2 You should ask our MP to talk to us. (I would like / recommend that / invite / make a speech)
 - 3 This is why I think we should ask her. (These / my reasons / inviting)
 - 4 I think she's got a great job. (In my view / career / inspiring)
 - 5 But she's done a lot for charity too. (Furthermore / contributed / a great deal)
 - 6 She'd definitely be good for us to listen to. (I / no doubt / would benefit / hear / views)
 - 7 It'd be great if you could have a think about my ideas. (grateful / consider / suggestions)
 - 8 I can't wait to hear from you. (look forward / at your earliest convenience)
- 5 Read the task below. Make notes. Then write your letter.

An online magazine has published an article asking which men and women in the public eye are suitable role models for young people. Write a letter to the magazine recommending a celebrity you consider to be a good role model and why.

CHECK YOUR WORK



- · included all the required elements?
- avoided contractions and informal language?
- · checked the spelling and grammar?

Exam Skills Trainer

Reading

Strategy

The questions in a multiple matching task can use different words to communicate the same ideas in the text. Read the questions and underline the key words before you read the text. Try to think of synonyms for the key words as you underline them.

- 1 Read the Strategy above. Then read the questions in exercise 2 and find the key words. Think of synonyms for the key words.
- 2 Read the text. Match questions 1–6 with paragraphs A–C. Each paragraph matches with two questions.

In which paragraph does the author mention ...

- 1 an art form that was enjoyed by large numbers of ordinary people?
- 2 an actor who was awarded a prize? _
- 3 an attitude that might prevent a play from happening? _
- 4 an industry that took advantage of a situation? ___
- 5 a performance intended to make people laugh? ___
- 6 an intrusion on the privacy of many performers? __

Celebrity through the ages

- A In ancient times, fame was reserved for the strong and powerful: monarchs or great warriors, whose actions had a direct impact on their fellow countrymen. One exception was a Roman slave, Quintus Roscius Gallus (126-62 BC), who was famous for his comic imitations of the members of the Forum. Not only did Roscius succeed in making sufficient money from his acting to buy his own freedom, but he was also presented with a gold ring by the Emperor, a remarkable honour for an actor in Ancient Rome, where the profession was looked down on.
- B The contempt for acting continued well into the modern era: in 16th-century London, the authorities often tried to stop performances from taking place. Their attempts were frustrated in 1590, however, when a newcomer arrived on the scene: William Shakespeare. Many people went to see his plays; so much so, that popular theatre became a major form of entertainment for the masses. Of note, however, is the fact that it was the playwright himself who became famous at this point, not the actors.
- C It wasn't until the invention of motion pictures in the 1890s that attention shifted to performers. An increase in tabloid newspapers, boosted by improvements in printing press technology, meant that more and more people could read stories about the stars. Hollywood cashed in on this growing fascination with stardom by using leading actors to market their films. The publicity this caused led to an ever greater scrutiny of the actors' personal lives, something that has become a common feature of modern celebrity today.

Listening

Strategy

The wrong options in multiple-choice questions often include words which are in the recording. If this happens, think about the context and check that the words in the option refer to the same thing in the recording.

3 Read the Strategy above. Then read the short extract and the question below it. Which words from the extract are repeated in options A and C? Why are these options wrong?

Only once in my life have I queued up to get the autograph of a famous person. The celebrity in question was an actor who played a detective in my favourite. TV show – Lewis Collins was his name. I was hoping to exchange a few words with him as he signed the photo I had bought, but he spent the brief time I was in front of him engaged in conversation with somebody else. I found the whole experience a complete waste of time.

During the meeting, the celebrity and the speaker

- A exchanged pleasantries.
- B did not talk to each other.
- C had a long conversation.
- 4 (21.09) You will hear three texts twice. Choose the correct option, A, B or C.

Text 1

- 1 The speakers are
 - A journalists.
 - B fund raisers.
 - C musicians

Text 2

- 2 Doctor Rachel Tullet is regarded as a hero because
 - A she saved a number of lives while injured herself.
 - B she flew a helicopter in a moment of crisis.
 - C she sewed up a wound in her arm without using an anaesthetic.

Text 3

- 3 Which of the following is stated in the interview as a fact, and not an opinion?
 - A Hear'Say's first song was the most successful in the group's career.
 - B A band must be very talented to remain popular.
 - C People only participate in reality shows because they want to be famous.

Exam Skills Trainer

Use of English

Strategy

Read the sentences with the gaps to decide which part of speech is required: noun, verb, adjective or adverb. Then decide if the nouns should be singular or plural, what tense the verbs should be, and if the adjectives and adverbs should be positive or negative. This will help you complete the gaps correctly.

- 5 Read the Strategy above. Then look at the gaps in the text and decide on the correct form of the words required.
- 6 Complete the text with the correct form of the words in brackets.

Celebrity lookalike

It isn't unusual for 23-year-old Rose Nicholas to be stopped (STRANGE) as she walks down the street. This is because the retail worker from Chester, UK, bears a striking 2 (RESEMBLE) to the American singersongwriter Taylor Swift. Rose was seventeen when a friend first remarked on the many 3 (SIMILAR) she shares with the musician, 4 (SPECIAL) her blue eyes, blonde hair and long legs. A visit to the USA served to raise Rose's ⁵ (AWARE) of her looks, when she found her ⁶ (PRIVATE) constantly invaded by fans requesting a selfie with her. Although she found the (PLEASE), Rose took continual harassment 7 part in a Taylor Swift-inspired photo shoot on her return. After uploading the pictures, she was offered a job as a Taylor Swift lookalike with Costello Entertainment. It is no wonder that Rose talks * (AFFECTION) about the singer, because she has made around £10,000 impersonating her.

Speaking

Strategy

In a photo-based discussion task, you have to talk for a minute about the topic suggested by the image. The aim is not to describe the photo, but to explore the idea suggested by it.

- 7 Read the Strategy above and look at the photo. Choose the topic suggested by the image.
 - a the best music to study with
 - b the kind of celebrities teenagers admire
 - c places where teenagers hang out with their friends

- 8 Look at the photo. Talk about the topic suggested by the image, including all of the following points in your answer.
 - · why teenagers have role models
 - · the pros and cons of having a role model
 - · what kind of people make suitable role models



Writing

Strategy

Always say why you are writing at the beginning of your letter. The reason is given in the task. Develop each element of the task in a separate paragraph, e.g. a news programme you like, and reasons why it's important to keep up-to-date with the news.

- 9 Read the Strategy above. Read the task in exercise 10 and identify the reason for writing the letter.
- 10 Write the letter for the task below.

You have read an article in your school magazine which argues that watching news programmes is a waste of time. Write a letter to the editor of the magazine complaining about the article. In your letter, you should describe a news programme that you like, saying what you enjoy about the programme and why you think it is important to keep up-to-date with the news.

Problems

Vocabulary

It drives me crazy!

I can describe feelings and emotions.





Unit map

Vocabulary

Describing feelings Idioms to describe feelings Crime: collocations

Word Skills Preposition + noun phrases

Grammar

Comparison Infinitives and -ing forms

Listening Keep calm!



Reading Solving crime



Speaking Role-play



- Writing A for and against essay
- Culture 2 The Longitude Prize



- Vocabulary Builder page 118
- Grammar Builder and Reference page 126

- 1 SPEAKING Describe what is happening in the photos (A-C).
- 2 Check the meaning of the adjectives below. Match at least two adjectives with each person in the photos.

Describing feelings alarmed amused anxious ashamed bitter content disappointed disillusioned envious exasperated frustrated furious humiliated hysterical indecisive irritated miserable stressed stunned thrilled upbeat

- 3 Which of the adjectives in exercise 2 have a positive meaning and which have a negative meaning? Are there any that you think can have both?
- 4 How might you feel in these situations? Choose two or three adjectives from exercise 2 for each situation.
 - 1 You hear a strange noise in the middle of the night.
 - 2 You receive an email with some good news.
 - 3 You're waiting for a friend and she's late (for the third time this week!).
 - 4 A friend makes fun of you in front of other people.
 - 5 You're waiting for some important exam results.
 - 6 Your best friend surprises you by telling you that he/she is moving to another school.
 - 7 Your application for a summer job has been rejected.
 - 8 You and a group of friends are told off for bad behaviour in class.
- 5 VOCABULARY Match the idioms below with a feeling from exercise 2.
 - Idioms to describe feelings
 - 1 be over the moon thrilled
 - 2 be down in the dumps
 - 3 blow your top
 - 4 be on edge

 - 5 something gets on your nerves ____
 - 6 be green with envy
 - 7 lose face 8 be tearing your hair out
 - 9 be in two minds (about something)



It drives me

Here are the things that really annoy our readers!

People who always wear famous brands

Not being able to find the start of the sticky tape

Dog owners not cleaning up after their dogs

People who constantly post social media updates

People who eat popcorn noisily in the cinema

Social media trolls

People talking when a favourite programme is on

People taking selfies

People who upload videos of cute cats, dogs, etc.

Your computer freezing

No Wi-Fi in public places

Late public transport

People who drop litter in the street

- 6 SPEAKING Work in pairs. Read the situations from the 'It drives me crazy!' list. Which ones irritate you the most? Add three things to the list.
- 7 (21.10) Listen to four speakers and answer the questions.
 - 1 What gets on Speaker 1's nerves?
 - 2 What makes Speaker 2 blow her top?
 - 3 Why was Speaker 3 over the moon? 4 What is Speaker 4 in two minds about?

RECYCLE! Present continuous

We use the present continuous:

- a to talk about something happening around now. I'm watching a film.
- b to describe annoying behaviour. He's always checking his mobile phonel
- c for future arrangements.

I'm visiting him this afternoon.

- 8 Read the Recycle! box and the sentences below. Say whether the questions refer to what is happening now, an annoying habit, or future arrangements.
 - 1 Why does Speaker 1 think that the comments that he's always reading on social networking sites about people's relationships are strange?
 - 2 What is the local cinema doing that will make a bad situation worse for Speaker 2?
 - 3 What is Speaker 3 doing tomorrow to solve his problem with a laptop?
 - 4 What is Speaker 4 reading that she finds funny sometimes, but very annoying at other times?
- 9 110 Listen again. Note down the answers to the questions in exercise 8.
- 10 SPEAKING Work in pairs. Answer the questions.
 - 1 Is anything making you anxious at the moment?
 - 2 Are you in two minds about doing something? What could help you to be less indecisive?
 - 3 When was the last time you were over the moon about something?
 - 4 Have you ever lost face because of something you did? How did you improve the situation?
 - 5 What kind of behaviour makes you blow your top? What was the last thing that made you furious?

Comparison

I can make comparisons.

- 1 SPEAKING Do you think you are luckier or unluckier than other people? What is the luckiest or unluckiest thing that has happened to you or someone you know?
- 2 What are the rules for forming a) short and long comparative adjectives and b) short and long superlative adjectives?
- 3 Underline the correct words to complete the text.

If you were Costis Mitsotakis, you might consider yourself the world's unluckiest man. Costis was the only person in his village not to buy a ticket in the Spanish Christmas lattery. When they won first prize, everyone except Costis received a share of the total prize of nearly £600 million, so he was the 'poorest / most poor person in his village that Christmas. But there are other contenders. For example, US park ranger Roy Sullivan was even unluckier las / than Costis. He was struck by lightning seven times in his lifetime - the world record! However, that's nothing like as bad as Britain's John Lyne, who is perhaps the most / more unfortunate of all. At eighteen months old, he accidentally drank disinfectant and had to have his stomach pumped. And the older he got, the worse things became. He's been run over, nearly drowned and had a car crash. John's life has been more accident-filled than you would think possible. But he doesn't think he's unlucky. As far as he's concerned, most of his accidents could have ended a lot more seriously.



4 Read the Learn this! box. Then find examples of rules 1-3 in the text in exercise 3.

LEARN THIS! Comparative structures

- 1 We usually use more / less and (the) most / (the) least to form comparative and superlative adverbs. However, we add -er and (the) -est to some adverbs. You should drive more carefully
 - He used to drive faster. Now I drive the fastest.
- 2 We can use the following structure to show that two things change together because they are connected: The longer he lives, the crazier things get. The harder I tried, the better my life became
- 3 Comparatives often have a clause after than: She's more upbeat than she used to be, He's less unhappy than limagined. John swam further than he intended to.

- 5 Complete the sentences with a comparative, using the words in brackets.
 - 1 His journey was_ than he'd expected. (dangerous)
 - 2 The more you worry, _ the test will seem. (scary) The it got, the his parents
 - grew. (late / concerned) 4 Trains usually go but the bus costs less.
 - 5 Lena's that she used to be - nowadays she always looks on the dark side. (optimistic)

(quick)

- 1 We can qualify comparatives using a little, slightly, a lot, much, far, no, even.
 - Flying is much safer than driving.
- 2 We can qualify comparatives with as ... as, using just for similar things, almost / nearly / not quite for small differences or nowhere near / nothing like for big differences
 - Flying's nowhere near as dangerous as driving.
- → Grammar Builder 2.2 page 126
- 6 Read the Look out! box and find examples of points 1 and 2 in the text in exercise 3. Then underline the correct words to complete facts 1-5.
 - 1 £100 million is almost / nowhere near as much as €300 million
 - 2 Gold is a little / a lot more expensive than steel.
 - 3 The Pacific Ocean is slightly / far bigger than the Arctic
 - 4 Spain's population is just / nothing like as big as China's.
 - 5 Venus is much / a little smaller than Earth.
- 7 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.
 - 1 Maths is far more difficult than history. (nowhere near) History maths.
 - 2 Cars are nowhere near as safe as planes. (much)
 - 3 Health is a lot more important than money. (nothing like) Money is health.
 - 4 Facebook didn't use to be so popular. (than)
 - Facebook is used to be: 5 You don't need as much money when you're young, (older)
- 8 SPEAKING Work in pairs. Discuss whether you agree or
- disagree with the statements in exercise 7. Give reasons.

I don't agree that maths is more difficult. I think history is a lot more challenging.

2C

Listening

Keep calm!

I can understand emphasis.

- 1 SPEAKING Work in pairs. Discuss how you would feel and what you would do in these situations.
 - You have just ridden your bike into another cyclist who pulled out into the road in front of you without looking,
 - 2 You have just said something negative about a friend without realising the friend was right behind you.
 - 3 You have come home to find your house has been burgled.
- 2 Read the text. Which pieces of advice could be useful to each situation in exercise 1? Why? Which do you think is the best piece of advice?



WHAT TO DO IN A CRISIS

Whenever you face a stressful situation, your brain sends alarm signals to your body and causes your heart to beat faster and your muscles to tense in preparation for immediate action. However, this reaction can often prevent us from thinking clearly about the best thing to do.

A good skill you can develop is the ability to react calmly in a crisis. By being aware of your body's stress response and training yourself to ignore that initial flood of emotions, you can make decisions based on clear-headed analysis.

- Remember to breathe this is easy to forget when you are alarmed or enraged. And breathe deeply! A calmer body helps create a calmer mind.
- Focus on the moment don't think about what should have been done differently. Concentrate on solving the immediate problem.
- Think positively positive self-talk in a crisis is often helpful. For example, telling yourself how brave you are can help you overcome your fear.

Listening Strategy

When you listen, pay attention to the words that the speaker emphasises. Usually, a speaker uses emphasis:

- 1 to highlight new or important information, for example: I've lost my bag, it's a <u>cotton</u> bag, with <u>stripes</u>.
- 2 to put contrast two alternatives, for example: Wais it black or brown?
- 3 to contradict what someone else has said, for example: Wall, that's not <u>my</u> bag.
- 3 Plan Read the Listening Strategy. Then listen to five dialogues. Which words are emphasised in each? Which reason (1–3) is it?

- 4 Look at the lines of dialogue. Decide where the emphasis should go and why.
 - 1 Do you want to call the police or the fire brigade?
 - 2 A Do you live at number 7 Duncan Drive?
 - B No, I live at number 11.
 - 3 Are those the burglar's fingerprints or mine?
 - 4 I can't find my ring, it's a diamond ring, and it's very expensive.
 - 5 A You say you left the house at quarter to eight?
 - B No, it was quarter past eight.
 - 6 I saw a van outside. A blue van. A dark blue van.
- 5 Cime Listen and check. Practise the sentences in pairs.
- 6 (2)1.33 Listen to a dialogue between two friends. Choose the correct answers (a–d).
 - 1 George doesn't believe that
 - a Gemma is telling the truth.
 - b Gemma saw Sarah stealing from Alex.
 - c Gemma didn't say anything.
 - d Sarah has done anything wrong.
 - 2 Gemma believes that
 - a she saw Sarah take Sam's lunch money.
 - b she has enough evidence against Sarah.
 - c Sarah took something out of Gemma's schoolbag.
 - d something is troubling Sarah.
 - 3 George agrees that
 - a Sarah isn't behaving as she normally does.
 - b they ought to mention their suspicions to an adult.
 - c Gemma should speak to Alex first.
 - d Gemma should speak to Sarah alone.
- 7 SPEAKING Work in pairs. Discuss the questions.
 - 1 Are you good at keeping calm in a crisis? Give reasons for your answer.
 - 2 What would you have done if you had been in Gemma's situation in the classroom?
 - 3 Do you think that George and Gemma decided to do the right thing?

I think I'm good at keeping calm. I never panic and I always give myself time to think before doing anything.



Grammar

Infinitives and -ing forms

I can use infinitives and -ing forms.

1 Do the quiz below in your notebook. Do you agree with what your score says?

Are you confrontational? Take the guiz to find out!

- You see someone drop some litter in the street. Do you ...
- a ask them to put it in a bin?
 - b stop to pick it up?
 - c keep walking?
- A car driver nearly knocks you off your bike. Do you ...
 - a threaten to call the police?
 - b say nothing?
 - c apologise for getting in the way?
- You hear a shop assistant being rude to a customer. Do you ...

 a start shouting at the assistant?
 - b offer to call the manager?
 - c pretend not to notice?
- The person behind you at the cinema keeps talking. Do you ...
- a ask them to be quiet?
 - b keep turning round and staring?
 - c try to find another seat?
- You regularly get unwanted sales calls. Do you ...
 a complain to your phone provider?
 - b pretend to be interested, but then hang up?
 - c stop answering the phone?
- Mostly a's: Seeing bad behaviour exasperates you and you'd sooner face if head on. But be careful — in some situations, taking a risk could end up making things worse!
- Mostly b's: You do get irritated by bad behaviour, but you'd rather avoid
- starting an argument. Why not try being more assartive sometimes, though?

 Mostly c's: You usually feel you'd better not get involved. However ignoring bad behaviour can make life more difficult for you.
 - Read the Learn this! box. Then find examples for each rule (1–3) in the quiz in exercise 1.

LEARN THIS! Infinitives and -ing forms

- Some verbs can be followed by an infinitive with to or an -ing form, but with a change in meaning. They stopped talking when the teacher came in I saw my friend in town and stopped to talk to him.
- 2 The verbs feel, hear, see and watch are followed by an object + infinitive without to for completed actions and object + -ing form for ongoing actions.
 I watched him open the door.
 I watched him valking down the street.
- 3 We can use -ing forms in the same way as normal nouns, as the subject or the object of a verb. Driving in the town centre is banned during the day. I shink they should bandriving in the town centre during.
- ➤ Grammar Bullder 2.3 page 127

- 3 Choose the correct words to complete the sentences. If both are correct, explain the difference in meaning.
 - Queue / Queuing in shops really frustrates me.
 - 2 Everyone saw me argue / arguing with the driver.
 - 3 Please stop talking / to talk while I'm explaining the homework.
 - 4 I'm sure she didn't really mean to be / being rude.
 - 5 I could feel my face turn / turning redder and redder.
 - 6 Have you tried taking / take painkillers for your headache?
 - 7 You must remember to choose / choosing a password!
 8 I heard her to whisper / whispering the answer.

LOOK OUT!

We use an infinitive without to after would rather / would sooner / had better (not), and after Why (not) for suggestions. I'd rather drink tea than coffee.

You'd better not risk making things worse! Why argue about it? Why not take a break?

- 4 USE OF ENGLISH Read the Look out! box. Then complete the second sentence so that it has the same meaning as the first. Use 1–5 words, including the word in brackets.
 - 1 I'd prefer not to go out this evening, (rather)
 - go out this evening.

 2 I suggest you ask him to keep his voice down. (why)
 - _____him to keep his voice down?
 - 3 It would be wise for you to check your change. (better) check your change.
 - 4 Would you prefer to sit here or somewhere quieter? (sooner) sit here or somewhere quieter?
- 5 Complete the sentences with the correct form of the verbs below.

clean up enter hang up keep smash spend talk wait

- Using the website means _____ all my personal details again!
- 2 _____in the library is strictly forbidden at all times.
 3 I'd better a note of all my passwords in a
- 3 I'd better _____ a note of all my passwords in a safe place.
- 4 Responsible owners should stop ______ after their dogs.
- 5 Why not just _____ if they keep calling your number?
- 6 I don't remember _____ all my money, but my wallet's empty!
- 7 We saw someone ______ the window by throwing a brick at it.
- 8 If you'd sooner not ______ for me, I'll meet you in town later.
- 6 SPEAKING Work in pairs. Tell each other about:
 - 1 something that makes you angry (use-ing as the subject).
 - 2 something you mustn't forget to do this week.
 - 3 a new activity you'd like to try doing.
 - 4 a time when you stopped to help someone.
 5 something annoying you've seen someone do.

Unit 2 Problems

the day.

Word Skills

Preposition + noun phrases

I can use preposition + noun phrases.



- 1 SPEAKING Read the forum post. In your own words, say what Marco is worried about.
- 2 Read the Learn this! box. Find the nouns below in exercise 1, Which prepositions go before them?

age common course fact first purpose trouble

LEARN THIS! Preposition + noun phrases

Some examples of preposition + noun phrases include: at not at all at last at fault at once at stake

by: by mistake by accident

for: for the time being for good for now for one thing
in: in control in doubt in the wrong in any case in that case
on: on the one hand ... on the other hand

on second thoughts on the whole under: under arrest under control under the impression

of interest

➤ Grammar Builder 2.4 page 128

under pressure

- 3 Complete the phrases with the correct prepositions.
 - 1 Your friend's clearly the wrong; I'd be very angry!
 - 2 It sounds like he's ____ a lot of pressure and needs help.
- 3 ____ the one hand, he's behaved badly, but ____ the other, he's still your best friend.
- 4 If I were you, I wouldn't contact him _____ the time being.
- 5 He says he's your friend; that case he should act like one!
- 6 Perhaps he didn't mean to, but he shouldn't have lied to you any case.
- 7 I'm sure he upset you _____ accident, so you should forgive him.

4 Complete the responses to Marco's problem with nouns from exercise 2 and the Learn this! box.

It's definitely not you that's at 1 _____, but I think you should talk to him about it at 2 _____ and find out what's going on.

Don't do anything you might regret. There's a lot at ³ and you risk losing his friendship for ⁴

He didn't change his plans about the concert by *_
Of *____ you should stop being friends with him!

5 SPEAKING Work in pairs. Which comments and advice from exercises 3 and 4 do you agree with most? Why? What other advice would you give Marco?

in the end 1 after a long period of time or series of events: He tried various jobs and in the end became an accountant. 2 after everything has been considered: You can try your best to impress interviewers, but in the end it's often inst a question of luck.

time/taim/[U, C] the time when sth happens or when sth should happen: By the time you get there the meeting will be over. • The train arrived right on time (= at exactly the correct time).

in time (for sth/to do sth) not late; with enough time to be able to do sth: The ambulance got there just in time (= to save sb's life).

6 DICTIONARY WORK Read the dictionary entries. Then choose the correct words to complete the phrases with end and time.

Last night, I waited for Matt, but he was late – again! So "by the / in time we got to the concert, it had already started.

"At the / In time, I was so angry – I don't know why he can't be "on / by the time for once! I tried discussing it with him, but "in / at the end I gave up. "In / By the end of the evening, we weren't speaking. I don't know how things will turn out, but I hope that "on / in time we'll be friends again.

- 7 SPEAKING Work in pairs. Discuss the questions. Give reasons for your answers.
 - 1 Do you think magazines and websites offer good advice to people who write in with their problems?
 - 2 Do you enjoy reading about people's problems and the advice given?
 - 3 If you had a problem, would you seek advice on a forum?

Reading

Solving crime

I can understand a text about different solutions to crime.

- 1 SPEAKING Look at the photos that illustrate a text about crime. What do you think the connection is between the photos and crime?
- 2 Read texts A-C opposite. Match the texts with the titles 1-5. There are two extra titles.
 - 1 I've got my eye on you! 4 Feeling blue
- - 2 Brighter and safer
- 5 Politics works!
- 3 Driven to crime

Reading Strategy

When matching questions with texts, remember that the key words from these questions may not appear in the texts. The same information may be expressed in different words.

3 Read the Reading Strategy. Match texts A-C with questions 1-7. Each paragraph may be matched with more than one question.

Which text mentions...

- 1 similar falls in crime in different countries?
- 2 a fall in the crime rate of under 50%?
- 3 less crime in a place because of something that was made visible?
- 4 a fall in crime that was the result of a planned experiment?
- 5 people claiming that they were responsible for less crime?
- 6 a crime prevention technique that has interested people in another country? 7 a local change that had an unintended effect on the crime
- rate?
- 4 SPEAKING Work in pairs. Discuss the questions about the article.
 - 1 Why do you think Dr Bateson first put a picture of flowers behind the collection box?
 - 2 Why might politicians not want to believe the theory about lead petrol?
 - 3 What is the writer suggesting by using the phrase 'whatever the reason' in the text about blue street lighting?
- 5 VOCABULARY Copy and complete the diagram with the words in bold from the text that collocate with crime. Which words come before crime and which come after?

Crime: collocations







CYCLE THIEVES



SOLVING CRIME

A Carrying out experiments is common practice in universities, but teachers from Newcastle University were amused to discover that they had been the subjects of a secret test. Dr Mellssa Bateson, a psychologist, wanted to find out if she could change her colleagues' behaviour when it is came to paying for their hot drinks. Teachers were expected to put money in a box in the staff room, but nobody controlled how much money each teacher gave. Dr Bateson put a large picture of some flowers on the wall behind the box for a few weeks and then replaced it with one of a picture of a pair of human eyes. At the end of the experiment, Dr Bateson found that to teachers paid almost three times more for their drinks when the picture of the eves was on the wall.

Dr Bateson concluded that we are programmed to respond to eyes, even pictures of eyes, and believed that her posters could help **combat** crime. A few years later, another experiment at Newcastle University proved

- is this to be true. The experiment involved one of the items most vulnerable to theft that students possess: bicycles. Three posters were made with a warning sentence under the image of a pair of eyes. It said, 'Cycle thieves, we are watching you'. Amazingly, the crime rate for bicycle theft fell by an incredible 52% in the places where the posters were displayed. The
- 20 police and transport authorities quickly became interested in Dr Bateson's research and they have since used posters of hostile pairs of eyes in their crime prevention campaigns.
 - B During the 1960s and 70s, industrialised countries suffered an incredible crime wave, and violent crimes such as muggings, rape and murder increased at an alarming rate. What is more, experts told worried politicians to expect it to get worse. Only it didn't. Instead, it got much, much better. In the 1990s, crime started to fall dramatically, and today it is down by almost 50% across the industrialised world and continues to fall. The big question, of course, is "Why?"

Triumphant politicians will tell you that their policies have cut crime, but the fact that the crime wave started and ended at approximately the same time in so many different countries makes this unlikely. However, something did coincide exactly with the rise and fall in crime in all these places: the use and subsequent prohibition of tetraethyl lead in petrol. It has been known for years that lead is a poison that can cause aggressive behaviour, but it is only now that the experts are realising how great the dangerous chemical's responsibility for crime is. Countries that still use leaded petrol are being urged to stop using it to help improve health and crime prevention.

C It's a well-known fact that the brighter city streets are at night, the less of dangerous they are. However, despite helping uneasy city residents feel safer, the light produced by street lamps is considered ugly. As a result, in an effort to make the Scottish city of Glasgow more attractive at night, the local council decided to replace the typical yellow lighting in one of the city's main shopping areas, Buchanan Street, with street lamps that produced blue is light. The new lights were an instant success – and in more ways than the council had expected. Not only were the citizens of Glasgow content with the changes, but some of them were also behaving much better.

After the installation of the new lights, the local police felt that thieves were committing fewer crimes in Buchanan Street. A quick check of the statistics or proved that the number of recorded crimes had fallen — especially petty crimes such as pickpocketing and bag snatching. Was it a coincidence? Not according to some psychologists. They claim that blue is a calming colour and reduces people's levels of stress and aggression. Whatever the reason, it seems that blue lighting does deter crime and it has created interest abroad. S Blue lighting has now been installed in many neighbourhoods in Japan, and they have seen crime fall at a similar rate as in Glassov.

- Replace the underlined words with a collocation from exercise 5.
 - The <u>number of offences</u> in the city centre has fallen this year.
 - We must stop them from <u>doing</u> something illegal.
 - Police officers offered advice on <u>ways of</u> stopping crimes from happening.
 - There was a <u>sudden increase in the</u>
 number of crimes in Birmingham last
 - 5 There were fewer <u>rapes and murders</u> last year.
 - 6 All the data on <u>documented criminal</u> activity is available to the public.
 - 7 The threat of long prison sentences doesn't prevent people from doing things they shouldn't.
 - 8 The government has promised to spend more on fighting illegal activities.
 - 9 Some teenagers get involved in shoplifting and stealing bicycles.
 - 10 The government has said that they will stop crimes happening by 20%.

>> Vocabulary Builder Crime: page 118

7 SPEAKING Work in pairs. Decide if you agree or disagree with the statement below. Think of three points to support your position.

We should have more CCTV in cities as it helps to prevent crime.

In favour Against
It helps reduce They spy on Innocent people.

8 SPEAKING Use the phrases below to debate the statement in exercise 7 with another pair. Do you still have the same opinion at the end of the debate?

To begin with,...

The main thing we need to discuss is ...
The problem with your point is ...
Surely you see that ...

Speaking

Role-play

I can use diplomatic language in a discussion.



1 SPEAKING Work in pairs. Read the task. Are you good at sharing a living space with other people? Why? / Why not? What problems can there be?

While studying in Britain, you are sharing a flat with another student. You are having problems with your flatmate because he/she sometimes leaves the flat untidy and dirty. Talk with your flatmate and agree on some rules for a cleaning rota.

>> Vocabulary Builder Household chores: page 118

Speaking Strategy

It is important to interact appropriately with the person you are speaking to.

- . Listen carefully to what the other person is saying and show interest. Use structures like Oh dear ... , Oh, I'm sorry..., I didn't realise ..., etc. to empathise with the other person.
- Use tag questions like ... don't you? , ... isn't it ? , ... are you?, etc. to elicit agreement from the other person. Remember, we use affirmative tags after negative verbs, and vice versa.
- 2 Read the Speaking Strategy above. Add the question tags.
 - 1 The flat's great,
 - 2 You don't really like cleaning, 3 You leave a lot of clothes on the floor,
 - 4 The cooker can get quite dirty,
 - 5 We need to talk about who cleans the bathroom.
 - 6 I'm probably more organised than you,

≫ Grammar Builder 2.5 page 128

- 3 Column Listen to a student doing the task in exercise 1. Answer the questions.
 - 1 Which specific problems are mentioned?
 - 2 Do the speakers react appropriately to each other?
 - 3 What is the outcome of the conversation?

KEY PHRASES Work in pairs, Complete the phrases from the dialogue with the words below. Listen again and check.

bring feel just mind on perhaps resolve should word

B	eing diplomatic	
1	Can I have a	with you about?
2	Well, it's	that
3	What did you have	in?
4	I thought	we could
5	You must	that
6	I didn't want to	it up, but
		have said something earlier.
8	Could we possibly a	

- 5 SPEAKING Work in pairs. Introduce each topic using the phrases from exercise 4 and discuss diplomatically.
 - 1 washing the dishes
 - 2 cleaning the bath and toilet
 - 3 vacuuming the carpets
 - 4 taking out the rubbish
 - borrowing things without asking
 - 6 playing music

Can I have a word with you about washing the dishes after dinner?

6 CIAG Listen to another student doing the task in exercise 1 and answer the questions in exercise 3. In which dialogue is there less agreement, the first or the second?

LEARN THIS! be supposed to

This structure expresses obligation. It shows something that you are expected to do. Don't forget the verb be in front of supposed to:

We're supposed to pay the bills on time. I'm not supposed to stay out late on weekdays.

- 7 Read the Learn this! box and listen again. What examples of be supposed to do you hear?
- 8 SPEAKING Do the role-play in pairs, taking it in turns to be the difficult flatmate. Follow the advice in the Speaking. Strategy. Try to be diplomatic and resolve the issues.

While studying in Britain, you are sharing a flat with another student. You are having problems with your flatmate because he/she has a lot of visitors and makes quite a lot of noise. Talk with your flatmate and agree on some rules for visitors and noise levels.



A for and against essay

I can discuss both sides of a topic.



1 SPEAKING Work in pairs. If you needed advice for a problem, what would you do? Discuss the options below.

go to an online forum look on the internet read a problem page speak to a family member speak to a friend speak to a teacher / other adult write to a magazine

2 SPEAKING Read the task. In pairs, decide on an argument for and an argument against the topic.

Young people are increasingly looking online for solutions to their personal problems. Write an essay in which you offer arguments for and against using the internet in this way.

- 3 Read the essay. Do you agree with the conclusion? Why? / Why not?
- 4 Read the Writing Strategy. Then read and compare the structure in the essay. Are either of your views from exercise 2 expressed by the writer?

Writing Strategy

When you write an essay, you need to ensure that it has a clear structure.

Paragraph 1: introduction (stating the issue)

Paragraph 2: arguments for the statement

Paragraph 3: arguments against the statement

Paragraph 4: summary, your own opinion

5 KEY PHRASES Look at the phrases below. Which ones are included in the essay?

Introducing one side of the argument.

The first / second advantage ...

It can be argued that ...

No one can deny that ...

On the one hand....

It is also true that ...

Furthermore, ... / Moreover, ...

Introducing the other side of the argument

However ...

On the other hand,...

Although it is true that ..., we should also remember that ... Having said that, ... / That said, ...

And yet, ...

There are many internet forums and chat rooms for young people where they can discuss their personal problems with their peers. There are both advantages and disadvantages to looking for solutions in this way.

The first advantage of the internet is the huge amount of information on it. You can find an answer to any question you have, provided that you search correctly. And no one can deny that chat rooms can be very supportive and can help you to feel better. Even if you feel you are the only person with your particular problem, you will soon realise that there is always someone else who feels the same way.

So are there any disadvantages to using the internet in this way? Although it is true that there is a lot of information online, we should also remember that it is not always accurate. Moreover, teenagers in chat rooms are not necessarily the best judges of a situation. Even if you get advice, it may not be the most helpful advice you could receive. Finally, the internet is impersonal. People who you chat to online don't know you well, so they won't understand your particular situation.

In conclusion, even though the internet can be helpful when you have a problem, I don't think it is a substitute for speaking to the people in your life who know and care about you. Young people shouldn't forget to talk to the people that they have a real relationship with,

6 Read the Learn this! box. Then find an example of 1-3 in the essay.

LEARN THISE



provided that / providing / on condition that ...

1 provided that / providing / on condition that ... = if I'll help you now, provided that you help me later.

even though and even if

2 Even though expresses a fact, something real. It means 'despite the fact that ..."

Even though John's house is small, he loves it.

3 Even if refers to an imaginary situation. It means 'despite the possibility that ...'

Even if John won the lottery, he wouldn't buy a blager house.

Read the task below. Make notes of some advantages and disadvantages.

Because of mobile phones, young people can usually contact a parent if they have a problem. Write an essay in which you present the advantages and disadvantages of always being in contact.

8 Write your essay using your notes from exercise 7.

CHECK YOUR WORK



- · presented both the advantages and disadvantages?
- · followed the structure in the Writing Strategy?
- · included phrases for introducing arguments?
- · used linkers where possible?
- · checked the spelling and grammar?

Gustoms and culture

Unit map

Vocabulary

Gestures and expressions Human sounds Compound adjectives

Word Skills

American English

Grammar

Modals: present and future Modals in the past

Listening When in Rome ...



Reading The Kite Runner



Speaking Topic-based presentation



- Writing A blog post
- Culture 3 Frasmus



- Vocabulary Builder page 118
- Grammar Builder and Reference page 129

3A

Vocabulary

Express yourself

I can describe body language, gestures and movement.



- 1 VOCABULARY Look at the people in the photos (A-F). What feelings does their body language express?
- 2 Check the meaning of the gestures and expressions below. Which ones can you match with the photos?

Gestures and expressions bite your fingernails bow your head cover your mouth cross your fingers cross your legs flidget fold your arms frown give a thumbs up grimace grin nod your head point pout purse your lips raise your eyebrows scowl scratch your head shake your head shrug your shoulders wave wink yawn

The woman in the first photo is shrugging ... and ...

3 Work in pairs. Take turns to choose emotions from below and make gestures and expressions to convey them. Your partner identifies the gesture or expression and guesses the emotion.

annoyance anxiety boredom confusion disapproval disgust fear friendliness happiness ignorance indifference interest pain shame shock surprise

You're grimacing, so you're expressing pain, or maybe disgust.

4 Q117 VOCABULARY Listen and write in your notebook the sounds below in the order you hear them.

Human sounds clear your throat cough gasp hiccup sigh slurp sneeze sniff snore tut

- 5 Which sound(s) are you likely to make when you ...
 - 1 have a bad cold? (more than one possible answer)
 - 2 are preparing to speak?
 - 3 are asleep?
 - 4 are disappointed or sad?
 - 5 are shocked?
 - 6 disapprove of something?
 - 7 are drinking a very hot liquid?



The gestures that you use in your country often exist in other countries, but sometimes they can have very different meanings! Find out if you are ready to travel abroad by doing our guiz on international gestures.

- 1 You should 1 rather than blow your nose in A Japan. B Russia. C France.
- 2 If you raise your 2 ____ in Turkey, people will understand that you mean
- A 'no'. B T'm confused'. C 'yes'.
- 3 Where will people get angry if you your fingers for good luck?
 A Ireland. B Vietnam. C New Zealand.
- 4 If someone says 'yes' with a gesture in Bulgaria, they will
- A nod their head. B 4 ____ their head.

 C shrug their 5 ____.
- 5 People in Indonesia will feel you are rude if you
- A 6 ____ at people. B scratch your head. C lick your lips.
 6 It's perfectly polite to 7 ____ noisily while drinking your tea in
- A Brazil. B Canada. C Japan.

 7 Giving a s is considered childish in
- A Thailand. B Australia. C Italy.
- 6 Read and complete the quiz with words from exercises 2 and 4. Then do the quiz.
- 7 (2)138 Listen and check the answers to the quiz. Are you surprised by any of the customs and taboos?
- 8 Listen to four different situations. Match the questions to each situation 1–4.

In which situation do they talk about ...

- a making a good impression?
- b making something appear believable?_
- c dealing with the symptoms of being unwell?
- d different ways of expressing yourself? ___

RECYCLE! The first conditional for predicting

We often use the first conditional to make predictions using might, may, will / won't or could.

You might annoy people if you constantly sniffl if you bite your fingernalls, you won't make a very apod impression.

If you fold your arms, you could look defensive.

- 9 (2)1.19 Read the Recycle! box. Listen again. Complete the sentences using the words in brackets.
- 1 If you can't control your coughing or sniffing, you
- (might)

 If you use British ways of expressing yourself with Spanish people, they

 (could)
- 3 If you don't control your body language in an interview, you _______ (might not)
- 4 if the director lets Marc perform as he wants, the audience ____ (won't)
- 10 SPEAKING Work in pairs. Ask and answer the questions.
 - Which gesture or expression might you use if ...
 - 1 you were wishing someone luck in an exam?
 - 2 you were puzzled by a question?
 - 3 you didn't know the answer to a question that somebody asked?
 - 4 you tasted something very bad?
 - 5 you were very anxious about something?
 - 6 you wanted to indicate that something you said wasn't serious?
 - 7 one of your friends was very rude to you?

If I were wishing someone luck in an exam, I might ...

Grammar

Modals: present and future

I can use modals to talk about present and future possibility.

- 1 SPEAKING Work in pairs. What cultural problems do people face when they travel abroad?
- 2 Read the text. Which is the best piece of advice in your opinion? Why?



You can't learn everything about where you're visiting, but you may find it helps to read about the history and culture - especially in regards to local customs, so you understand what you're supposed to do (and what you're not supposed to do) in different circumstances.

Explore the shops and restaurants and try the local food - you might love it!

You don't have to be fluent but you must try to learn some key phrases or do a language course before you go You'll be able to find a wide variety of online language courses so there must be one in the language you need.

You mustn't worry if you can't see or do everything in each place you visit. Be selective and enjoy what you do

Don't slavishly follow your guidebook. Try speaking to locals and getting recommendations from them. 3 Complete the Learn this! box with the verbs below. Then

find examples of the rules in the text in exercise 2. be supposed to don't have to, don't need to and needn't must and have to mustn't should and ought to

LEARN THIS! Advice, obligation and necessity

- 1 We use_ to give advice.
- 2 We use for obligation, strong advice or possibility.
- 3 We use to say that something isn't
- allowed or for strong negative advice. 4 We use to express lack of obligation or
- to talk about rules and also about what people believe or expect.
- ➤ Grammar Builder 3.1 page 129
- 4 Choose the correct verbs to complete the sentences.
 - 1 Do you think we should / must take a gift for the hostess?
 - 2 You mustn't / needn't eat noisily; it's rude.
 - 3 We must / are supposed to arrive by 10 o'clock, but we can
 - 4. Guests don't have to / shouldn't check out till midday.
 - 5 You're supposed to / You must take off your shoes, but it doesn't matter if you forget.
 - 6 You ought to / don't need to try some of the local dishes.

5 Read the Learn this! box. Then find examples of the rules in the text in exercise 2.

LEARN THIS! Possibility, probability and certainty

- 1 We use may / might / could to talk about the possibility of something happening.
 - 2 We use should to say that something will probably happen, in our opinion.
 - 3 We use must to express certainty and can't to express impossibility.
 - 4 We use be able to for future possibility.
 - 5 We use can and could for general truths or strong possibilities
- 6 Complete the text with verbs from the Learn this! box.

	forward to my trip t	The state of the s
	section of the guide	
so there 1	be a lot to seel The problem is, we	
2p	ossibly visit all the sig	ghts in three days.
I'm not sure yet, l	out we 1	have another
holiday in the au	tumn, so we might 4	go back.
Apparently, Veni	ce 5	tvery hot and crowded
in the summer, b	ut I think it 6	be cooler and
less busy later in	the year — so maybe	that's a good time
to return.		

- ➤ Grammar Builder 3.2 page 129
- 7 USE OF ENGLISH Rewrite the sentences using the words in brackets.
 - 1 I'd recommend buying a phrase book. (should) You should buy a phrase book.
 - 2 Should we leave a tip? (supposed)
 - 3 They won't let you enter the temple in shorts. (mustn't)
 - 4 It doesn't matter if you don't speak Spanish. (need)
 - 5 He'll have no problem making friends, in my opinion. (shouldn't)
 - 6 There's a chance it will rain while we're away. (could)

 - 7 Look at the map; this is definitely the right road! (must)
- 8 SPEAKING Work in pairs. Use modal verbs and agree on how a visitor to your country should behave in these situations.
 - going for dinner in a restaurant
 - 2 being invited to a friend's parents' house
 - 3 visiting a religious building
 - 4 going to the beach
 - 5 getting a taxi
 - 6 making a complaint in a shop

You don't have to dress smartly to go to most restaurants, but you should leave a tip of about 10%.

necessity.

3C

Listening

When in Rome ...

I can identify different types of listening text.

1 SPEAKING Work in pairs. Answer the questions.

- 1 Have you visited a foreign country? If so, did you notice any differences in that country's customs?
- differences in that country's customs?
 2 What customs or cultural differences do you think visitors to your country might notice?





- 2 (\$\instruct\)1.20 Listen to ten extracts from dialogues. Match each extract with a photo, A or B.
- 3 C1.20 Listen again. Rewrite the sentences making them formal. Use the words in brackets to help you.
 - 1 Hi there. (good)
 - 2 We don't know each other. (believe / met)
 - 3 Good to meet you. (a pleasure)
 - 4 Come and meet some of my friends. (allow me / introduce / colleagues)
 - 5 Fancy a coffee? (could / fetch / at all)
 - 6 Sure, why not? (kind / to offer)
 - > Vocabulary Builder Formal versus informal language: page 118

Listening Strategy

As you listen, focus on features that tell you what type of text you are hearing (e.g. news, interview, advertisement, notice, story, review, joke, etc.) and what the topic is. Such clues include register (formal or informal), subject vocabulary, or the speaker's tone of voice.

- 4 Q1.21 Read the Listening Strategy. Then listen and match each dialogue (1–6) with a text type (a–f). Give reasons for your answers.
 - a an advert
 - b a conversation between friends
 - c a news item
 - d an announcement
 - __ e a conversation between strangers
 - f a professional conversation between colleagues
- 5 Q1.22 Listen to four texts. Match the situations (1–4) with the speakers (a–d).
 - 1 Informal conversation
- 3 radio advert 4 TV travel show
- 2 dialogue between strangers
 a actor in a voiceover
- b media presenter
- __ c friends
- d airport employee
- 6 1.22 Listen again. Choose the correct answers (a-c).
 - 1 In text 1, why did Anna feel embarrassed during the meal?
 - a Her colleague did something which shocked the other
 - b She accidentally did something that was culturally unacceptable.
 - c She ignored somebody who was being introduced to her.
 - 2 In text 2, what mistake did one of the speakers make?
 - a He put his laptop in the wrong place.
 - b He failed to empty his pockets.
 - c He walked through the wrong archway.
 - 3 In text 3, what is the speaker trying to persuade the listeners to do?
 - a To book a water sports holiday in a particular destination.
 - b To use the internet to find the best holidays abroad.
 - c To book a holiday with a particular holiday company.
 - 4 In text 4, what is the speaker's main intention?
 - a To describe a particular travel experience.
 - **b** To persuade people to book a holiday.
 - c To recommend the best places to eat.
- 7 SPEAKING: Work in pairs. Prepare two short role-plays where you meet someone for the first time – the first is at a formal event and the second is at a friend's party. Include the following:
 - · Greet and introduce yourself.
 - . Explain why you're there / how you know the host.
 - Exchange some personal information.
 - · Offer to get your new friend / colleague a drink.
 - · Bring the conversation to an end.

Good evening I don't believe we've met ..

Good evening. Allow me to _

3D Grammar

Modals in the past

I can use modal verbs to talk about past actions.



- 1 Look at the photo. Where do you think this is?
- 2 123 Listen and complete the dialogue.
 - Jo Hi, Tom. How was your trip to Japan?

 Tom It was a disaster! I have gone without reading
 - about their customs. I really 2_____ to have been better prepared — then I 3_____ not have embarrassed myself so badly.
 - Jo Why? What happened?
 - Tom Well, Aki's parents took us to dinner one night. I had a really bad cold. Aki * have told me not to blow my nose in public! Everyone kept staring. The I forgot to take off my shoes when we went to our table you're not supposed to wear shoes on tatami. The people in the restaurant * have thought I was so rude! When Aki told me later, I felt terrible about it.

 Jo I'm sure you needn't have done. How could you have
 - Tom Anyway, I bought a gift for Aki's parents. I sent it on Monday, so it 6 have arrived by now. I probably didn't need to send them anything, but I really wanted to apologise.
- 3 Read the Learn this! box. Match the modal verbs from

LEARN THIS! Modals in the past

- a We use may (not) / might (not) / could have to speculate about the past. We don't use couldn't have in this way.
 She might have been worried about something.
- b We use should / shouldn't have or ought (not) to have to say what the right or wrong way to behave was.
 He shouldn't have left early. He ought to have stayed.
- c We sometimes use an exclamation with might have or could have (but not may have or negative forms) to tell somebody how we think they should have behaved. You might have offered me a biscutt! I was stanvinal
- d We use must have and can't / couldn't have to make logical deductions about the past. They can't have known about the meeting.
- They must have misunderstood your email.

 We use should have and was supposed to to talk about
- things we expect to have happened.

 She left an hour ago, so she should have reached the airport by now.
- She was supposed to take the tickets with her.

- 4 Underline the incorrect modal verb and replace it with a more suitable one. Sometimes more than one answer is possible.
 - 1 They mustn't have seen Max he's away on holiday.
 - 2 Joe knew about the strike. He must have warned me!
 - 3 I couldn't have yawned when Tim told that story. It was a bit rude of me.
 - 4 It was so noisy. It's possible he ought not to have heard us.
 - 5 I emailed Erin a week ago, so she can't have read it by now.
 - 6 I don't know if Jake is coming. I left a note for him but he should not have seen it.
- 5 Read the Look out! box. Then find examples of needn't have and didn't need to in exercise 2.

LOOK OUT! needn't have / didn't need to

- 1 We use needn't have + past participle to say an action that was done was unnecessary.
 - The café isn't open yet. I needn't have got here so early!
 - 2 We use didn't need to + infinitive to say an action was unnecessary, whether or not it was done.
 - The bus stopped nearby, so I didn't need to walk far.

 The bus stopped nearby, so I needn't have walked fan X
- ➤ Grammar Builder 3.3 page 130
- 6 Look at the sentences. Are both verbs correct, or only one?
 - 1 He needn't have cooked / didn't need to cook all that food. Most of the guests didn't turn up.
 - 2 We had a full tank of petrol, so we didn't need to stop / needn't have stopped to get any.
 - The hotel provided towels, so I didn't need to take / needn't have taken any.
 - 4 They needn't have waited / didn't need to wait long as the queue was very short.
 - 5 She didn't need to pay / needn't have paid for the meal as it was free.
- 7 Complete the sentences with a suitable modal verb and the correct form of the verbs in brackets.
 - Dan looks tired. He (sleep) badly last night.
 - 2 Luckily, Ela gave me her spare ticket, so I ______ (buy) one.
 - 3 Tom only sat the test last week so he (get) the result yet.
 - 4 I'm not certain, but I (leave) my passport at home.
 5 The restaurant's empty. We (book) a table after all.

 - 6 He ______(bring) so much luggage. It won't all fit in the car.
- 8 SPEAKING Work in pairs, taking turns to be A and B. Student A: tell Student B about a situation below. Student B: listen to Student A and respond using past modals.
 - My best friend isn't talking to me.
 - 2 My brother thinks he saw a ghost yesterday.
 - 3 I haven't got any money at all this month.

I had an argument with Matt and he won't talk to me now.

You shouldn't have argued. You must have upset him.

Word Skills

American English

I can recognise differences between American and British English.

1 124 Look at the British English words below. What are the American English equivalents? Listen to the three voicemails and check.

film (n) flat lift (n) petrol tap toilet

LEARN THIS! American English

- 1 American English uses completely different words for some British words.
- 2 Some American English words have a completely different meaning in British English.
- 2 Read the email and the Learn this! box. Find examples of American English in the email.



To: sam@email.com

Hey Sam! Can't wait for you to arrive! I've organized your accommodation - you'll be staying with a neighbor of mine. He's from Mexico, so you'll be able to practice your Spanish while you're on vacation. Public transportation's pretty good here, and I live near the subway, but bring your driver's license anyhow. Maybe we could take a trip out to the theater one evening? Anyway, I'll meet you at the airport on Saturday. New York's beautiful in the fall, so I know we'll have a great time, even if we just play soccer in the yard!

3 Read the Dictionary Strategy and the dictionary entry. What is the American word for 'head teacher'? How are the two equivalents labelled?

Dictionary Strategy

Many British English dictionaries include information on other varieties of English, for example on differences in spelling or pronunciation, as well equivalents in American English. If you are unsure about the correct way to spell or use a word, remember to check it in the dictionary.

head teacher noun (BrE) (NAmE principal) a teacher who is in charge of a school

- 4 Match the words in A with the words in B with the same meaning. Which word in each pair is American English? Use a dictionary to help you.
 - biscuit candy cell phone check motorway queue sidewalk sneakers torch
 - bill cookie flashlight highway line mobile pavement sweets trainers
 - >> Vocabulary Builder American English: page 118
- 5 What is the British English equivalent for the words in bold? Use a dictionary to help you.
 - 1 She thought the brochure was in her purse, but she must
 - have left it at home. 2 What a busy town! It took an hour to get out of the parking lot.
 - You shouldn't eat chips too often as they're full of salt.
 - 4 Don't throw that wrapper on the floor! Put it in the garbage can!
 - 5 I need to clear out my closet I've got too many clothes!
 - 6 We need to buy the baby a pacifier.

LOOK OUT!

- Some words are spelled differently in American English. Common differences are: -our / -or, -tre / -ter, -ence / ense, vowel + II / vowel + I.
 - 2 American English uses -ize instead of -ise, though both may be acceptable in British English.
 - 3 There are some differences in stress and pronunciation between the way British and American speakers pronounce words.
- 6 Read rules 1 and 2 in the Look out! box. Find examples in exercise 2 and make a note of the British English spelling.
- 7 Read rule 3 in the Look out! box. Listen to the words below being said by an American and a British speaker. Which one do you hear first? Write Am or Br.

1 address Br 2 advertisement 6 tomato

3 brochure

British?

7 vase 8 vitamins

4 garage ___

9 yoghurt__

5 leisure

10 zebra 8 1.26 Listen to six speakers, Is each speaker American or

9 INTERNET RESEARCH Work in pairs. How many more common American English words and phrases can you find online? What are their British English equivalents? Share the most useful ones with the class.

Reading

The Kite Runner

I can understand an extract from an American novel.

- 1 SPEAKING Work in pairs. Look at the different covers for the novel The Kite Runner. What do you think the story is about?
- 2 Read the extract from The Kite Runner, Which cover do you think matches the extract the best? Why?
- 3 Read the text again. What is it about?
 - 1 Afghan cinema
 - 2 Growing up in Afghanistan
 - 3 The different social classes in Afghanistan

Reading Strategy

- . When you do a gapped sentences task, first read the text quickly to find out what it is about.
- . Then read the text more carefully and think about what information is missing in each gap.
- . Look at the parts of the text before and after each gap to find words or information that link it to one of the missing sentences.
- · Pay attention to vocabulary and grammar structures which may also provide ideas.
- · After you have matched a sentence to each gap, check that the remaining sentence doesn't match any of the gaps.
- 4 Read the Reading Strategy, Match the missing sentences (A-E) with the gaps (1-4). There is one extra sentence.

B I'd hear him singing to himself in the fover as he ironed.

- A Hassan and I were stunned. Dazed.
- singing old Hazara songs in his nasal voice
- C Not in the usual sense, anyhow.
- D We had been close friends since childhood.
- E Because history isn't easy to overcome.
- 5 Match 1-5 with A-E to make sentences about the extract.
 - 1. The narrator and Hassan had a childhood that
 - 2 The narrator doesn't think that he and Hassan
 - 3 Certain cultural and social factors couldn't change the
 - fact that the boys 4 Baba laughed a lot because the boys
 - 5 In the last paragraph, we discover the narrator and Hassan
 - A had spent their childhood together.
 - B had a typical friendship.
 - C had different daily experiences.
 - D were confused about an actor's nationality.
 - E was similar to Ali and Baba's.



6 VOCABULARY Find five underlined compound adjectives in the text. Then complete the sentences with them.

Compound adjectives

- 1 Although she was tall, she was slim and _ didn't weigh much. 2 Try this jam. It's much better than the ones you
- buy in shops. 3 Suddenly, we heard the roar of a lion calling out
- to its mate.
- 4 The stranger had eyes that were close together, giving him a menacing look.
- 5 After six months of travelling, the men were all and bearded.
- 7 SPEAKING Work in pairs. Why is it often difficult to form friendships with people from different cultural or social backgrounds? Use the ideas below and add your own.
 - · different hobbies and interests
 - other people's attitudes
 - different views, opinions, or outlooks

As far as I'm concerned. My view is To my mind, .. In my opinion,...

8 INTERNET RESEARCH Find out about the author of The Kite Runner, What other books has he written? What are they about? How successful have the books been?



THE KITE RUNNER

Ali and Baba grew up together as childhood playmates - at least until polio crippled Ali's leg - just like Hassan and I grew up a generation later. Baba was always telling us about the mischief he and Ali used to cause, and Ali would shake his head and say, "But, Agha Sahib, tell them who was the architect of the mischief and who the poor laborer?" Baba would laugh and throw his arm around Ali. But in none of his stories did Baba ever refer to Ali as his friend.

The curious thing was, I never thought of Hassan and me 10 as friends either. 1 Never mind that we taught each other to ride a bicycle with no hands, or to build a fully functional homemade camera out of a cardboard box. Never mind that to me, the face of Afghanistan is that of a boy with a thin-boned frame, a shaved head, and low-set ears, a boy with a Chinese doll 15 face perpetually lit by a harelipped smile.

Never mind any of those things. 2 Neither is religion. In the end, I was a Pashtun and he was a Hazara. I was Sunni and he was Shi'a, and nothing was ever going to change that. Nothing.

But we were kids who had learned to crawl together, and no 20 history, ethnicity, society, or religion was going to change that either. [...]

We saw our first western together, Rio Bravo with John Wayne, at the Cinema Park, across the street from my favorite bookstore. I remember begging Baba to take us to Iran so 25 we could meet John Wayne. Baba burst out in gales of his

deep-throated laughter - a sound not unlike a truck engine revving up - and, when he could talk again, explained to us the concept of voice dubbing. 1_ John Wavne didn't really speak Farsi and he wasn't Iranian! He was American, just like the friendly, longhaired men and women we always saw hanging 30 around in Kabul, dressed in their tattered, brightly colored shirts. We saw Rio Bravo three times, but we saw our favorite, The Magnificent Seven, thirteen times. With each viewing, we cried at the end when the Mexican kids buried Charles Bronson - who, as it turned out, wasn't Iranian either, [...]

During the school year, we had a daily routine. By the time I dragged myself out of bed and lumbered to the bathroom, Hassan had already washed up, prayed the morning namaz with Ali, and prepared my breakfast; hot black tea with three sugar cubes and a slice of toasted naan topped with my favorite 40. sour cherry marmalade, all neatly placed on the dining table. While I ate and complained about homework, Hassan made my bed, polished my shoes, ironed my outfit for the day, packed my books and pencils. 4 ____ Then, Baba and I drove off in his black Ford Mustang - a car that drew envious looks everywhere 45 because it was the same car Steve McQueen had driven in Bullitt, a film that played in one theater for six months. Hassan staved home and helped Ali with the day's chores; hand-washing dirty clothes and hanging them to dry in the yard, sweeping the floors, buying fresh naan from the bazaar, marinating meat for dinner, 50 watering the lawn.

Speaking

Topic-based presentation

I can talk about a cultural event or festival.

- 1 SPEAKING Discuss these question in pairs.
 - 1 Which do people in your country usually celebrate more: birthdays or name days?
 - 2 How do they usually celebrate these occasions? Think about food, parties, gifts / cards and other customs.
- 2 Look at the photos. What special events do you think the people are celebrating? Why do you think that?



3 (01.28) Read the task below, including the three question prompts. Then listen to a student doing the task. Does she agree with your ideas from exercise 2?

Look at the photos. Then talk for about one minute about how people in your country celebrate special occasions which involve the family. Use the prompts below to help you.

- · Does food play a part in the celebration?
- Do people usually give or receive gifts and/or cards?
- · Are there any interesting or unusual traditions linked to these celebrations?

Speaking Strategy 1

Make sure that you mention all of the prompts in the task. Learn some useful phrases for changing the subject or moving on to the next point.

4 KEY PHRASES Read Speaking Strategy 1. Then complete phrases 1-5 with the words below.

concerned else now subject turn

Moving onto another topic 1 As far as ... is / are_

2 Turning to the topic of ...

3 There's something_ I'd like to talk about ...

4 That brings me to the _ of... 5 So now, let's our attention to...

5 128 Listen again. Which phrases from exercise 4 did you hear? Which prompt from the task in exercise 3 does the student not mention?

Speaking Strategy 2

When you don't know or can't remember the words you need, use phrases for paraphrasing so that you can explain what you mean in other words.

Paraphrasing

In my language, we'd call it ...

It's something you wear / eat / drink / use as a decoration, etc.

It's like ..., but smaller / bigger / more expensive, etc. It's a kind of / sort of ...

......

6 SPEAKING Read Speaking Strategy 2. Then work in pairs to find the things below in the pictures in exercise 2. How could you describe them if you didn't know or couldn't remember the words?

1 a party hat

4 candles

2 a bow tie 3 tea cup

5 icing 6 a waistcoat

It's something you wear on your head at a party.

7 Work in pairs, Read the task below, including the three question prompts. Choose a different festival each and plan what you are going to talk about for each prompt.

Look at the photos. Then talk for about one minute about an important national festival in your country and how people usually celebrate it.

- · Does food or music play a part in the celebration?
- · How popular is the celebration with people of different ages? Why?
- · Are there any interesting or unusual traditions linked to these celebrations?



8 SPEAKING Take it in turns to do the task in exercise 7. Listen carefully when your partner is speaking and check that all three prompts are mentioned.



A blog post

I can write a blog post.



- 1 SPEAKING Work in pairs. Discuss the questions.
 - 1 Which local festivals happen in your area?
 - 2 What happens there? Do you go to any?
- 2 Read the task and find the two elements that you are required to include in your blog post.

Your local newspaper published an article suggesting that a local festival should no longer take place. Write a blog post outlining the advantages of the festival and describing a personal experience of it.

Writing Strategy

Make a plan for your blog post so you allow enough space to include every element from the task instructions. Remember to include a good introduction and a summary.

- 3 Read the Writing Strategy and the blog post. In which paragraphs (1-4) does the writer cover the two elements from the task? How well does the writer follow the advice in the strategy?
- 4 Read the Learn this! box. Then find an example of each of the structures in the blog post.

LEARN THIS! Sequencing clauses for describing past events

- 1 For an action which comes before another action: having + past participle
 - Having played football, they went home.
 - after + -ing
 After playing football, they went home.
- 2 For two actions which happen at the same time: a present participle
- Travelling home, they met Mary.
- as + past simple
- As they travelled home, they met Mary.
- Note: the subject of the participle clause must be the same as the subject of the main clause.
- NOT After leaving the cinema, it started to rain, X

SAVE OUR FESTIVAL!

- 1 I was very surprised to read an article in my local newspaper suggesting that the Kingsbridge Festival should no longer take place. The article suggested that the festival costs the council too much money and causes too much disruption to traffic in the town centre. I'd like to outline some arguments against this view.
- 2 I strongly disagree with the suggestion that there is no value in continuing the festival. Firstly, it has become a local tradition. Kingsbridge has held an annual food and music festival for more than ten years. Secondly, it provides a wonderful apportunity for local producers and cateriers to sell their food and drink to the public. And thirdly, after eating and drinking, visitors can stay to wetch a variety of local musicians, so the festival is also a great showcase for local talent.
- 3 Last year's festival was a memorable experience. As families crowded around the food stalls, the music played non-stop. There was a lovely, friendly atmosphere, and as night fell, that didn't change. Having arrived later to hear the bands play, the local teenagers just mixed in with everybody else. Looking around, I could see young people, old people and parents with children on their shoulders, all dancing to the music.
- 4 In my view, rather than being inconvenient, festivals like this are good for local trade and advertising. They are also invaluable for bringing and keeping communities together. How can you put a price on that?



- 5 In your notebook, join the sentences, beginning with the words in brackets.
 - Tarrived at the airport. I checked in. (After ... / Having ...)
 After arriving at the airport, I checked in.
 Having arrived at the airport, I checked in.
 - 2 We lay in the sun. We read magazines. (As ... / Lying _)
 - 3 The band played. The sun came out. (As ...)
 - 4 They swam. They wrote postcards. (After ... / Having ...)
 - 5 You watched the film. You fell asleep. (As ... / Watching ...)
- 6 Read the task below. Then make some notes for a) the advantages and b) your description.

The local newspaper published an article suggesting that schools should no longer have a long holiday over the summer. Write a blog post outlining the benefits of summer holidays and describing a long summer holiday you have enjoyed.

- 7 SPEAKING Work in pairs. Discuss ideas for each paragraph and compare the notes you made in exercise 6.
- 8 In your notebook, write your blog post.

CHECK YOUR WORK



- written equally about both required elements?
- included sequencing clauses in your description?

Exam Skills Trainer

Reading

Strategy

When questions in a multiple-choice task take the form of incomplete sentences, read both parts of the sentence (question and option) carefully. Check that the whole sentence matches what is written in the text, not just the phrase in option A. B. C or D.

 Read the Strategy above and look at the question below. Read the first paragraph of the text in exercise 2 and choose the correct answer. Why are the other options wrong?

The day after Mardi Gras, people of some religions

- A finish all the food they aren't supposed to eat.
- B celebrate the end of a period of abstinence.
- C give up eating certain things for a time. D prepare a traditional French dish for dinner.
- 2 Read the rest of the text and choose the correct answers (A. B. C or D).

Mardi Gras: a party to remember

Mardi Gras. Two little words that describe a centuries-old celebration which originated in Medieval Europe. It is the name given to the final day of the Carnival season, the day that traditionally precedes forty days of fasting in some religions. Translated from the French, the words mean 'Fat Tuesday', referring not only to the day on which the celebration is always held, but also to the custom of eating up all the forbidden food before the fast.

Today, it is the city of New Orleans in Louisiana, USA, that holds one of the most famous Mardi Gras celebrations in the world. Mardi Gras was introduced to North America in March 1699 by a French Canadian explorer called Jean-Baptiste Le Moyne de Bienville. Arriving on the eve of the festival at an area 90 kilometres south of what is now New Orleans, he organised the following day's celebrations on a plot of land he named Pointe du Mardi Gras. The custom soon caught on, and by the time New Orleans had been established by Bienville in 1718. Americans were celebrating their own version of Mardi Gras.

What makes the New Orleans event so special are its dazzling parades. Marching bands escort artistic carnival floats through streets lined with spectators wearing masks. These accessories have been a feature of Mardi Gras since the very beginning. initially because they afforded the wearer a disguise which allowed him or her to mix with people of different classes. Today, masks are one of the festival's most popular traditions, and float-riders are required to wear them by law.

As for the carnival floats, each one belongs to an organisation known as a 'krewe', a kind of social club, whose members not only finance and create their own float, but also ride on it during the parade. The tradition of the 'krewe' began in 1856 when six young men from the nearby town of Mobile formed the 'Mistek Krewe of Comus'. Not only does this group hold the distinction of being the first krewe, but it is also credited with parading the first float. Today, around 70 krewes take part in the celebrations, each with its own history and theme.

The second Mardi Gras krewe, the Twelfth Night Revelers was founded in 1870, and initiated another popular tradition, the Mardi Gras 'throws'. These are small presents which are tossed to the crowd by the costumed float-riders. The most soughtafter throws are coins specially crafted by the krewes for the occasion, some of which have become collector's items over the years. Other popular throws include cups, long pearl beads and cuddly toys.

Mardi Gras was made official in New Orleans in 1875 when Governor Warmoth signed the Mardi Gras Act making Fat Tuesday a public holiday in Louisiana so that everybody could attend. Today, hundreds of thousands of tourists travel to New Orleans each year to see the festival, which is organised and paid for privately by the krewes. The success of the celebrations in recent years has led to the residents of New Orleans calling their Mardi Gras the 'Greatest Free Show on Earth',

- 1 The first Mardi Gras was celebrated in North America when Bienville
 - A crossed the Canadian border.
 - B founded New Orleans.
 - C reached Pointe du Mardi Gras.
 - D landed on the coast of Louisiana.
- 2 Festival-goers started wearing masks at Mardi Gras.
 - A they were an obligatory part of the costume.
 - B they were made legal for the day.
 - C they were handed out by the float-riders.
 - D they hid a person's true identity.
- 3 1856 is the year in which
 - A the first krewe was formed in New Orleans.
 - B floats began to take part in the parades.
 - C a committee was voted to organise the festival.
- D the town of Mobile held its first Mardi Gras.
- 4 The Twelfth Night Revelers was the first krewe to
 - A pay for a float. B dress up in colourful outfits.

 - C hand out money during a parade. D provide gifts for spectators.
- 5 Refore 1875
 - A schools and offices were open during Mardi Gras.
 - B tourists were not welcome at the celebrations.
 - C krewes didn't have to pay for their own floats.
 - D Mardi Gras was financed by the governor.

Listening

Strategy

The sentences in a multiple matching task may be very similar as the recordings they match to are about the same subject. Read the sentences carefully before you listen and underline the word or words that make each sentence different from the others.

Exam Skills Trainer

- 3 Read the Strategy on page 40 and look at exercise 4. Find the words that make each sentence different. Think of an example for each of the words.
- (Q2.02) You will hear four speakers talking about mistakes they have made in a foreign language. Match sentences A-E with speakers 1-4. There is one extra sentence.

The speaker ...

A used an inappropriate greeting.

B mispronounced a word.

C used the wrong verb

D gave an incorrect response.

E misunderstood a word.

Speaker 1 Speaker 3 Speaker 2 Speaker 4

Use of English

Strategy

The focus of a key word transformation task can be grammatical or lexical. Before you answer each question, look at the word in brackets and try to identify the language point being tested. This will help you complete the sentence

- 5 Read the Strategy above and look at exercise 6. Try to identify the language point that is being tested in each case.
- 6 Complete the second sentence so that it means the same as the first sentence. Use between two and five words, including the word in brackets. Do not change the word in brackets.
 - 1 The singer started performing years before she became famous. (had)

The singer years before she became famous.

2 There wasn't a cinema until the new shopping centre

There a cinema until the new shopping centre opened.

3 Portugal is nowhere near as big as Spain. (much) Portugal.

4 Don't park in the high street because there's going to be a demonstration later. (better)

There's going to be a demonstration later, so you in the high street.

5 Should we pay when we order our drinks? (supposed) when we order our drinks?

6 I didn't know there was an exam today. Why didn't you say? (could)

me about the exam. I didn't know it was today.

Speaking

Strategy

A situational role-play tests your ability to show initiative in a conversation as well as to respond to a partner. When one point has been dealt with, suggest moving on to the next using phrases such as Let's talk about the venue.

7 Read the Strategy above. Complete the useful phrases below for moving a conversation on.

we talk about the venue next? to decide on a day.

............

3 Why we move on to the next point? 4 What the guests? Who should we invite?

8 Work in pairs. You and a friend are organising a surprise birthday party for another friend. Discuss the following points to make a plan for the party and come to an agreement.

- · day
- · guests
- venue gifts
- 9 Summarise briefly what you have agreed on.

Writing

In an essay, make sure your arguments are about the topic of the task (e.g. young people working abroad). You will lose marks if you include arguments that are not related to the topic (e.g. the advantages of foreign holidays).

10 Read the Strategy above and the task in exercise 11. Which of the arguments (1-4) do not refer to the topic of the task?

- 1 You'll be able to sample the local food.
- 2 You might earn a higher salary.
- 3 You'll become independent.
- 4 You may get a suntan.

11 Make notes on the task below. Then write your essay.

Young people are increasingly looking for jobs in other countries. Write an essay in which you present the advantages and disadvantages of working abroad.

Holidays and tourism

Vocabulary

Getting away from it all I can describe types of holidays.

- 1 SPEAKING Tell your partner about a memorable holiday you went on. Talk about:
 - · where you went.

- · what you did.
- · how you got there.
- · who you went with.
- · where you stayed.
- what the weather was like.
- 2 VOCABULARY Make two lists of the words below, dividing them into a) holidays and b) accommodation. Check the meaning of all the words.

Types of holiday and holiday accommodation adventure holiday B&B backpacking beach holiday beach house cabin camper van camping campsite caravan city break cottage couch-surfing cruise cycling holiday ecotourism guest house holiday camp holiday home hotel houseboat house swap package holiday self-catering apartment tent time-share apartment villa volunteering winter sports holiday youth hostel

3 Use the words in exercise 2 to describe the photos (A-D).



Vocabulary

Types of holiday and holiday accommodation Holiday activities

Describing places Travel collocations

Phrasal verbs

Word Skills

Adverbs and adverbial phrases

Grammar .

Future continuous, future perfect and future perfect continuous Future time clauses

Listening Trip of a lifetime



Reading Globetrotters



Speaking Interview and stimulus-based discussion



- Writing A letter of complaint
- Culture 4 Aborigines and Maoris



- Vocabulary Builder page 119
- Grammar Builder and Reference page 131
- Extra Speaking Task page 143







- 4 SPEAKING Work in pairs. Which of the holidays in exercise 2 would you most like to go on? Why?
- 5 VOCABULARY Complete the holiday activities (1-14) with the verbs below.

Holiday activities be broaden eat enjoy get away hang out have meet pamper recharge see soak up take try the sights local food 2 it easy physically active 3 out in a restaurant 10 yourself at a spa 4 from it all 11 with your friends 5 your horizons 17 the nightlife 6 13 new experiences people the sun 14 your batteries

6 Which type of holiday do people go on if they want to do the things in exercise 5? Use words from exercise 2.

If people want to take it easy, they go on a beach holiday or a cruise.

7 Complete the holiday finder with words from exercises 2 and 5.

- 8 SPEAKING In pairs, answer the questions in the holiday finder and find the best holiday for you. Do you agree with the choice?
- 9 VOCABULARY Check the meaning of the adjectives below. Then look at the photos again. Can you match any of the adjectives with the photos?

Describing places breathtaking commercialised dingy dull hospitable inaccessible mind-blowing overcrowded remote run-down unique unspoilt vibrant

- 10 Work in pairs. Are the adjectives in exercise 9 positive or negative? Do you know any other adjectives you could add?
- 2.03 Listen to four dialogues about different holidays. Use adjectives from exercise 9 to describe each holiday destination.



- 12 (Q2.03) Read the Recycle! box. Then listen again and answer the questions in writing.
 - 1 In dialogue 1, what does the woman wish?
 - 2 In dialogue 2, how would the boy feel if he spent a few nights at Lindisfarne Castle?
 - 3 In dialogue 3, what advice would the woman give if somebody wanted a relaxing holiday?
 - 4 In dialogue 4, how would the girl feel if her parents decided to book a holiday in Spain?
- 13 SPEAKING Work in pairs or small groups. Imagine you are going on holiday together. Discuss the pros and cons of different types of holiday, and reach a decision on where you want to go.

If we went on a city break, we would enjoy the nightlife.



Grammar

Future continuous, future perfect and future perfect continuous

I can use the future continuous and future perfect forms.

- 1 Read the text. What sort of company is Teen Trips? How long has it been running?
- 2 Read the Learn this! box. Then find examples of rules 2 and 3 in exercise 1.

LEARN THIS! Future continuous, future perfect and future perfect continuous

- 1 We use the future continuous to:
 - a talk about an action in progress in the future. This time tomorrow we'll be boarding our plane.
 - b make polite enquiries about the future. Will you be taking much luggage with you on holiday?
- 2 We use the future perfect to talk about a completed action in the future.
 - I'll have finished packing my bags in about ten minutes.
- 3 We use the future perfect continuous, usually with for ..., to say how long an action will have been in progress in the future.
 - We'll have been travelling for a month by next weekend.

Friday 5th

5 pm: catch ferry

Saturday 6th

Il am: depart London by coach

I p.m. arrive Portsmouth - lunch

6 pm.: arrive Santander, Spain

7 p.m.: check in to youth hostel



Because next year is our tenth anniversary! By the end of the year, we'll have been organising educational holidays for a whole decade! We'll have sent thousands of young people to more than twenty countries on four continents. To celebrate our special birthday, we're adding some exciting new destinations, including Santander, Cairo and Florence! All our trips are designed to be informative and fun, so whatever you're into, there's a trip that's ideal for you. If you've registered online, you'll have received our newsletter by now, so we hope you'll already be reading about all our fantastic trips. Don't forget to enter the prize draw to be in with a chance of winning a free holiday!

3	Read the holiday itinerary
	Complete the sentences
	(1-6) with the correct
	form of the verbs in
	brackets

1 At 10 a.m. on Friday, (leave) London.

2 We (travel) for one hour by

midday on Friday.

a ferry to Spain on Friday afternoon. 4 By midnight on Friday, we

(sail) to Santander. 5 We (arrive) at our accommodation by 7 p.m. on Saturday.

(stay) in a youth hostel on Saturday night. 6 We

See Grammar Builder 4.1 page 131

- 4 Rewrite the sentences using the future continuous for polite questions.
 - 1 Are you having a package holiday this year?
 - 2 What time are you getting to the airport?
 - 3 Where does the cruise ship visit?
 - 4 Who's going to travel with you to the States?
 - 5 When does the restaurant serve breakfast?

LOOK OUT!

We can use the future continuous and the future perfect to make predictions about the present.

You'll have received our newsletter by now and you'll be reading about all our fantastic trips.

5	Read the Look out! box. Then complete the dialogue with the
	verbs in brackets in the future continuous or future perfect.

Ryan Hi, Beth. When does your brother go to Greece? Beth Oh, he 1 (arrive) already. He flew out yesterday. Ryan Sol guess he 2 (lie) on the beach in the

sun today? Beth Actually, he doesn't like sunbathing - he's more interested in photography, so I think he 3_ (find) a scenic walk and he 4 (take) lots of pictures by now.

Ryan And (practise) his Greek with the locals? Oh ves: I'm sure he 6 (make) lots of

6 Complete the sentences with the correct future continuous

or future perfect form of the verbs below. enter go learn miss save visit wait

friends already!

1 By the time I go to Holland, I Dutch for a year. 2 The bus is very late. We __ for half an hour soon.

the competition for a free holiday? I think you should.

4 We can't wait for our trip; we ___ ten new cities. 5 I need another €50, then I enough for the

trip. 6 I hope you lunch by the time you arrive.

7 Without a valid passport, she

7 SPEAKING Tell your partner about two things you will be doing, will have done, or will have been doing at these times:

in three hours from now at midnight tonight in three months' time by this time next year by your 20th birthday

In three hours from now, I'll be ... / I'll have ...

Listening

Trip of a lifetime

I can identify the context of a conversation.

ANTARCTICA -

Cruise past towering crystal icebergs. Watch a midnight sunset. Encounter pods of whales and colonies of seals and penguins. Tread where few have ever walked!

As the world's driest, coidest and windiest place, it is no wonder that it is our only uninhabited continent. Although it holds 90% of the Earth's frozen water, Antarctica is actually a desert, and conditions are harsh. But it is spectacularly beautiful. With cruise packages to suit all budgets – an eleven-day trip starts from £3.700 – you'd be surprised how easy it can be to visit – and how hard it will be to forget.



- 1 SPEAKING Work in pairs, Look at the advert. Would you like to go there? Discuss the advantages and disadvantages of such a holiday.
- 2 VOCABULARY Complete the travel collocations with the verbs below.

Travel collocations

do taste	get go have travel	help	light	put up	sleep
1_	a campfire	6	som	neone with	n their bags
2	a local dish	7	awa	y from it	all
3	a lovely view	8	ligh	t	
4	rough	9	off	the beater	n track
5	the tent	10 _	som	ne volunte	er work

Listening Strategy

Listen carefully for who the speakers are and where they might be. This will help you to identify the context of the conversation, and also to find out what the speakers' purpose is.

3 Q2.04 Read the Listening Strategy. Listen to four dialogues and identify a) who the speakers are and b) where they are.

......

- 4 (2.04) Listen again. For each dialogue, answer the questions below. Say which clues helped you to answer.
 - 1 What kind of relationship is it?
 - 2 What is the approximate time or time of day of the dialogue?
 - 3 What is the reason for the dialogue?

LEARN THIS! Uses of just

The adverb just has many different uses in conversational English.

- 1 for emphasis This coffee's just so good!
- 2 only I just need to finish my homework.
- 3 for politeness Could you just open a window?
- 4 close to the time I saw him just before he left.
- 5 Match each use of the word just (A-D) with its meaning (1-4) in the Learn this! box.
 - A I just have this small bag.
 - B Could I just ask you some questions?
 - C I just made the 4.55 train, after all
 - D It's just amazing!_
- 6 Q2.05 Listen to another conversation. Decide if the statements are true (T), false (F), or if the information is not given (NG).
 - 1 The conversation is happening outside a coffee shop.
 - 2 Annie and Simon usually go to the gym together.
 - 3 Annie's first reaction to Simon's suggestion is disbelief.
 - Simon generally prefers to go somewhere remote on holiday.
 - 5 Simon cannot persuade Annie that a holiday in the Antarctic is harmless for the environment.
 - 6 Annie and Simon work for the same company, _
 - 7 Simon explains he's only joking about the holiday.
- 7 SPEAKING Work in pairs. Role-play a dialogue between a travel agent and a customer. Ask and answer about trips to the remote locations below (or use your own ideas).

the Amazon Rainforest Greenland the Himalayas Mount Vesuvius the Sahara Desert Tornado Alley

Good morning, Could I just ask a few questions about ..

Grammar

Future time clauses

I can use future time clauses.

HIEmma.

AIR MAL Greetings from Amsterdami (Although, by the time you read this, III probably be travelling to Berlin - the next destination on my European tour (3) Amsterdam is great. The done so much already - if I don't slow down a bit, I'll have run out of energy before the end of the tripi Luckily, this time tomorrow I'll be on a canal cruise, so that should be a bit calmer. I hope you're not studying too hard - I'll think of you while I'm relaxing on the boat! Don't worry, your exams will be over soon and it's great that you'll be joining me in Paris next month. Guess what? Maroon 5 are touring there. If there are tickets left, I'll buy some for us. Right, I'd better go, but I promise I'll keep sending a postcard from each city on the tour i'll get another one as soon as Ive arrived in Berlin.

See you soon!

Josh

- 1 Read the postcard. What country is Josh meeting Emma in?
- 2 Read the Learn this! box. Then find examples for rules 1-3 in exercise 1.

LEARN THIS! Future time clauses

1 We use present tenses instead of will or going to in future time clauses after these time conjunctions: after, as soon as, by the time, immediately, in case, once, on condition that, the minute, the moment, until when I'll write to you when I have time.

NOT I'll write to you when I'll have time. X

2 In future time clauses, we usually use the present perfect rather than the future perfect for actions that are complete in the future.

I'll phone as soon as I've checked in.

NOT Ell phone as soon as I'll have checked in X

3 In future time clauses, we use the present continuous rather than the future continuous for actions that are in progress in the future.

This time tomorrow I'll be sunbathing. I'll think of you while I'm enjoying the sun!

NOT I'll shink of you while I'll be enjoying the oun! X

See Grammar Builder 4.2 page 131

3 Choose the correct verb forms (a-c).

- 1 He'll let us know the moment ... to the festival. b he will have got c he's getting
- a he gets 2 We'll have lunch after ... some sightseeing.
- a we've done b we're doing c we do
- 3 The hostel won't reserve a room until ... in full.
- a we're paying b we'll pay c we pay 4 You could write some postcards while ... breakfast.
- a you'll be having b you're having c you've had 5 Let's take plenty of suncream in case ... really hot.
- a it'll be
 - c it's being

The minute I get home, I'll make a snack. What about you?

4 Read the Learn this! box. Then find two examples in exercise 1. Which verb forms are used in each clause?

LEARN THIS! First conditional sentences

We can use first conditional sentences to talk about the future. We can use the present simple, present continuous, or present perfect in the if clause and any future form or imperative in the other clause.

If the photos are good, I'll email them to you. If I work hard, I'll have finished by Saturday. If Sam's not going, I'm not going either, If I haven't called by lunchtime, ao without me.

5 Complete the email with the correct form of the verbs below.

arrive bring catch get give phone rain remind see

To: matt@email.com

Hi Matt. I'm still waiting for the festival tickets we booked! If they 1 tomorrow, 12_____ the box office. The journey should be quite easy. the ten o'clock train next Friday, we 4 noon. We can wait until later to put the tents up if it 5 we arrive. [*__ the food and drinks if you? me some Carl later, 9 money for them. Oh, and if you *_ bring his wellies - it's bound to rain! See you next Friday.

➤ Grammar Builder 4.3 page 132

6 Rewrite the sentences using the words in brackets.

- 1 I won't get there before it's dark. (by the time)
- 2 If someone else drives, I'll go tonight. (on condition that)
- 3 When Josh gets here, we'll go out. (until)
- 4 Book your flight by midnight and get a discount! (if)
- 5 We won't pay for the room until we arrive (when)
- 6 I'm not going swimming unless the sun shines. (if)
- 7 He'll talk to me and then he'll email you. (after)
- 7 SPEAKING Think of an appropriate way to finish each sentence. Then compare your ideas with your partner.
 - By the time I've left school, ...
 - If the weather's good next weekend...
 - The minute I get home, ...

Word Skills

Adverbs and adverbial phrases

I can use adverbs and adverbial phrases.

Laura's TRAVELBLOG

Thinking of travelling around Europe? Having just completed my own three month trip, here are my top tips for InterRailing.

InterRailing is one of the best ways to travel It's easier and quicker than flying and you see some amazing scenery. But it's worth planning ahead: >>> Be realistic about money. Make a weekly budget and stick to it (and it's good to have a back-up plan in case you run out of money or lose your credit card).

>>> Decide which InterRail ticket is best for you. You can visit up to thirty European countries with the Global Pass. or, if you'd rather discover one country at a more leisurely pace, I'd recommend the cheaper One Country Pass.

>>> Book accommodation in advance. You can find some pretty good deals if you book early. Don't arrive in an unknown city with nowhere to sleep. You waste valuable sightseeing time if you're endlessly looking for somewhere to stay. Don't pack too much luggage. You'll have to carry it. everywhere, so think hard about what you really need and don't buy too many souvenirs while you're away.

>>> Take appropriate clothing. You're hardly going to need a suit or high heels, but you will need comfortable shoes - and it's worth taking a hat for the sun.

- 1 SPEAKING Read the travel blog and discuss the questions. Give reasons for your answers.
 - 1 Would you like to go InterRailing?
 - 2 Which type of pass would you prefer?
 - 3 Where would you go?
- 2 Read the Learn this! box. Then find an example of each rule in exercise 1.

LEARN THIS! Adverbs and adverbial phrases

- 1 Some adverbs have the same form as the adjective: early, fast, weekly, monthly, yearly, etc. A weekly bus pass is cheaper.
- 2 Other adjectives ending -ly do not have an adverbial form: friendly, lively, cowardly, motherly, lovely, etc. Instead we put the adjective in an adverbial phrase: She smiled at me in a friendly way.
- 3 Some adverbs have two forms: one with -ly and one without: close / closely, deep / deeply, late / lately, pretty / prettily, etc.

The meanings are sometimes very similar:

Let's stay close together.

I buy my bus pass weekly.

The policeman watched them closely. But they can also be unrelated:

The train arrived late.

Have you been abroad lately?

3 Complete the response to the blog in exercise 1, Use each word once to form an adverb or adverbial phrase.

closely daily early friendly late quick

Great tips - thanks, Laura! I'd als	o add that it's worth
booking accommodation 1 a	s you may get a discount.
Check travel websites 2too,	
last for very long. And watch you	ir luggage 3 if you're
travelling by train - there have h	een several thefts reported
4 Finally, in each country	it's worth 5 learning
a few local phrases as soon as yo	u arrive – you'll find the
locals treat you in a more 6	way!

- 4 Choose the correct adverb to complete the sentences. Use a dictionary to help you.
 - 1 a The journey took us deep / deeply into the country.
 - b I was deep / deeply shocked by the cost of the ticket.
 - 2 a It's rough / roughly five kilometres to the next village.
 - b The sight of homeless people sleeping rough / roughly makes me really sad,
 - 3 a We should get a pretty / prettily good deal at the hostel.
 - b You need to dress comfortably, not pretty / prettily
 - 4 a They stayed somewhere near / nearly.
 - b We've near / nearly reached the end of our trip.
 - 5 a Which flight goes direct / directly to Moscow? b The receptionist will be with you direct / directly.
 - 6 a No one I know has travelled as wide / widely as you! b The door was left wide / widely open.
 - 7 a Lie the map flat / flatly so we can see it.
 - b 'We've missed the train,' she said flat / flatly.
- 5 Complete the sentences with the adverbs and adverbial phrases below. Use each one only once.

daily flat for free hard lately monthly pretty rough

- 1 We've been driving for hours, so we must be
- 2 Tina updates her Facebook page
- 3 Tap water is available _____ in the restaurant.
- 4 If you look ______, you can see me at the back of the photo.
- 5 You've been so busy _____; you really should take a break.
- 6 For the next exercise, let's start by lying _____ on the floor.
- 7 I lost my money and had to sleep _ for two nights.
- 8 I've taken out a subscription to a travel magazine.
- 6 SPEAKING Work in pairs. Tell each other about:
 - something you have / haven't done lately.
 - 2 two things you do weekly.
 - 3 a film which deeply affected you.
 - 4 a time when a stranger behaved in a friendly way.

➤ Grammar Builder 4.4 page 132

Globetrotters

I can understand a text about different travellers' experiences.

- 1 SPEAKING Look at the photos. Which do you think is the best method of travelling?
- 2 Read the texts quickly. Match titles 1-4 with texts A-C. There is one extra title.
 - 1 The art of travelling light _
 - 2 Non-stop traveller
 - 3 On the road to nowhere
 - 4 Follow your dreams ___
- 3 Look at the texts again. What was the purpose of each trip?

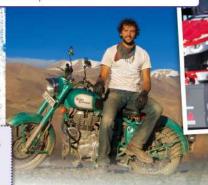
Reading Strategy

When you have to match statements or questions with different texts, remember that some of the topics or key words from the task may appear in several of the texts. Study each text carefully to decide which of the statements or questions matches it most closely.

- 4 Read the Reading Strategy and look at the first question in exercise 5. Then follow the steps below.
 - 1 Does the word 'blog' appear in texts A. B and C? Find examples in each text.
 - 2 Read the texts carefully and decide which person used their blog for the purpose described in question 1 in exercise 5.
- 5 Match texts A-C with questions 1-6. Each text may be matched with more than one question.

Which text mentions...

- 1 the traveller using his/her blog to ask people to do
- 2 the things that the traveller took with him/her on the iourney?
- 3 a first travel experience that was the inspiration for
- 4 the traveller asking people both online and that he/she met to take part in something?
- 5 the traveller helping people to collect money for a good cause?
- 6 the speed at which the traveller went?
- 6 Read the texts again. Answer the questions in your own words if possible.
 - 1 In what three ways does Alex Chacon use his blog?
 - 2 If Alex's plans succeed, how many years will he have been travelling?
 - 3 What were the advantages of travelling by tractor for Manon Ossevoort?
 - 4 How will future generations learn about our hopes for the future thanks to Manon?
 - 5 Why did Rolf Potts seem to be the right person to try the no-baggage challenge?
 - 6 What never, ever happens according to Rolf?
- 7 Which traveller's journey sounds most a) fun, b) challenging and c) worthwhile? Why?



8 VOCABULARY Match the highlighted phrasal verbs in the text with the definitions. Write the base forms.

Phrasal verbs

- 1 to return home
- 2 to stop a vehicle
- 3 to leave a place to do something
- 4 to move from place to place
- 5 to begin a journey
- 6 to find something by chance
- 7 to include
- 8 to stay somewhere for a short time during a journey
- 9 Work in pairs. Decide who is for and who is against this statement: 'More tourism would be bad for the planet.' Prepare arguments in favour of and against the statement. Use the ideas below to help you.

build hotels create pollution / more traffic damage the environment keep traditions alive learn about other cultures more air travel prices go up promote international understanding protect wildlife provide jobs provide money for poorer countries provide new facilities for local people threaten our culture

10 SPEAKING Work in pairs. Discuss the statement in exercise 9. Use the phrases below to show that you agree or disagree.

- That's exactly how I feel.
- I couldn't agree more. In fact, __
- I see your point, but ...

That may be true to some extent. However, ...

- I don't really agree that ...
- I'm afraid I disagree. I think ...



If you love travelling, but haven't got time to go, you can still enjoy it by following a traveller's experiences on their blog. Here are three of the most interesting and unusual globetrotters online!

2.06

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At the age of seventeen, Alex Chacon set off from his home in El Paso, Texas, and went for a motorbike ride. It was a life-changing experience. Alex's thirty-day tour of the USA took in California, Washington and Florida and gave Alex an aim in life: to travel the world on his motorbike.

Since then, Alex has covered over 200,000 km and visited more than 35 countries. However, to although Alex usually travels alone, he has shared his experiences on his blog and has turned the holliday selfie into an art form. While travelling, Alex videos himself doing all sorts of activities against breathtaking backgrounds to firemote jungles, deserts and mountains. On one trip, he filmed himself by moving in a 360° circle so that all the famous landmarks would be included fibre result was a viral viden for the service of th

20 the internet.

Alex's motorcycle expeditions, however, are not just about seeing and filming the sights. He regularly stops during his trips and takes part in volunteering projects at orphanages that he 2s comes across on his route. Furthermore, he uses his bloot to raise donations for a charity that

received five million views in its first week on

Alex is now planning to cross the African continent from north to south, and once he has so done that, he will head for Portugal, where he will embark on a journey across Europe and Asia to Mongolia. It seems that by the time he's thirty, Alex will have ridden his bike across most of the planet!

works with orphans.

B

- 35 If you were planning to travel 38,000 km and visit 22 countries, what form of transport would you choose? A campervan, perhaps, taking all the comforts of home with you? Not Dutch actress Manon Ossewoort. Manon had dreamed of travelling from Europe across Africa to the South Pole for years, and she chose a slow form of transport that would symbolise the time needed to fulfil her dreams: a tractor.
- 40 Manon only averaged 5 km/h as she drove, but that allowed her to get to know the hospitable people that she met everywhere, and the tractor became the star attraction when Manon stopped over in villages for the night. She would explain why she was going to the South Pole and ask people in the villages and following her blog to write down their own dreams. She promised that she would build a snowman
- 46 when she arrived at her destination and leave all their dreams inside it. The idea was popular and Manon received thousands of dreams on pieces of paper and in emails. Finally, on 9 December 2014, Manon's dream came true, and she pulled up in a big red tractor at the South Pole. She then built a snowman and left a time capsule inside it with all the dreams that she had collected on her journey. Manon explained on her so blog that when the time capsule is opened in eighty years' time, future generations will be able to read something about our lives and our hopes for the future.

C

It's the job that even the most enthusiastic traveller hates; packing. But just how essential are the things that we take with us? That was the question that Rolf Potts aimed to answer on the 'no-baggage challenge'. However, the task wasn't simply a question of

55 going off for a week to soak up the sun on a beach. Rolf had to travel 50,000 km by plane and get around eleven countries in 42 days with just the things he could carry in his pockets. Would he be able to do it?

Roff was certainly well qualified finough to try. He was an experienced traveller who wrote a blog that had become a big favourite with people who wanted advice about budget so travel. Now he planned to update it with regular reports about travelling extremely light.

His first 'no-baggage challenge' entry listed the items that he took with him: a toothbrush and toothpaste, a small bottle of soap, a mobile phone and charger, deodorant, sunglasses, a passport, cash and a credit card. His second entry explained that he had got into the habit of showering twice a day and washing his clothes before going so bed. By the third entry, he was really enjoying luggage-free travel.

When Potts got back, he did recognise that a few extra items would have been useful, and when he is travelling in the future, he will take a small bag with him. But, he says, he will never pack any 'just in case' items again, because the imagined situations that they are packed for never, ever happen.

Speaking

Interview and stimulus-based discussion

I can discuss a topic and select and justify my choice from a range of options.







1 SPEAKING Work in pairs. Ask two questions each. Make a note of your partner's replies and report back to the class.

1 When did you last go on a long journey? What was it like?

- 2 Do you prefer to travel alone or in a group? Why?
- 1 Which country would you like to visit and why?
- 2 Do you prefer adventure holidays or holidays where you just relax? Why?
- 2 SPEAKING Which of the methods of transport in the photos have you tried? Which do you prefer and why? Tell your partner.

You are planning a holiday abroad in your gap year. Say which of these trips is most appealing to you and why. Say why you are rejecting the other options.

Read the task and the Speaking Strategy below. Make notes under the headings below for each method of transport.

boredom comfort convenience cost luggage safety time travel sickness

Speaking Strategy

When you explain which item you are choosing, try to give a number of different reasons for your choice. When you are saying why you reject the other options, try again to give more than one reason. Do not simply give the opposite reasons. Try to come up with different arguments.

- 4 (2.07) Listen to a student doing the task. Answer the questions.
 - 1 Which option does he select and what reasons does he give?
 - 2 What are his reasons for rejecting the other options?
- 5 How well does the student follow the Speaking Strategy? Does he give enough reasons for each of his opinions? Are any of them similar to your ideas in exercise 3?
- 6 KEY PHRASES Complete the phrases with the words below.

best go opting pick think why

Making a selection I'll choose ... , mainly because ... 2 I'm for ... and that's because ... 3 The option would be the ... because ... 4 The reason I'm (not) choosing the ... is that ...

- 5 I wouldn't for the ... for a number of reasons ... 6 I wouldn't the ... for the reason that ...
- 7 (2.07) Listen to the student again. Which key phrases from exercise 6 did you hear? 8 2.03 Listen to another student and answer the
- guestions from exercises 4 and 5. 9 SPEAKING Work in pairs. Turn to page 143 and do the extra speaking task. Use the phrases from exercise 6.



Writing

A letter of complaint

I can write a formal letter of complaint.

- 1 SPEAKING Why do people stay in youth hostels? What are the advantages and disadvantages?
- 2 SPEAKING Read the task. What things do you think might have gone wrong? Discuss and make a list of possible problems.

On a recent holiday, you and a group of friends stayed in a youth hostel. You were very dissatisfied with the experience. Write a letter to the owner saying why you are unhappy and suggest ways in which he/she could improve the hostel.

3 Read the letter. Were any of the complaints similar to your list in exercise 2?

Writing Strategy

When you write a formal letter.

- 1 Divide your letter into paragraphs.
- 2 In the introduction, explain why you are writing. At the end, tell the reader what you would like them to do.
- Use formal language and avoid contractions and abbreviations.
- 4 Use the appropriate phrases to start and finish your letter, depending on whether you know the recipient by name.

Dear Sir or Madam → Yours faithfully

Dear Mr Black / Ms White, etc. → Yours sincerely

- 4 Read the Writing Strategy and find examples of each of the four points in the letter.
- 5 Match the highlighted formal expressions in the letter with the informal words and phrases below.

do not have problems got happen looked at really think said she didn't say sorry showed her

>> Vocabulary Builder Word building patterns: page 119

LEARN THIS! The subjunctive

- We can use the subjunctive in formal English for requests, suggestions, demands, etc.
- The subjunctive form of the verb is the same as the base form (e.g. go, be, look, etc.)
- We use the subjunctive in that clauses with ask, demand, insist, recommend, propose, request, suggest.
 He insists that you leave now.

I suggest that the showers be cleaned more regularly.

➡ Grammar Builder 4.5 page 133

Dear Sir or Madam.

I am writing to complain about our stay at your youth hostel from 14-16 May.

I reserved a room for four with a shower room, and I received confirmation of the booking. However, when we arrived, the receptionist mannained there was no record of my reservation. I produced my confirmation slip, but she just said that 'something must have been wrong with the website that day'.

We were given beds in a fourteen-person room with ten other people. The room did not seem clean. There was one bathroom for all of us, which was dirty with no (cilet paper. I complained about it, but the receptionist said that she had enough to do. Then she said the hostel was full and that we might have to do without sheets on the beds! Eventually, we found some sheets and cleaned the bathrooms ourselves. There was no apology at any point.

I feel strongly that we were treated very poorly by your organisation. Firstly, I suggest that your online booking system be reviewed, as there are clearly problems. Secondly, your staff should be trained to be more welcoming; and more helpful when problems arise. Thirdly, there should be more staff when the hostel is full. And finally, I request that there be sufficient bed linen, so that other guests are not inconvenienced as we were.

I feel we deserve some compensation and I look forward to hearing from you.

Yours faithfully,

Gemma Winters

6 Read the Learn this! box. Then find two examples of the subjunctive form in the letter.

On a recent holiday you and a group of friends stayed on a campsite. You were very dissattsfied with the experience. Write a letter to the owner saying why you are unhappy and suggest ways in which he/she might improve the campsite.

7 Read the task above. Make notes about what you will complain about. Use the ideas below or your own ideas.

no food available overcrowded queues for everything shop / swimming pool, etc. was closed showers / restaurants, etc. were dirty staff were impolite / unhelpful

8 Write your letter of complaint using your notes in exercise 7.

CHECK YOUR WORK



- followed the structure in the Writing Strategy?
- used appropriate opening and closing phrases?
- · used the subjunctive to make suggestions?

Relationships

Vocabulary

Relating to people

I can talk about relationships and describe behaviour.

- 1 SPEAKING Work in pairs. What do you think is the difference between immediate family and extended family? Which family members would you include in each group?
- 2 VOCABULARY Check the meaning of the phrases below. Choose three family members and describe your relationship with them.

Relating to people admire adore be on the same wavelength (as) be (very) close (to) be wary of envy feel sorry for have a lot in common (with) have nothing in common (with) look down on look up to not see eye to eye (with) respect trust

I don't always see eye to eye with my brother!

I really look up to my grandfather.

Unit map

Vocabulary Relating to people Verbal interaction

Experiments

Word Skills Phrasal verbs

Grammar

Negative structures Articles and quantifiers

■ Listening Sibling rivalry



Reading Love is in the air



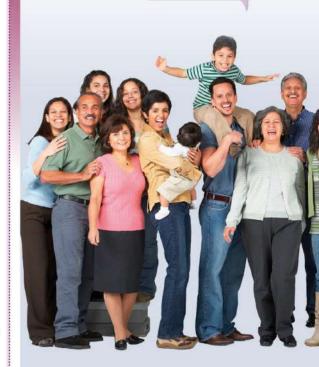
 Speaking Photo description and comparison



- Writing An opinion essay
- Culture 5 Race relations



- **Vocabulary Builder** page 119
- Grammar Builder and Reference page 133
- Extra Speaking Task page 143



3 2.09 Listen to a teenager, Katie, talking about her relationships. Correct the mistakes in this 'social circle' diagram.





- 4 2.10 Now listen again to Katie and three more teenagers. Choose the correct answers.
 - 1 Katie has a lot in common with / doesn't see eye to eye with her cousin Tom.
 - 2 Katie respects / has a lot in common with Mrs Saunders.
 - 3 Ben admires / trusts his sister. Emma.
 - 4 Ben looks down on / is a bit wary of his football coach.
 - 5 Mark feels sorry for / looks up to his aunt Julia.
 - 6 Mark doesn't always see eye to eye with / respect his brother.
 - 7 Amy has nothing in common with / is on the same wavelength as her grandmother.
 - 8 Amy is wary of / looks up to Mrs White.
- 5 SPEAKING Work in pairs. In your notebook, draw a 'social circle' diagram and add six names to it. Explain your relationship with each person in the circle.
- 6 VOCABULARY In pairs, check the meaning of the verbs below.

Verbal interaction compliment (sb on sth) flatter (sb) insult (sb) lecture (sb about sth) nag (sb about sth) offend (sb) praise (sb for sth) tease (sb about sth) tell (sb) off (for sth) warn (sb about sth)

RECYCLE! The passive

- . We use the passive when we want to focus on the subject, or when we do not know who performed the action. Family portraits are taken in this studio. They take family portraits in this studio.
 - . The object of an active verb can become the subject of a passive verb.
 - This photo was taken recently.
 - . We use a passive infinitive with modal verbs. They might be offended if you say that.
 - . We can use by to say who performed the action: We were warned by the teacher about the test.
- 7 (24) Listen to five dialogues. Choose a verb from exercise 6 and write down what is happening in each dialogue. Use the passive.

In dialogue 1, a man is being teased.

- 8 2411 Listen again. Write who is doing the action. a boyfriend a colleague a parent a police officer a teacher
 - In dialogue 1, a man is being teased by
- 9 SPEAKING Work in pairs. Use verbs from exercise 6 to ask and answer questions about things that have happened to you.

When was the last time you were told off at home?

When was the last time that you were praised at school?



Grammar

Negative structures

I can use negative structures.

1 Read the text. Which is the best piece of advice, in your opinion? Do you disagree with any of the advice?

How to talk to teens-a parents' guide

- Wouldn't it be great if parents and their teenagers got on all the time? Post your best advice for parents below.
 - Be calm and reasonable and treat me like an adult. Under no circumstances should you speak to me as if I'm still a small child.
 - Not only should you avoid speaking down to me, you should also notice when I do things that are good! PETE, DEVON
- Surely, part of being a teenager is being allowed to make mistakes. So it's not a good idea to tell me off every time I get something wrong! AMY, LEICESTER
- If you're worried about me, just talk to me calmly! On no account should you get angry. I'm not likely to want to confide in you if you're shouting! TOM, LONDON
- Rarely do teens and their parents agree all the time, but you can still get on well even if you don't always see eye to eye. The best advice to parents? Try not to argue! You may regret not being patient!



2 Read the Learn this! box. Which negative adverbials can you find in exercise 1?

LEARN THIS! Negative adverbials

We can use these negative adverbials to make emphatic negative statements:

never, nowhere, rarely, hardly, in no way, at no time, on no account, only (if / when / once), not until, under no circumstances, not only ... also, no sooner ... than.

If we use them at the beginning of a sentence, the subject-verb word order changes – they are usually followed by an auxiliary verb.

Rarely do friends get along all the time.

➤ Grammar Builder 5.1 page 133

- 3 Write the sentences with the correct form of the words in brackets.
 - 1 No sooner (we / eat) dinner than he got up and left.
 - 2 Only once (I / break) a promise in my whole life.
 - 3 At no time (anyone / explain) what had happened.
 - 4 Never before (she / meet) a more disagreeable man.
 - Rarely (anyone / be) so rude to me I demand an apology!
 In no way (he / trust) you in the future after all your lies.

- 4 Rewrite the sentences using inversion.
 - We've never faced such a serious problem.
 Never have we faced such a serious problem.
 - 2 You won't be allowed to go under any circumstances.
 - 3 We couldn't find a coffee shop open anywhere.
 - 4 I had hardly woken up when my mobile rang.
 - 5 They weren't aware of the danger at any time.6 There won't be any more festivals until next year.

LEARN THIS! Negative questions, infinitives and -ing forms

We can use negative questions to ask for confirmation of something we think is true or not true.

Didn't you go out with Tom yesterday?

We can also use negative questions to express our opinions politely.

Wouldn't it be better to tell her the truth?

We usually form negative infinitives and -ing forms by putting not or never before them.

I was lucky not to miss the train.
She rearets never telling him the truth.

- 5 Read the Learn this! box. Find examples of negative questions and negative infinitives and -ing forms in exercise 1.
- 6 Write the words in the correct order to make sentences.
 - 1 to / not / I'll / late / tornorrow / be / try
 - 2 be / the / shouldn't / test / for / Aidan / studying /?
 - 3 honest/not/with/I/being/him/resent/me
 - 4 not/upset/was/Kat/invited/be/to
 - 5 about/should/you/argue/try/to/not/it
 - 6 to /it / judge / not / people / difficult / isn't /?
 - → Grammar Builder 5.2 page 133
- 7 USE OF ENGLISH Rewrite the sentences beginning with the words in brackets. Do not change the meaning.
 - 1 He doesn't often go out during the week. (Rarely)
 - 2 He wasn't to blame. (In no way)
 - 3 Don't worry about the future. (Try)
 - 4 Luckily she didn't hurt herself badly. (She was)
 - 5 They won't decide until they know the facts. (Only when)
 - 6 I'm sure we've been here before. (Haven't)
- 8 SPEAKING Work in pairs. Think of different ways to complete the sentences below. Compare your sentences with another pair.
 - Under no circumstances should ...
 - 2 At no time have I ever ...
 - 3 Rarely do people ...
 - 4 Only once have I ...
 - 5 Isn't it surprising that ...
 - 6 It's so important not to ...

5C

Listening

Sibling rivalry

I can understand a discussion about sibling rivalry.

- 1 SPEAKING Work in pairs. What do you understand by the term 'sibling rivalry'? Why do you think it can happen?
- 2 Read the text and compare your ideas from exercise 1.

Listening Strategy

Remember that spoken English can sound quite different from written language. In fast speech, fluent speakers often shorten or omit certain elements.

It is possible to train yourself to understand fast speech. You do not need to imitate fast speakers, but focus on trying to understand what they are talking about.

3	2.12	Read the Listening Strategy. Then listen and write
	down th	e sentences you hear.

1	
2	
3	

4 Q2.12 Read the Learn this! box. Listen again and repeat the examples.

LEARN THIS! Features of fast speech

- Consonants are sometimes inserted between two vowel sounds:
 two eggs sounds like two weggs
 three eggs sounds like three yeggs
 four eggs sounds like four reggs
- 2 Consonants at the end of words (especially n, d and t sounds) change when the next word also begins with a consonant:

ten pounds sounds like tem pounds band practice sounds like bam practice Did you ...? sounds like Dij je ...?

- 3 Sounds, usually consonants, sometimes disappear. Let's go sounds like Les go
 - What's your name? sounds like Wos your name?
- 5 Match each sentence you wrote down in exercise 3 with a point in the Learn this! box.
- 6 Read the sentences (1–6) aloud. Each contains one feature of fast speech from the Learn this! box. Can you say where in the sentence it occurs?
 - 1 I've got two or three dictionaries. (point 1)
 - 2 Is this your address? (point 1)
 - 3 I've got a bad cough. (point 2)
 - 4 We went ten-pin bowling (point 2)
 - 5 She's my best friend. (point 3)
 - 6 This coffee tastes bad. (point 3)
- 7 (2.13) Listen, check and repeat.



What causes sibling rivalry?

- Each child tries to define who they are as an individual and wants to show they are separate from their sibling(s).
- One child may feel that he/she is getting an unequal amount of parental attention.
- A child can feel that their relationship with their parents is threatened by the arrival of a new baby.
- Younger children may want to copy or join in with an older sibling's activities, which can annoy the older child.

What can be done about it?

- Parents must treat their children fairly, rather than equally. Age must be taken into account.
- Siblings should be encouraged to co-operate with each other, not to be aggressive or competitive.
- Siblings need space to be on their own sometimes with their own things and their own friends.
 However, time is the great healer. Research shows that after the age of 25, siblings get on with each other much better.
- 8 (2.14) Listen to a monologue and two dialogues. For questions 1–3, choose the correct answers (a–c).
 - 1 What has helped the girl improve her relationship with her sister?
 - a Spending time with each other rather than with friends.
 - b Strengthening her sister's relationship with their mother.
 - c Discussing why her sister used to behave unkindly.
 - 2 What does the boy accuse his sister of lying about?
 - a Whether she has taken something from his room.
 b Whether she has only just written her name on something.
 - c Whether she asked permission before borrowing something.
 - 3 What do the brothers explain to the interviewer?
 - a Why they didn't get on when they were younger.
 - b Which brother behaved worse while growing up.
 - c Why they always spoiled each other's things.
- 9 2.15 Look at these sentences from the dialogues. How were they spoken? Listen again and check. Practise saying them.
 - 1 Sarah always had to take care of me after school ...
 - 2 I had no idea about any of this at the time.
 - 3 Give me that back!
 - 4 I've been looking for it for ages!
 - 5 Talways wanted to be like him.
- 6 How did you feel, Isaac?
- 10 SPEAKING In pairs, discuss this quotation from a famous British writer. What does it say about sibling relationships? Do you agree with its message?
- It snowed last year too: I made a snowman and my brother knocked it down and I knocked my brother down and then we had tea. ** Dylan Thomas



Grammar

Articles and quantifiers

I can use articles and quantifiers.



Buddy movies always have two male friends, often from different backgrounds or with different personalities. They usually face a challenge together during the course of the film, and the challenge (eventually) makes their friendship stronger. They're more popular in the USA than in Europe, and can be aimed at both the old and the young. The earliest buddy movies starred Laurel and Hardy and were made in black and white around a hundred years ago. Nowadays, many are also action films, road movies or westerns – famous examples include Die Hard 3 and 22 Jump Street. In most of them, women only play a minor role, never one of the buddies. In a few films, one of the buddies is an animal!

- 1 Look at the photo and the title. What is a 'buddy'? What sort of film is a 'buddy movie'? Read the text to check.
- 2 Read the Learn this! box. Complete the gaps with a/an, the or no article (-) and find examples in exercise 1.

LEARN THIS! Articles

We often use 1 when we mention something for the first time, but 2 when we mention it again.

We sometimes use 3 _____ to refer to one of several similar things or people and we don't need to be more definite.

We use 4_____ for towns, cities, continents and most countries. But we do use 3 with a few countries.

We use * ____ when we talk about something in general.

We use * ____ with superlatives.

We use *____ with an adjective to refer to everyone who has that characteristic.

➤ Grammar Builder 5.3 page 134

- 3 Choose the correct answers to complete the sentences.
 - 1 Mont Blanc is an / the tallest mountain in / the France.
 - 2 It's usually the / poor who have a / the most problems.
 - 3 He was in a / film about the / people with / the superpowers.
 - 4 Let's go for the / a pizza while we're in -/ the town.
 - 5 I've got / a cat and a / the dog. / The dog is eighteen years old!
 - 6 My cousin's gone to the / Nassau in / the Bahamas.

LEARN THIS! Quantifiers

Examples of quantifiers are: a lot of, a little, all, another, both, each, every, few, many, no, several, some, etc.

Most quantifiers can be followed by of + a determiner. Some of my favourite films are buddy movies. Just a few of these stan women.

No and every can't be followed by of, instead we use none of and every one / each of:

None of the main characters are female.

After both and all, we often leave out of before determiners:

All the actors have starred in other films. Both my parents are film fans.

We use few / little instead of a few / a little to emphasise the smallness of the number or quantity. Compare: There are a few westerns I really like. The ones with Clint Eastwood are brilliant.

There are few westerns I really like. I just don't find the characters interesting.

- ➤ Grammar Builder 5.4 page 134
- 4 USE OF ENGLISH Read the Learn this! box. Then choose the correct answers (a-d).

Only 1_ of my favourite films are sequels, but 22 Jump Street is an exception. 2_ the viewers who enjoyed the original 21 Jump Street will be pleased to see the return of officers Jeriko and Schmidt. There's 3_ offference in the plot - it's 4_ undercover operation in a high school on the trail of 3_ violent drug dealers. As the action unfolds, 4_ men form close relationships with other people, threatening their friendship. There's 3_ of good-natured humour and 4_ clever jokes about whether this adventure will be as good as the last. It is, and of course in the end 3_ of the buddies wants to end their bromance. Now 10_ of those Jump Street fans will be hoping for a number 23_...

1	a	much	b a few	c	every	d	none
2	a	Each of	b Every	C	All of	d	Most
3	a	any	b none	c	little	d	several
4	a	both	b another	c	other	d	each
5	a	some	b few of	c	either	d	little
6	a	few	b each	c	both	d	neither
7	a	all	b most	c	some	d	a lot
8	a	none	b several	c	much of	d	every
9	a	neither	b either	c	no	d	both
10	a	every	b a little	c	few	d	every one

- 5 SPEAKING Work in pairs. Find out the information below about your partner. Try to use quantifiers from the Learn this! box in your answers.
 - 1 how much free time he/she spends with classmates
 - 2 how many of his/her friends have the same taste in films

Do you see a lot of your classmates outside school.

I see a few of them every day, but



Word Skills

Phrasal verbs

I can use phrasal verbs.

- 1 Read the dialogue. Underline six phrasal verbs which match meanings a-f below. How many more phrasal verbs are there in the dialogue?
 - a fail to do what someone expects
 - b make someone look stupid
 - c mention in conversation
 - d make someone lose enthusiasm for something
 - e stop having a relationship with someone
 - f accept something that is annoying

How was your date with Donna last night? Rill I wish you hadn't brought that up. She didn't turn up - again - so I'm not going out with her any more.

Mina But I thought you two got on really well! Bill So did I. But she started putting me down in front of her friends, and when she let me down again last night ... Well, I couldn't put up with it any more. I decided she'd put me through enough, so I split up with her.

Mina That's a shame. But you'll soon get over her. Don't let it put you off dating other girls!

Bill Oh, it won't. I've already asked her friend out!

2 Read the Learn this! box. Which verbs in the dialogue are transitive and which are intransitive?

LEARN THIS! Phrasal verbs

- 1 Phrasal verbs can be transitive (they have an object) or intransitive (they don't have an object). Can you pick me up after school? My brother and his girlfriend broke up yesterday.
- 2 When a transitive phrasal verb is inseparable, the object comes after the particle. He's trying to get over their break-up.

- 3 When a transitive phrasal verb is separable, the object can usually go before or after the particle. He's decided to call their date off / call off their date. However, when the object is a pronoun, it must come before the particle. Do you think Ella will turn him down?
- 4 With some transitive phrasal verbs, the object must come before the particle. Donna messed Bill about, so he finished with her. NOT Conna massad about Bill-so he finished with her X
- 5 Three-part phrasal verbs are always transitive and are usually inseparable, so the object comes after the particles.

I've decided to split up with my boyfriend.

- 3 DICTIONARY WORK Read the dictionary entries A-F and answer the questions.
 - 1 Which phrasal verbs are separable? Which are inseparable? Which one must be separated by the object?
 - 2 How is this information shown in the entries?

- A talk sb into sth to persuade sb to do sth: I didn't really want to go out, but my friends talked me into it.
- B turn sb/sth + down to reject an offer or the person who makes it: I'd invite Kim, but she may turn me down.
- C look after sb/sth to be responsible for sb/sth: Fred's old enough to look after himself. D run into sb to meet sb by chance: Guess who I ran into
- in town today? E make sth +> up to invent a story, especially in order to
- trick or entertain sb: She made up an excuse that she wasn't feeling well.
- F take after sb to look or behave like an older member of your family: Your daughter doesn't take after you at all.
- Are the transitive verbs in exercise 1 separable or inseparable? Which three must be separated by the object? Use a dictionary to check.
 - >> Vocabulary Builder Relationship phrasal verbs: page 119
- 5 Complete the sentences with the words in brackets in the correct order.
 - 1 Did she manage to talk come? (letting / her / her / into / parents) boyfriend. Laura went travelling
 - (splitting / her / with / up) (get / him / to / over) 3 Neither of my cousins
 - (aunt / takes / my / after) 4 Nobody believes your stories because you
 - ! (making / them / keep / up) 5 That experience
 - another relationship, (me / off / put / having) 6 Their relationship is terrible. Will they
 - much longer? (for / it / put / with / up)
 - 7 My dad went shopping this morning. I'm surprised
 - town. (into / you / him / in / run / didn't)
 - too much. she may leave you. (her / you / through / put)
- 6 Rewrite the questions using phrasal verbs from this lesson.
 - 1 Has a friend ever failed to do what you expect? Has a friend ever let you down?
 - 2 Have you ever invented a reason not to meet someone?
 - 3 Who do you most resemble in your family?
 - 4 Have you ever regretted rejecting an invitation?
 - 5 Which person do you have the best relationship with?
 - 6 Would you agree to care for a friend's pet if they asked?
- 7 SPEAKING Work in pairs. Discuss the questions from
 - exercise 6 using phrasal verbs. Has a friend ever let you down?

None of my friends have let me down badly. But ...

Reading

Love is in the air

I can understand an article about science and experiments.



hen John Paul Young sang his disco classic Love Is in the Air, he probably wasn't thinking about how human beings release smells into the atmosphere to attract potential mates. However, the success of this song in the 1990s coincided 5 with an increasing interest from the scientific community in discovering why people fall in love. For centuries, poets, artists and musicians had tried to provide the answers, but now it was time for scientists to have their say.

The first scientists to investigate love in depth were sociologists, 10 and they quickly destroyed the common belief that people fall in love with each other because of destiny. They discovered that reality was much less romantic. In 2005, sociologists Christine R Schwartz and Robert D Mare presented a paper on their extensive study of couples who had married between 1940 35 and 2005 that showed that people very rarely marry someone who has a different level of education from theirs. Neither, according to research by other academics, do we fall for people

from different socioeconomic backgrounds, nor with different beliefs. Sociologists concluded that we want to go out with 20 people who are just like us. However, you can walk into a room full of people with the same background as you, with the same level of education, intelligence and looks as you, and you are unlikely to fall in love with any of them. As a result, scientists suspected that there must be more to falling in love than just 25 having a lot in common with someone. Their suspicions were confirmed when, in 1995, a Swiss scientist presented proof to the world: a sweaty T-shirt.

Claus Wedekind was a zoologist at the University of Bern in Switzerland, and he was studying how fish chose their mates. Since the 1970s, scientists had known that animals, and humans, used their sense of smell to detect a group of genes known as MHC in potential mates. These genes are a very important part of our immune systems and all animals want mates with very different MHC genes because that means they will produce strong offspring that can resist disease. (MHC genes are also important because they control the acceptance or rejection of transplanted organs.) Wedekind suspected that all animals had a preference for certain signals and smells, but he had a problem: fish can't talk. So, in a reversal of the normal laboratory situation, human beings became the guinea pigs for 40 research that would help scientists understand animals better. For the study, Wedekind recruited 49 women and 44 men who all had a wide range of different MHC genes. Then, on a Sunday morning, he gave the men a clean T-shirt and instructed them to wear it for the following two days and nights. The men weren't allowed to use either deodorant or perfumed soaps during that time. On the following Tuesday, the men handed in their sweaty T-shirts and Wedekind put each one in a box with a small hole in the top for the women to smell the T-shirt through. He then presented each woman with a set of seven boxes. In three of the boxes, there were T-shirts from men that had similar MHC genes to the woman's and in three others there were T-shirts from men with different MHC genes. In the seventh box, he put a clean T-shirt. The next step was to ask



- 1 Look at the photo and read the title of the article. What are 5 Choose the correct answers (a-d). the people doing?
- 2 Read the article. Was your answer to question 1 correct?

Reading Strategy

When you come across an unfamiliar word in a text, ask yourself if you need to know its meaning to do the task. If you do, first decide what part of speech it is. Then try to work out from the context what it might mean.

3 Read the Reading Strategy. Then find the words below in the text and decide whether each one is a verb, noun, adjective, etc.

backgrounds confirmed findings in depth release

- 4 Look again at the context of the words in exercise 3. Choose the correct definition (a or b) for each one.
- 1 a your family and your experience of education, life, etc.
 - b the conditions that existed before an event happened 2 a to make an arrangement, etc. certain by phoning, etc.
 - b to show that a belief or opinion which was not certain is true
 - 3 a a decision made by a judge
 - b information that is discovered as a result of research
 - 4 a in a serious and detailed way
 - b the distance from the surface to the bottom
 - 5 a to make something available to the public
 - b to give free movement to something
- 55 the women to say which T-shirts had a pleasant smell and which hadn't, and nearly all of them preferred the scent of men with different MHC genes to theirs. In fact, some of the women even commented that the smells reminded them of their own boyfriends.
- 60 Wedekind's experiment demonstrated that humans, and therefore possibly other animals, detect a perfect mate by being attracted to their smell. Since then, research into the importance of smell in human relationships has increased and further investigations have supported his findings. The
- 65 now famous 'sweaty T-shirt experiment' has also inspired a new kind of social event in Los Angeles that supposedly helps people find others that are attracted to them without the bother of having to flatter or flirt: smelly T-shirt parties. Guests take a T-shirt that they have worn for three days to a
- 30 club, put it in a plastic bag and then let other people smell it. The hope is that someone will like your scent and it will be the beginning of a beautiful relationship. What could be more romantic than that?

- 1 When the disco classic Love Is In The Air was a hit in the 1990s.
 - a poets, artists and musicians were becoming interested in why people fell in love.
 - b scientists were beginning to investigate love.
 - c the importance of smell in human relationships was understood.
 - d the scientific community was studying the importance of music in human relationships,
- 2 Sociologists Schwartz and Mare demonstrated that people prefer to marry someone
 - a from the same social class.
 - b with a different level of education.
 - c with similar beliefs.
 - d educated to the same level.
- 3 Humans were used in Wedekind's experiment because
- a they would be able to provide certain information.
- b animals are unable to smell MHC genes.
- c animals don't have MHC genes.
- d MHC genes are important for our immune systems.
- 4 The men that took part in the experiment
 - a couldn't use soap.
 - b all had the same type of MHC genes.
 - c slept in their tops
 - d couldn't change clothes during the weekend.
- 5 As a result of Wedekind's experiment.
 - a scientists believe that humans detect MHC genes similar to their own in smells that they like,
 - b scientific experiments have been done at a club in Los Angeles.
 - c other scientists have done more work on the subject.
- d other scientists have questioned his findings.

6 VOCABULARY Match the underlined words with the highlighted words in the article.

Experiments

- 1 Scientists will pay students to act as test subjects in their investigations into the causes of the common cold.
- 2 If your internal body parts don't work, you might die.
- 3 People's natural defences get weaker with age.
- 4 Male peacocks use their beautiful tails to attract female partners.
- 5 The average dog can give birth to four or five puppies at one time.
- 6 The doctors think the disease is caused by damaged parts of the DNA.
- 7 There was an academic article about animal communication in The Scientific Journal.
- 8 He didn't provide any evidence that his experiments had been successful.
- 7 SPEAKING Work in pairs. Look at the words below. Say which three things you think are the most important in making people attractive to others. Then compare your answers with your partner's. Do you agree? Why? / Why not?

car clothes education family job looks money personality popularity property sense of humour smell smile social class



Speaking

Photo description and comparison

I can describe and compare photos and give opinions about friendship.

1 SPEAKING Work in pairs. Think of three things that might cause friends to fall out.

Speaking Strategy

When you talk about photos, say what you can guess or deduce as well as about what you can see. Use modal verbs of deduction and phrases such as it appears to show ... , I can't be certain, but ... , etc.

2 KEY PHRASES Read the Speaking Strategy and complete the phrases with the words below.

appears as be can't certain like must say

Sp	peculating and deducing	
1	He's yawning, so he	be tired or bored.
2	She's laughing, so she	be sad.
3	He may / might / could	lonely.
4	It looksi	f
5	The photo	_ to show (a living room).
6	She looks	a (nice person).
7	Judging by (their expres	ssions), I'dthat _
8	I can't be	but
9	I might be	_, but
10	The boy	be (accusing him of something

- > Vocabulary Builder Adjective suffixes: page 119
- 3 SPEAKING In pairs, describe one photo each (A and B). Use phrases from exercise 2 to speculate about the people.



Judging by her expression, I'd

LEARN THIS! might / must / can't have

We use might have to speculate about past events. We use must have / can't have to make deductions about past events and say what is or is not possible.

They might have been good friends once - I don't know. I haven't got my phone. I must have left it at home.

She can't have gone home. Her coat is still on the chair.

- 4 Read the Learn this! box. Make up two more sentences about your photo in exercise 3 beginning with must have, might have or can't have.
- 5 C2.17 Listen to a student doing the task below using the photos in exercise 3. Answer the questions below.

Compare the photos. Then give your own opinion about whether arguments always damage friendships or sometimes make them stronger.

- 1 Are his speculations about the photos similar to yours?
- 2 What phrases from exercise 2 does he use?
- 3 What is his overall opinion about friendships and arguments? Do you agree? Why / why not?
- 6 (7247) Listen again. Complete the extracts below with might have, must have or can't have.
 - 1 They gone there together for a game. 2 One boy accused the other boy of cheating
 - 3 They thought about the other girl's feelings at all.
- 7 SPEAKING Work in pairs. Student A: Look at the photos and do the task below. Student B: Turn to page 143 and do the picture comparison task.

Compare the photos. Then say whether you think there are differences between girls and boys when it comes to friendships.







Writing

An opinion essay

I can write an opinion essay on the topic of friendship.



- 1 SPEAKING Work in pairs. Discuss the questions below.
 - 1 Who are the people you are closest to?
 - 2 What qualities do you look for in a friend?
- 2 Read the task and the essay. In which paragraphs does the writer cover each element of the task?

It is sometimes claimed that opposites attract when it comes to friendship. Write an essay in which you give your own opinion of this view taking into consideration personality and appearance.

It is sometimes claimed that opposites attract when it comes to friendship. On the whole, I don't agree with that opinion. I think that people pick friends with the same interests as them. That extends to physical appearance - if you have similar tastes, you're likely to appreciate similar clothes and hairstyles. Personally, I think that you are more likely to be long-term friends with someone who is on the same wavelength as you. I think opposites do attract, but I don't think it lasts as those different qualities that attracted you at first can annoy you later! My closest friend, Helen, is quite similar to me. Having said that, we do not have everything in common - in fact, the differences keep our friendship interesting. However, our broad interests and personalities do resemble each other's and so it is easy to spend a lot of time together. It's in the details that we differ. For example, we both love sport, but we don't support the same teams. And although we're both sociable. Helen is more outgoing than me. When it comes to appearance, a similar appearance can lead to attraction. Helen and I both have similar taste in clothes. We enjoy shopping together and swapping clothes. If we had different interests, we wouldn't be able to enjoy these activities together. So, in my view, although you may be attracted to a friend who is completely opposite to you, the best kind of friend is one that you have enough in common with, so that your friendship lasts a lona time.

3 Read the Learn this! box. Then find two examples of do / did for emphasis in the essay.

LEARN THIS! do / did for emphasis



- a after a concession: Although we're very different, we do
- b to clarify or correct: Why didn't you do your homework? "I did do my homework! But I've lost It."

LEARN THIS! Structures and features to use in essays

Join clauses with linkers to make longer, more complex sentences.

Like him. But he can be a bit mean. \rightarrow Like him, although he can be a bit mean.

Passive structures. These can create a sense of objectivity and authority.

People often say that ... → It is often said that ...

3 Preparatory it. We can use it in a cleft sentence to emphasise a particular part of a sentence.

Honesty is important. → It is honesty that is important.

Writing Strategy

Use a variety of grammatical structures and vocabulary instead of simple sentences. This will make your essay more interesting and more effective.

- 4 Read the Learn this! box and the Writing Strategy. Then underline an example of each of the structures below in the essay.
 - contrasting clauses with but and although
- 3 a passive form
 - 4 an example of preparatory it
 - 2 an example of another linker
- 5 Rewrite the sentences using a structure from the Learn this! box. Start with the words in brackets.
 - Online conversations are quick and easy. They are often superficial. (Although ...)
 - 2 The non-verbal aspects of conversations are really important. (It is ...)
 - 3 A lot of people believe that you only need a few close friends. (It is ...)
 - 4 People are busy. They can still keep in touch using social media. (Even if ...)
 - 5 Sometimes people say that today, we live our lives through our phones. (It is ...)
- 6 Read the task. Then make notes under headings A–C below. Include ideas from exercise 5 and your own opinions.

It is sometimes said that social media friends are not real friends. Give your own opinion of this view, commenting on the best and worst aspects of online friendships and how face-to-face interactions are different.

- A Online friendships: benefits
- B Online friendships: possible problems
- C Face-to-face relationships: unique features
- 7 Write your essay using your notes in exercise 6.

CHECK YOUR WORK



- · structured your essay?
- used a range of more complex grammatical structures?
- · checked the spelling and grammar?

Exam Skills Trainer

Reading

Strategy

When you do a gapped sentence task, read the sentences before and after the gap. Look for a logical connection between these sentences and the gapped sentence, such as the same person, place, thing, activity, feeling, or situation.

 Read the Strategy above and look at the text in exercise 2. Read the sentences before and after the gaps and underline the words that link the sentences logically.

2 Read the text. Match sentences A-G with gaps 1-5. There are two extra sentences.

Teletourism

Fifty-two-year-old American Henry Evans is one of the world's first teletourists. From the comfort of his bed in Palo Alto, California, he has travelled to places as far away as Bora Bora in the South Pacific. Under normal circumstances, this journey would be impossible for Henry because he is disabled. 1 But with the help of technology Henry is able to overcome his difficulties and get out to see the world.

When Henry wants to visit a museum, he uses a telepresence robot called the Beam, a big computer monitor with a webcam that is attached to a mobile base with two poles. 2 Several of the world's museums already use these machines, and Henry hopes there will soon be more.

To see what is happening outside, Henry uses a device called Polly. Like the Beam, Polly is made up of a monitor and a webcam, the difference being that it is small enough to be portable. The gadget fits into a frame attached to a person's shoulder allowing it to be carried around like a parrot. 1 He controls it by moving his head, so that it turns around and shows him everything his companions can see and hear.

Thanks to improvements in long-distance remote control software. Henry can fly drones which also enable him to explore from the air. 4 When he wants to go further afield, he has found a website which has 5,000 drone videos from all over the world. These give him access to all kinds of fascinating destinations ranging from Qusar in Azerbaijan to the Four Seasons Resort in Bora Bora.

No journey is too far for Henry, who is currently pursuing the possibility of travelling into space. He got the idea from an article he came across on the internet. He read that a research team was trying to get access for PC users to a robot on the International Space Station. 5 Judging by what he has already achieved, however, it is only a matter of time before he is allowed to go on a remote tour of the satellite.

- A By virtue of this new technology, Henry can accompany and converse with his friends and family when they have a day out in the country.
- B A serious stroke when he was 40 affected his brain and left him without speech and unable to use his arms or
- C The countless souvenirs he has purchased are displayed. proudly on the shelves that line the walls of his bedroom.

- D Using head movements, he can drive the machine around the halls, talking to the guide and learning about the exhibits, just like any other visitor.
- E The day he piloted a web-controlled submarine he located in Berkeley, California was the first time he had been underwater since his illness.
- F Henry has already applied for permission to use this new technology, but he has not received approval yet.
- G He controls them using his head, and he's even flown one around his garden wearing a virtual reality headset.

Listening

Strategy

In a true or false task, be careful with statements that are negative as it is easy to get the answer wrong.

3 Read the Strategy above. Then look at the statement below. Choose the extract A or B which matches the statement.

The boy didn't expect to get on with his classmates.

- A I had no idea that I would fit in so well in my new school.
- B I always knew that it wouldn't be hard to make friends.
- 4 2418 You will hear four speakers talking about how they met their best friends. Are the sentences true or false? Write T or F. You will hear the recording twice.
 - 1 Speaker 1 didn't speak to his friend the first time they
 - 2 The two became friends after the head teacher had spoken to them.
 - 3 Speaker 2 stopped going to drama group because she didn't get the leading role in a play.
 - 4 She didn't get to know her friend until she was invited to her party.
 - 5 Speaker 3 was the only child who wasn't wearing a costume when he first saw his friend.
 - 6 The two have been friends since their parents got to know each other.
 - 7 Speaker 4 did her friend a favour the first time they sat together.
 - 8 The girl wasn't angry that she didn't get her pencil back.

Use of English

Strategy

Identifying the right collocation, set phrase or phrasal verb will help you choose the correct answer. If you don't recognise the phrase used, think about the meaning and try to eliminate the words you know are incorrect.

Exam Skills Trainer

- 5 Read the Strategy on page 62. Look at sentences 1-3. For each one, what do you need to identify: a collocation, a set phrase or a phrasal verb? Choose the correct answers.
 - 1 Our plane ... off on time. C took D went A got B put 2 Do you ever ... voluntary work? A do B go C have D make 3 I need a new hobby, but ... springs to mind. A never B no C none D nothing
- 6 Complete the text, Write A. B. C or D.

Future travel

According to a report published by a popular flight comparison website, '___ ten years' time the typical holiday experience is likely to be very different. The hotels of the future 2 completely digitalised, and quests will have a hologram travel companion they can with in their room. Holiday destinations will also change from beach resorts in the Mediterranean to lunar hotels in space with spectacular 4 of the planet Earth, Some tourists will prefer to go underwater to from it all, and plans are already underway for a sub-aquatic hotel in Fiji. Social travel will become part of the traditional tourist industry, and in ten years' time, between five and ten per cent of people 6 their houses. Travellers preferring to go off the beaten 7_ will head for less commonly selected destinations, such as North Korea and Angola 8 __ new experiences.

- 1	A	on	B by	C	at	D in
2	A	are	B will be	C	were	D will have
3	A	eat out	B go out	C	hang out	D turn out
4	A	looks	B sights	C	views	D visions
5	A	get away	B go away	C	put away	D take away
6	A	will have be	en renting out	В	will rent o	ut
	c	will have rer	nted out	D	will be ren	tingout
7	A	way	B track	C	path	D road
8	A	looking for		B	looking af	ter
	C	looking at		D	looking up	

Speaking

In a photo comparison task, you should talk about the differences between the photos as well as the similarities.

- 7 Read the Strategy above. Then look at sentences 1-4. Underline the words that indicate similarity or difference in each sentence.
 - 1 Photo 1 is inside, whereas photo 2 is outside.
 - 2 Both photos show people having a meal.
 - 3 The common theme in the photos is city life.

 - 4 In photo 2, they're cycling rather than running.

- 8 Look at the two photos below that show different life stages. Compare the photos using the points below.
 - activities
 - interests
 - relationships





Writing

Strategy

In an opinion essay, always state your opinion in the first paragraph.

9 Read the Strategy above. Then complete the phrases for stating your opinion. Write one word in each space.

1	my opinion,			
2 Istrongly_	that			

4 To my

10 Read the task below and write your essay.

Some students choose to go backpacking in the holidays. Is this a good idea? Write an essay in which you express your opinion taking into consideration the impact of this kind of holiday on the students and on the countries they visit.

6 Health

Vocabulary

Food science

I can talk about nutrition and health.

- 1 SPEAKING Look at the 'eatwell' plate. What does it suggest we eat the most / least of?
 - 2 VOCABULARY Complete the information in the texts with the words below. Food and health dairy products fizzy drinks poultry processed foods pulses saturated fat wholegrain

Vegetables and fruits are full of nutrients. Consuming more of this food can reduce the risk of heart disease. Carbohydrates from fruits and vegetables are digested slowly and boost our energy levels for longer. You should eat five portions of fruit and vegetables a day.

Carbohydrates produce energy. Choose 1 varieties where possible. They contain more fibre and so help you to feel full.

■ Vocabulary Food and health

Exercise: verbs and nouns Exercise: collocations

Unit map

Nutrition

Illnesses, injuries and symptoms Treatments and remedies

Word Skills Compound adjectives

Grammar ...

The passive

The passive: advanced structures

CLISTENING Keeping fit



Reading Junk food





Writing An article

Culture 6 Healthy cities



Wocabulary Builder page 120

Grammar Builder and Reference page 135



Fish, 2 nuts and eggs are important sources of protein.

high in and sugar such as cakes, biscuits, crisps and chocolate should only be eaten very occasionally. Avoid sweets and * these are very high in sugar.

give our bones the vitamin D they need to stay strong.

If you burn as many calories as you take in, your weight remains the same, so regular exercise can help control your weight.

3 VOCABULARY Look at the list of nutrition words below. Find one food on the eatwell plate that contains each thing in the list.

Nutrition additives calcium calories carbohydrate cholesterol fat fibre mineral nutrient preservative protein vitamins

additives - sweets

calcium

4 SPEAKING Work in pairs. Think about your own diets. How do they compare to the advice on the plate?

>> Vocabulary Builder Food preparation: page 120

HOW MUCH DO YOU KNOW ABOUT

healthy eating

5 Complete the quiz with the correct form of the highlighted verbs from the text in exercise 2. Use a dictionary to help you.

- 6 Do the guiz in pairs. Check your answers at the bottom of the page.
- 7 Listen to four people talking about food. Match the speakers (1-4) with what they say (A-E). There is one extra sentence.

Speaker 1	Speaker 3		
Speaker 2	Speaker 4		

- A I've changed my lifestyle by making an effort to change.
- B We can't expect technology to help us lose weight; it depends on our own determination.
- C Technology is a positive tool, helping us to be healthy.
- D One substance in particular will help our bodies store the power they need for physical exercise.
- E I can easily find food products that help me avoid health problems.

RECYCLE! Obligation and prohibition

must and have to

When we decide something is an obligation ourselves, we usually use must. When the obligation is decided for us by other people, we usually use have to.

I must eat more fruit and vegetables.

To enter the marathor, you have to visit the website.

mustn't and don't have to

We use mustn't to say something is prohibited, or to give very strong advice.

You mustn't eat a lot of sugar.

We use don't have to to say it isn't necessary to do something.

We don't have to take the train next week.

Do our quiz and find out!

Which activity more calories? C skateboarding A walking B cycling

How long does it take your stomach to a three-course meal?

A 2 hours B 24 hours C 10 hours

Which food the most protein?

A broccoli B cheese C eaas

Which type of meat do Americans the most of at mealtimes?

A chicken B beef C pork Which food will your energy levels

and help you work better? A yoghurt B banana C pastry

(6) What's the best way to your weight? A Don't eat carbohydrates.

B Eat three times a day. C Eat healthily and do regular exercise.

Which food best helps to the risk of heart problems?

C white bread A apples B coconut

What is lost when you food in a tactory? A nutrients B solt C additives

18 28 3C 48 28 6C 18 8A

OUZ ANSWERS:

8	Read the Recycle! box. Then complete the sentences with
	the correct form of must, mustn't, have to and don't have to

1 The trainer tells the marathon runners that they

eat fast food. 2 The speaker has coeliac disease, so he gluten-free food. But he go to special shops;

eat lots of carbohydrates, but that they

he can find it at the supermarket. 3 The man's doctor warned him that he ______ start

eating more healthily. 4 According to the speaker, people ____ many calories they eat. There are apps to do it for them.

9 SPEAKING Work in pairs. Use the information from the eatwell plate to answer the questions.

1 Do you agree with the phrase 'you are what you eat'?

Why? / Why not? 2 Do you care about what additives your food contains?

Why? / Why not? 3 Why do you think more and more people are becoming

overweight in western countries? What can governments do to encourage people to eat more healthily?



Grammar

The passive

I can identify and use different forms of the passive.

1 SPEAKING Work in pairs. In what ways do you think these things were different in the past?

diseases hospitals hygiene

- 2 Read the text. Does it mention your ideas from exercise 1?
- 3 Find passive examples of tenses a-g in the text.
 - a present simple
- e present continuous
- **b** present perfect
- f past simple
- c past continuous
- g past perfect
- d will future
- 4 Read the Learn this! box. Complete the rules.

LEARN THIS! The passive

- 1 We form the passive with the verb! and the
 i of the main verb. The object of an active
 verb can become the i of a passive verb.
 They haven't found a cure for colds yet. (a cure = object)
 A cure for colds hasn't been found yet. (a cure = subject)
- 2 If we need to mention the agent, we use 4 Enormous public baths were built by the Romans.
- 3 We use the passive:
 - when we do not know (or do not want or need to say)
 who does something.
- **b** for more formal language, e.g. for processes. First, the coffee beans are dried. Then they are roasted.
- when we want to focus on the person to whom the action is done, not the person doing the action.
- 4 We use the 5 and past continuous forms of the passive, but we do not use other continuous forms.

 Hygiene is being improved. ✓

Hygiene has been being improved. X

They have been improving hygiene.

- 5 Rewrite the sentences (1–5) in the passive. Match them with rules 2–4 in the Learn this! box. The sentences may match with more than one rule.
 - A doctor has examined me and told me to rest at home.
 - 2 It was in the 19th century that they invented anaesthetics.
 - 3 Scientists are making more advances in medicine every year.
 - 4 They'll stich the wound now and remove the stitches next week
 - 5 Kazimierz Funk, a Polish scientist, discovered the fact that vitamins could cure many diseases.
 - → Grammar Builder 6.1 page 135

LOOK OUT

If an active verb has two objects, either can become the subject in the passive form. However, it is more common for the indirect object (in this case, the scientist) to become the subject.

They awarded a Nobel Prize to the scientist. The scientist was awarded a Nobel Prize. A Nobel Prize was awarded to the scientist.



Ancient ideas of hygiene

The ancient Greeks and Egyptians enjoyed relatively high standards of personal hygiene – they had been taught about the importance of cleanliness by their religious leaders. But it was the Romans who developed the first public toilets and enormous public baths.

19th century developments

Louis Pasteur and Joseph Lister's revolutionary ideas about using sterile instruments in clean hospitals were adopted in the 19th centrury. Before then, up to half of Lister's patients who had survived surgery were being killed by infections spread by germs. Infection and disease haven't been eliminated entirely in our hospitals yet, but they have been significantly reduced.

Today and tomorrow

Although hygiene in developing countries is being improved all the time, 36% of the world's population is still affected by poor hygiene. Furthermore, medical organisations will be challenged in the future by new infections and diseases; the world's population is so closely connected that potentially catastrophic epidemics will be transmitted around the globe in days.

6 Read the Look out! box and the text below. Then rewrite the underlined text (1–12) in the passive. Decide whether you need to include the agent. Which sentence can be written in two different ways?

It was called 'The Great Mortality', but today 'we know it as the Black Death. In 1348, 'rats brought the plague from Asia to Europe. 'The disease killed millions of people. 'Bad weather had ruined crops for years and a'this had left thousands hungry. 'Erightened people were filling the cities and, living so close together, 'coughs, and sneezes quickly infected them. 'This terrible event still fascinates us.' Journalisis warn us about deadly diseases and 'ever-increasing air travel isn't helping the situation. For now, "antibiotics give us some protection. but 'can they save us from a future plague?'

- 7 SPEAKING Work in pairs. Talk about these things.
 - 1 the funniest joke you've been told
 - 2 a job you'd like to be offered
 - 3 the most interesting photo you've been shown
 - 4 the most useful advice you've been given

Listening

Keeping fit

I can listen to and understand people talking about exercise.



- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 Describe the photo. What do you think is happening?
 - 2 If you were an athlete, what would be your chosen sport and why?

Listening Strategy

Remember that the information in the task may be expressed in a different way in the text.

2 Read the Listening Strategy and the sentence below. Think of other ways to express the underlined information.

The speaker could not have worked harder on the exercise bike.

- 3 2.20 Listen to the first part of a radio programme about fitness. Is the sentence in exercise 2 true or false? What words did the speaker actually use?
- 4 (Now listen to the rest of the programme. Are the sentences about High Intensity Training true or false? Write T or F.
 - Your heart rate and breathing quickly recover afterwards.
 - 2 It's better than many other ways of exercising.
 - 3 The benefits aren't yet known for serious sports training.
 - 4 Increasing the mitochondria in your body makes you fitter._
 - 5 Your body fat is reduced.

3 Mitochondria

- 6 You feel hungry afterwards.
- It takes much less time than other forms of exercise.
- 5 Q2.22 VOCABULARY Complete the sentences (1-4) with 10 SPEAKING Work in pairs. Give personal opinions about the correct form of the words below. Then listen and check.

Exercise verbs	ache burn	conv	ert pur	np.
Exercise nouns	adrenalin	burst	energy	intensity
 I was exercising and my leg m 		at my he	eart was_	
2 It's good to pu	ush yourself t	o the ab	solute lin	nit with sho
	of high-		overrie	0.

fat and sugar in the body into

4	This type of exercise als	so releases	=
	hormone which	fat	

- 6 SPEAKING Work in pairs. Discuss the questions.
- 1 What is different about this form of exercise?
- 2 Do you believe it works? Why? / Why not?
- 3 Would you like to exercise in this way? Why? / Why not?
- Listen to four speakers talking about their preferred form of exercising. Choose the correct answers (a-c). Remember the advice in the strategy.
 - 1 Speaker 1 says that
 - a he usually plays twice a week in winter.
 - b his attitude makes up for his deficiencies as a player.
 - c it's more important to enjoy yourself than to win.
 - 2 The intention of speaker 2 is to
 - a detail the exercise options available at her gym.
 - b. explain how she chooses to exercise and why.
 - c advise on the best way to exercise.
 - 3 Speaker 3 is being interviewed about a her dedication to her sport.
 - b her reasons for choosing this particular sport.
 - c her latest fitness craze.
 - 4 Speaker 4 says that

Exercises collecations

aerohics

3

- a he and his friends took up this activity quite recently.
- b he and his friends improve by copying others.
- c his friend is always injuring himself.
- 8 (72.23) How did you choose your answers? Listen again and write down the phrases that helped you. Then match them to words with a similar meaning in exercise 7.
- 9 VOCABULARY Complete the collocations that the speakers used in exercise 7 with the verbs below. Use each verb once, and choose the best verb for each noun.

- Long I	cisc. conocations		
	nd be beat do go i pedal	keep	lift play
1_	a team sport		competit
7	myself to the limit	7	weights

running 9 an opponent on an exercise bike

>> Vocabulary Builder Fitness idioms: page 120

Well. I don't like lifting weights in the gym. I've tried, but I find it boring. What about you?

sports and fitness activities using the collocations in exercise 9. Include reasons and examples.

l agree. But I enjoy doing fitness classes,

a fitness class

6D

Grammar

The passive: advanced structures

I can use advanced passive structures.

- 1 SPEAKING Work in pairs. Read the statements below. Which do you think are true?
 - 1 If you wake a sleepwalker, they will have a heart attack.
 - 2 You should drink at least eight glasses of water a day.
 - 3 Being slightly fat is good for you.
 - 4 Sleeping longer at weekends makes up for lost sleep.
- 2 Read the text and check your answers to exercise 1.

MYTH BUSTING

Never wake a sleepwalker

Waking a sleepwalker was once widely believed to be dangerous because it was thought something terrible would happen to them. While nobody fikes being woken up, the worst thing they will experience is confusion because they are not in bed!

Drink eight glasses of water a day

This myth is thought to have been started by the bottled water industry. In fact, some of us need as little as a litre of liquid a day, which doesn't have to be consumed as water. Food, soft drinks, milk, tea and coffee all count.

Being a bit overweight is unhealthy

It is often reported that serious health problems can be caused by obesity. However, people carrying an extra couple of kilos in weight might actually live longer.

You can catch up on lost sleep

During the week, your sleep might be disturbed by late-night study, noisy neighbours, or a night out. But forget about sleeping longer at the weekend – staying in bed too long is thought to make you feel more tired!

 Read the Learn this! box. Then find examples of each rule in the text in exercise 2.

LEARN THIS! The passive: advanced structures

- We can use passive structures with present and past forms of modal verbs.
 Everyone should be encouraged to eat healthily.
 - My computer must have been hacked.
- 2 Verbs that are followed by an infinitive or gerund can also be followed by a passive infinitive or gerund. She hopes to be accepted into medical school. I hat being told what to eat.
- 3 We can introduce ideas and opinions by using think, believe, say, know, report, etc. and passive structures.
 - a it + passive + that:
 - It is estimated that we need eight hours' sleep each night.
 - In the past, it was thought that bathing was bad for you.
 - b subject + passive + present or perfect infinitive: Cigarettes are known to cause lung cancer. (to express a belief about the present). In the past, smoking wasn't thought to be bad for you, (to express a past belief).

Heart disease is known to have caused over 80,000 deaths in the UK last year. (to express a present belief about a past event)



- 4 Write the sentences with the words in brackets and the correct passive form. Then match each sentence with a rule from the Learn this! box.
 - 1 It (just / report) that too much exercise is bad for you.
 - 2 I (not / remember / tell) about this diet before.
 - Mia (should / give) better advice by the doctor.
 Nobody (want / criticise) for their appearance.
 - 5 The actress (rumour / lose) more than five kilos last year.
 - 6 Some medicines (must / only / take) with food.
 - ➤ Grammar Builder 6.2 page 136
- 5 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first.
 - People have known for years that too much salt is unhealthy.
 - Did they really expect anyone to believe those health

Did they really expect those

myths?

- 3 Someone ought to have checked the facts carefully. The facts
- 4 I don't like anyone telling me how much exercise to do.
- 5 Should we blame parents for overweight children? Should parents
- 6 It is said that Einstein slept for ten hours every night. Einstein is said
- 6 SPEAKING Work in pairs. Discuss the food myths and think of reasons why they are untrue. Try to use some of the passive structures from this lesson.
 - Frozen vegetables are never as good for you as fresh ones.
 - · Any type of brown bread is better for you than white bread.
 - In a fast food restaurant, a burger contains more calories than a milkshake.

It's often thought that vegetables .. However, ...

It's sometimes said that any type ...

A burger is believed to ...



Word Skills

Compound adjectives

I can use compound adjectives.

- 1 SPEAKING Work in pairs. Discuss the questions.
 - 1 What was your last dream or nightmare about?
 - 2 Can our dreams help us in our waking lives?
- 2 Read the text. How could 'lucid dreaming' help students?

The idea that we can control our dreams through a technique called 'lucid dreaming' is usually the stuff of sci-fi films. During lucid dreaming, the sleeper knows they are dreaming and can control what happens - even deciding to have breathtaking experiences like flying. Now, thought-provoking research has received broad-based support from some highly respected scientists, who think it may not be as far-fetched as it sounds. Lucid dreaming isn't just about mind-blowing experiences. It can be used to improve a variety of skills, from playing the piano to public speaking. It's been shown that people who dream about practising things, like playing the piano, do them better in 'real life' the next day, Well-known athletes also use lucid dreaming to help them deliver record-breaking performances. You don't need to be highly trained to have lucid dreams, but half-hearted efforts won't work, so try the following steps regularly:

- Do difficult tasks during the day, such as studying a foreign language; it makes lucid dreaming more likely.
- Decide what you want to dream about before you sleep.
- 3 As soon as you wake up and are still bleary-eyed, make notes about dreams while they are fresh in your memory.



3 Put the highlighted compound adjectives in the text into the correct columns.

adjective + noun + -ed	noun + -ing form	adverb + past participle
1	4	8
2	5	9
3	6	10
	7	

- 4 Underline the compound adjectives in sentences 1-7 then match them with definitions a-g. Then answer the questions.
 - 1 Would you describe yourself as single-minded?
 - 2 Do you ever buy second-hand goods?
 - 3 When did you last watch a light-hearted film?
 - 4 Which school subjects do you find most straightforward?
 - 5 Do you think it's better to be good-looking or talented? 6 What upcoming events are you looking forward to?
 - 7 Were you a high-spirited child?

		-		
a :	attractive		e	determined

- b easy_
- f energetic_ c imminent_ g not serious___
- d not new___

Dictionary Strategy

Compounds adjectives made up of a noun / adjective +-ed adjective or a noun +-ing form usually have their own dictionary entries. However, compound adjectives made up of an adverb + past participle do not have their own entries, as the meaning is similar to the meaning of the headword.

- 5 DICTIONARY WORK Read the Dictionary Strategy. Which of the compound adjectives below are likely to have their own entry? Check your answers in a dictionary.
 - densely populated English-speaking light-hearted much-needed old-fashioned record-breaking well-respected
- 6 Complete the compound adjectives with the words below. Use a dictionary to help you.

minded populated reaching saving watering written

- 1 Sarah often forgets things because she's absent-
- , but I didn't like the 2 His novel was well-
- characters. 3 The microwave is one of the best time-
- devices ever invented. 4 The cakes at the baker's were so mouth-
- I wanted to eat them all! 5 That decision could have farconsequences
- 6 Singapore is one of the most densely
- 7 SPEAKING Work in pairs. Discuss the questions. Give
- reasons and examples. 1 Who is the most single-minded person you know?

in the world.

- 2 What's the most breathtaking experience you've ever had?
- 3 What's the most useful time-saving device you own?
- 4 What is the most thought-provoking book you have read?



Reading

Junk food

I can react to an article about food addictions.

- 1 SPEAKING Work in pairs. Discuss the questions.
 - 1 Why is fast food so attractive to some people?
 - 2 What can be done to encourage people to eat less of it?
- 2 Read the three texts about food addiction. What were the consequences of the three people's addictions?

Reading Strategy

When you do a gapped sentence task, look for clues before and after each gap. For example, if a sentence starts with And or Furthermore, it probably introduces additional information.

Other words can be used for contrast (But, However) and consequences or conclusions (So. Therefore).

- 3 Read the Reading Strategy. Match the sentences (A–E) with the gaps (1–4). There is one extra sentence.
 - A Not surprisingly, a diet that contained few nutrients and an excess of fat and carbohydrates could only have negative consequences.
 - B Its aim was to encourage food addicts to beat their addictions with the help of a psychologist and nutritionist.
 - C One of the first steps was to get rid of her collection of free gifts.
- D Parties, picnics and barbecues with friends and family used to be a nightmare.
- E The doctor who treated her said she had never seen such an extreme case of food addiction.

FOODD addiction



Few people would disagree that one of the world's most popular dishes is pizza. Twenty-two-year-old Zack certainly wouldn't. He would eat any type of pizza that he could find: homemade pizza covered in fresh

- 5 ingredients, precooked microwave pizza full of additives and preservatives, and even the pizza leftovers from the night before. He ate pizza for breakfast, lunch and dinner and was consuming 800 kg of it a year.
- As a child, Zack had eaten a wide variety of food and to it wasn't until he started secondary school that he became addicted to pizza. American school meals have often been criticised for the large amount of fast food present on the menu. At Zack's school, pizza was the star dish and he couldn't get enough of it.
- 15 Furthermore, Zack was receiving pocket money, and there was only one thing he wanted to spend it on: slices of pizza.

Naturally, Zack's family were worried about their son's diet was high in calories and low in vitamins. So was 20 Zack. In a desperate attempt to break his addiction.

- 20 Zack. In a desperate attempt to oreak his adolction he agreed to appear on a TV programme. It wasn't easy, but Zack finally demonstrated that he had given up eating pizza in a dramatic ond to the show. He had to eat a fish dish, while his brother
- 25 sat in front of him enjoying ... a pizza! Zack met the challenge and, according to the programme makers, he has never eaten pizza again.



4 Are the sentences true or false? Write T or F. Correct the false sentences.

- Josh ate well until he was a teenager.
- 2 Josh ate his last pizza on Freaky Eaters. _
- 3 Stacy became addicted after a member of her family introduced her to a certain type of food.
- 4 Stacy has recovered from her health problems.
- 5 Hanna's condition affected her work and social life. 6 Hanna was cured by an unusual treatment.
- 5 VOCABULARY Complete the sentences with highlighted words from the texts in the correct form.

Food

- 1 What of ice cream would you like? Strawberry or vanilla?
- 2 It's a simple to prepare, consisting mainly of rice and vegetables.
- 3 I'm trying to reduce the of food I eat. I want to eat the same food, but in smaller quantities,
- of bread, please. 4 I'll just have one __
- 5 Most Japanese people eat a of rice, fish and vegetables.
- from tonight's dinner for 6 We can eat the tomorrow's lunch.
- 7 The restaurant serves smaller for children.
- 8 We can't order yet because we haven't seen the

When seventeen-year-old Stacy Irvine's friends visit her, they know that they so are going to have a struggle to find a place to sit in her bedroom. Why? Because Stacy shares her room with the thousands of free toys that she has received as a reward for her lovalty as as a regular customer of fast food

If Stacy's mother could travel back in time and change one thing, it would be the moment that she decided to take

restaurants.

- 40 two-year-old Stacy to a McDonald's restaurant and give her a portion of chicken nuggets. Since then, Stacy has refused to eat anything else except for pieces of fried chicken, and as a result,
- 45 her diet has created serious health problems. In fact, so serious are her problems that she has been warned that if she doesn't soon change her det. she will die.
- so Stacy's body had so few vitamins and nutrients that she recently collapsed and had to be admitted to hospital. 2 She insisted that Stacy adopt a healthier lifestyle. Stacy's mother was obviously ss worried, but said that while Stacy was beginning to understand the seriousness

else but chicken nuggets.

of her situation, she couldn't eat anything

6 SPEAKING Work in pairs, Read the statement and decide together whether you agree or disagree with it.

It is the fault of fast food restaurants if people are addicted to their food.

Discuss your ideas and make notes to support your opinion. Use the words below to help you.

Adjectives addictive cheap convenient expensive fresh high-calorie low-calorie processed tasty value for money

Nouns fat fibre free choice ingredients salt sugar will power

Present your opinions to the class. Use the phrases below to help you.

Presenting opinions

There's no doubt in my mind that ...

As far as I'm concerned...

I believe very strongly that ...

I'm absolutely convinced that ...

Nobody can deny that ... It's perfectly clear that ...

Twenty-year-old Hanna Little was keen on 60 chips. In fact, she loved them. With the exception of a little toast for breakfast, the only thing that Hanna consumed for fifteen years was one plate of chips after another.

And it did, because not only did Hanna 65 develop health problems, but she also had to leave her job after collapsing at work.

Hanna's love of chips had turned into an addiction at the age of five, and although her mother tried to encourage her to eat fruit and to vegetables, she refused. Hanna says that she

was terrified of tasting the flavour of different types of food and she would feel anxious just at the idea of doing it. * Furthermore, Hanna was soon seen as 'odd' by her friends' 25 parents.

It wasn't until she reached the age of sixteen that Hanna discovered that she had been suffering for years from a psychological disorder called SED. Selective Eating Disorder. Hanna so discovered that SED was usually caused by a

- bad experience with food as a baby that the sufferer had no memory of. However, this new knowledge failed to produce a solution and it wasn't until she lost her job before she
- as took the action that would convert her into a normal eater. Hanna decided to seek help and went to see psychologist Felix Economakis. who administered a treatment that none of the doctors that she had seen before had

90 mentioned: hypnosis. It worked. After just one one-hour session. Hanna was ready to try fruit. and since then she has been willing to eat anything ... including chips!



Speaking

Role-play

I can role-play a conversation at the doctor's.



- 1 SPEAKING Describe the photo. How do you think the people are feeling?
- 2 VOCABULARY Put the words below in the correct groups. Can you add any more words to each group?

Illnesses, injuries and symptoms ache bruise chest infection be congested cough cut feel dizzy feel fatigued flu fracture heartburn insect sting feel nauseous nose bleed rash sore throat sprain feel stiff be swollen temperature virus wound

Illnesses: chest infection....

Injuries: brulse Symptoms: ache, ...

- 3 SPEAKING Work in pairs. Look at the illnesses and symptoms in exercise 2 and discuss the questions.
 - 1 Are there any you have had repeatedly / more than once?
 - 2 Are there any you have never suffered from?

While on holiday in the UK, you are taken ill and go and see the doctor. Have a conversation with him/her and discuss the following points:

- · what the illness is
- · how long you have had it
- · medicine you can take
- · how much medicine to take, when and how often
- 4 P225 Read the task and listen to a student doing it. What does the doctor say is wrong with her? Which words from exercise 2 does the girl use?
- 5 VOCABULARY Check the meaning of the treatments and remedies in a dictionary. Find possible treatments / remedies for the illnesses, symptoms or injuries in exercise 2.

Treatments and remedies antacid antibiotics antihistamine anti-inflammatories antiseptic cream bandage cough medicine lots of liquids painkillers rest tablets throat sweets X-ray

You could treat a sore throat with

- 6 (2225) Listen again, What treatments are discussed? What does the doctor recommend?
- 7 22.26 Listen to a second student doing the task in exercise 4. Make notes on the following topics.
 - what the illness is
 - how long he has had it
 - treatment / medicine he can take
 - · taking the treatment

Speaking Strategy

Don't get nervous if you're unsure whether you've understood the question or what the other person has said. Simply ask the person for clarification.

8 KEY PHRASES Read the Speaking Strategy. Complete the phrases with the words below.

didn't mean mind same as something think

Asking for clarification Sorry, do you 1_

you could repeat that? I'm afraid |2 quite catch that. Would you? saying that again? What do you 4 by ... ? Is that 5 like ...? is that the 6

- 9 (2.26) Listen to the second dialogue again and answer the auestions.
- 1 What two things does the student ask the examiner to repeat or explain?
 - 2 How does she/he ask for clarification?
- 10 Read the task below. Make notes on each section.

While on holiday in the UK, you go and see the doctor because you have had an accident. Have a conversation with him/her and discuss the following points:

- · the injury
- · how you did it
- treatment
- · a follow-up visit
- 11 SPEAKING Work in pairs, taking turns to be the patient and the doctor. Remember to ask for clarification if you are unsure about something.
- 12 SPEAKING Work in pairs. Discuss this quote. Say to what extent you believe it is true, and why.

"The best medicine is laughter."



Writing

An article

I can write an article for a school website.

- 1 SPEAKING Work in pairs. Discuss the questions.
 - 1 Do you have a sweet tooth? What are your favourite sweet treats?
 - 2 Why is too much added sugar bad for you? What problems can it cause?
- 2 Read the task below. Identify the elements that need to be included in the article. How many paragraphs do you think it should have?

You've read an article about the dangers of eating too much sugar. Write an article for your school website about the risks associated with a high sugar diet and propose ways of persuading young people to eat less of it.

3 Read the article and compare it to your ideas in exercise 2. Are there any differences?

Writing Strategy

Organise your ideas or opinions into a coherent argument by using linking words or phrases, for example: therefore, although, furthermore, as a result.

- 4 Read the Writing Strategy. Underline the words the writer uses in the article to link ideas together.
- 5 KEY PHRASES Look at the phrases. Which ones are included in the article?

Comment adverbs

Personally, (I think) ... Amazingly, ...
Surprisingly, ... Interestingly, ...
Obviously, ... Naturally, ...
Consequently, ... Admittedly, ...
Unfortunately, ... Hopefully, ...
Ideally, ... Basically, ...

- 6 SPEAKING Work in groups. Discuss the opinions below. Decide which view you hold and use a comment adverb to introduce your view. Then add a reason.
 - Our school should/shouldn't stop serving fast food.
 - 2 It is/isn't OK to have some fat in your diet.
 - 3 Additives in food are/aren't bad for you.
 - 4 Fast food should/shouldn't be banned in leisure centres.
 - 5 Children should/shouldn't make their own food choices.

Personally, I think that our school should stop serving fast food. We eat too much of it.

Really?.

7 Read the task below. Make notes on your opinions.

You've read an article about teenagers and fast food. Write an article for your school website about the dangers of teenagers eating too much fast food, and how students can be persuaded to eat less of it.



Not so sweet?

I don't know anyone who doesn't love sugar. Humans have a natural sweet tooth and it can be difficult to control our sugar-eating habits. But how can something so nice be so bad for us?

Obviously, naturally occurring sugar, for example in fruit, is considered healthy sugar. However, refined sugar is not healthy and is added to many processed foods to make them taste better. Surprisingly, this 'hidden' sugar can be found in many savoury foods like bread, tins of vegetables and sauces. Moreover, refined sugar has no nutritional value and therefore offers 'empty' calories. It also has no fibre, unlike the natural sugar in fruit, and therefore is easy to eat a lot of. Consequently, excess calories lead to weight gain. Too much sugar also encourages tooth decay in children and diabetes in late life.

So, what can we do about too much sugar, especially the hidden sugars in our diet? It seems to me that the government must take some responsibility for this situation. Ideally, it should regulate the amount of sugar that companies can add to processed foods. Furthermore, education must also be part of the answer and students should learn in school about the health issues associated with eating a lot of sugar. This approach has worked for smoking, after all.

Personally. I think it is extremely important that young people know about the dangers of sugar so that we can make informed choices. Although it is delicious, we must not put our future health at risk.

8 Plan your article in your notebook. Organise your ideas into paragraphs and link them. Then write your article.

CHECK YOUR WORK

Have you ...

- · organised your ideas into paragraphs?
- used adverbs and linking words to connect your ideas in each paragraph?
- · included one or two comment adverbs?
- · checked the spelling and grammar?

7

7A Vocabulary

Truth and lies

I can talk about telling the truth and lies.



Unit map

■ Vocabulary

Truth and falsehood: verbs Truth and falsehood: adjectives Phrasal verbs

Word Skills

Nouns and dependent prepositions

Grammar

Reported speech Reporting verbs

- Listening Urban legends
- Reading Media wars



Speaking Presentation



- Writing A story
- Culture 7 Cowboys



- Vocabulary Builder page 120
- Grammar Builder and Reference page 136
- 1 SPEAKING Look at the photos (A-C). How do they illustrate ways of being honest and dishonest?
- 2 VOCABULARY Check the meaning of the verbs below. Which could you use to describe the situations in the photos?

Truth and falsehood: verbs cheat deceive sb disguise (the truth, the fact that, etc.) distort exaggerate (the truth, a difficulty, etc.) fabricate (a story, evidence, etc.) fibi fool sb lie (to sb) make an excuse manipulate sb mislead sb own up (to sth) pass sth/sb off as photoshop (a picture, an image, etc.) reveal swearthat / to do sth tell a lie tell the truth

7A

Do **you** always know what the **right** thing to do is?

Do our quiz and find out!

- On your social network page, you post a photo of yourself that you have photoshopped. Everyone likes the photo, but you feel bad about 'lying / deceiving people. Do you 'own up to / reveal about it or keep quiet?
- Your friend asks for your opinion about their new hairstyle, which you don't like. Do you'swear / lie to them or are you truthful about what you think?
- You buy your aunt a handbag by a famous brand, but it's a fake brand. Do you tell her or do you *mislead / disguise her and say it's an original?

- Your teacher praises you for research that a classmate did. Do you distort it/pass it off as your own or are you straight with her?
- You discover that your friend *disguised / fabricated a story that caused someone problems. He asks you never to 'reveal / fib the secret to anybody. Do you tell your friend that they've been devious and must 'say / tell the truth'?
- A friend *cheats / exaggerates their work experience on a CV for a summer job. Do you congratulate them for *fooling / manipulating the company or warn them that they won't appear trustworthy if they are discovered?
- 3 Read the quiz above and underline the correct verbs 1–10.
- 4 SPEAKING Work in pairs. Discuss the situations in the quiz and decide what you would do. Can you suggest alternative

solutions for any of the situations?

5 VOCABULARY Copy and complete the table below. Decide if the highlighted adjectives in the quiz refer to honesty or dishonesty.

Truth and falsehood: adjectives Honesty: ... Dishonesty: ...

6 Check the meaning of the adjectives below. Then add them to the correct lists in exercise 5.

biased direct dishonest honest hypocritical manipulative open unethical

- 7 Write the best adjective from your list in exercise 5 for each of the situations below.
 - 1 'The father of one of the children from the other team was the referee and he gave them two penalties that didn't exist!'
 - 2 'My mum told me not to eat sweet things because they are bad for my teeth and then I found her eating a box of chocolates!'
 - 3 'Jack doesn't worry too much about other people's opinions and he always tells you exactly what he thinks about something'
 - 4 'Amy really knows how to control her friends and get them to do what she wants.'
 - 5 'I don't think it's right to do experiments on animals just so that people can wear cosmetics."

- 8 SPEAKING Work in pairs. Think of two situations that you have experienced that illustrate two of the adjectives in exercises 5 and 6. Explain the situations to your partner. Can he/she identify the adjectives?
- 9 3.02 Listen to five dialogues. What are the situations and what are the lies that are told? Which lies do you think are the most serious?

RECYCLE! Defining relative clauses

- We use defining relative clauses after a noun to tell us which person, thing, place, etc. we are talking about.
 We don't use a comma before a defining relative clause.
- 10 \$\infty\sum_{3.02}\$ Read the Recycle! box and listen again. Complete the sentences with a defining relative clause.
 - At first, the man didn't believe the words he was hearing.
 - 2 Sean's mother tells him to pick up all the things ...
 - 3 Max has just spoken to a girl ...
 - 4 Jessica explains to her teacher the reason ...
 - 5 Kate tells Tom she has a family event ...
- 11 SPEAKING Work in pairs. In which of these situations do you think it is acceptable to tell a lie or make an excuse? What would you say in each situation?
 - You've just received a birthday present that you don't like.
 - 2 Yesterday was your friend's birthday and you forgot to phone them.
 - 3 A child's pet cat has been run over but they don't know.
 - 4 You are playing football in a relative's garden and you destroy some flowers.
 - 5 You meet someone whose name you can't remember.

Grammar

Reported speech

I can report what people have said and asked.

1 Read the email. Look at the phrases in bold. What were the actual words used by the speakers?



To: daisy@email.com

Hi Daisv.

So last week, Vols said that he'd take me set for my birthday to the sew pizza place in town. Then he phoned the next day and 'tald me that his sister had had an accident the night before and 'he wouldn't be able to see me after all. 'I said I didn't believe him and that 'he'd been avoiding me for ages. 'My dad said that I shouldn't call John any more. 'My mum says he's a liar and he's let me down too many times. Whet do you think? Evo



 Read the Learn this! box. Then find examples of the rules in exercise 1.

LEARN THIS! Changes in reported speech

- After reporting verbs in the past, the verbs of the original speech move back in time.
 The call later. She said she'd call later.
- 2 After reporting verbs in the present, future or present perfect, the tense is usually the same as the original because the time reference is the same. Jo's passed her exams: He says Jo's passed her exams.
- Modal verbs are usually unchanged after past reporting verbs.
 "I might get a new bike." He said he might get a new bike.
- 4 We make changes to personal and possessive pronouns, determiners like this / that, and expressions when the time reference has changed.

"I'll lend you this DVD tomorrow" She said she'd lend me the DVD the next day.

- ➤ Grammar Builder 7.1 page 136
- 3 Read what Daisy said to Eva. Rewrite the paragraph, changing the direct speech to reported speech.

I saw John yesterday. I don't think he noticed me. He was talking to that girl from the pizza cafe. I heard them arrange to meet tomorrow. They've been chatting on Facebook too. You must speak to him about it tonight. Everyone knows he's deceiving you!

Daisy told Eva that she'd seen John the day before. She said that

- 4 Rewrite the sentences, changing the direct speech to reported speech. Use the reporting verb in brackets. (Each speaker is/was talking to you.)
 - 1 Lee: 'I'm scared of heights.' (tells)
 - 2 Simon: 'You should always tell the truth.' (said)
 - 3 Alison: "I've never believed in ghosts." (says)
 - 4 Pete: 'I'll be watching TV this evening.' (has said)
 5 May: 'You might see me at the concert.' (told)
 - 6 Jim: 'I won't be late tomorrow.' (says)

LEARN THIS! Reported questions

- Tense changes for reported questions are the same as for reported speech. The word order is the same as for statements. We don't use auxiliary verbs.
 Do you like reagage?
 - 'Do you like reggae?' She asked me if I liked reagae.

What time does the concert start?'

She asked me what time the concert started.

- 2 We use if or whether to report yes/no questions.
 'Was the bus late?' He asked me if the bus had been late.
- 3 We don't include question tags in reported questions. Pat's coming, isn't he? He asked me if Pat was coming.
- To report short answers, we use the auxiliary or modal from the short answer.
 - 'Do you speak French?' I don't.'

She asked me if I spoke French and I said I didn't.

- 5 Read the Learn this! box. Then write the words in the brackets in the correct order to complete the sentences.
 - 1 The shop assistant (me / was / asked / for / I / what / looking).
 - Our teacher asked (who / understand / us / didn't / exercise / the).
 - 3 Lasked Sam (he / and / brother / whether / knew / you / your).
 - 4 A tourist asked (where / if / him / he / knew / the / was / station)
 - 5 Fiona asked (if / to / Italy / had / Don / he / been).
 - 6 He asked me (bus / needed / for / which / he / the / centre / town).
 - ➤ Grammar Builder 7.2 page 137
- 6 Rewrite each sentence using the word in brackets.
 - 1 'What time will the café open tomorrow?' he asked us. (next day)
 - 2 'Shall I call you a taxi?' Parn asked me. (whether)
 - 3 'Don't believe anything Jim says,' Fran told us. (not)
 - 4 'We must get to the airport on time,' I told her. (that)
 - 5 'Who did you see at the club last night?' Tony asked me.
 (hefore)
- 7 SPEAKING Work in pairs. Tell your partner about an occasion when somebody told you a lie. (Invent one if necessary.) Include reported speech and reported questions in your account.

My brother / sister / friend said that ... I asked him/her what / when / why / whether / if



Listening

Urban legends

I can understand how intonation affects meaning.

- 1 SPEAKING Work in pairs. Discuss the questions.
 - 1 Do you enjoy scary films, stories or fairground rides?
 - 2 Do you find any of these things scary?

dogs heights large crowds snakes spiders water

2 (3.03) Read the definition of an urban legend, then listen to the story. What happened? Did you like it?

urban legend noun a modern story that spreads spontaneously and has elements of humour or horror

Listening Strategy

Speakers often use intonation to express their opinion or attitude about the statements they make. Pay attention to the speaker's tone of voice and the intonation they use to find out how they feel about their subject.

3 3.04 Read the Listening Strategy. Listen again to the first part of the story. Pay attention to the extracts (1-4) and match each extract with one of the adjectives below. There are two extra adjectives.

angry enthusiastic nervous patient sarcastic surprised

- 1 Max A horror story. Great, Ian. They're so interesting.
- 2 Jill Oh shush, Max. Fantastic! How scary is it?
- 3 lan Well, whatever. I'm not saying it isn't true. It could easily be true.
- 4 Caro Oh, dear. I don't like this story already.

LEARN THIS! Intonation and meaning

1 Agreeing or disagreeing

As in question tags, our voice goes down at the end when we are making a statement or up when we aren't sure.

Har name's Sarah. (You don't expect people to disagree.)

Her name's Sarah. (You aren't sure.)

2 Qualifying an opinion

Rising intonation can give the spoken words a slightly modified opinion:

The film's quite good ... (there's an implied but at the end)

3 Flat voice for sarcasm or irony

If we use a flat tone, we mean the opposite to the words we use:

Brilliant! - (You mean it.) Brilliant .-- (You don't mean it.)

4 3.05 Read the Learn this! box. Then listen carefully to

the examples. Repeat them, copying the intonation.

- 5 3.06 Listen to the examples from the story. Match them with rules 1-3 in the Learn this! box.
- You all like horror stories.
 - Well, I think I like horror stories. 2 Caro
- 3 Max Oh, yeah, It's so scary.
- I quite like this kind of story. 4 Jill She shouldn't get out of the car.
- 6 3.07 Listen to the sentences (1–6). Choose the correct meaning (a or b).
 - 1 I enjoyed the story.
 - a qualifying
 - 2 Brilliant. It's snowing.
 - a enthusiastic
 - 3 You'll love it.
 - a sarcastic
 - 4 This is the road home.

 - a expecting disagreement
 - 5 This is nice.
 - a qualifying
 - 6 Oh, great. Just what we need.
 - a enthusiastic
- **b** statement b sarcastic

b a statement

b expecting agreement

b expecting agreement

b sarcastic

- 7 3.08 Listen to the interview. Choose the correct
- answers (a-d). 1 Dr Miriam Webster
 - a is a professor of urban myths and legends.
 - b studies urban legends with her students.
 - c writes down urban legends in her spare time.
 - d is the author of many different urban legends.
 - 2 The presenter thinks that urban legends
 - a generally seem unpleasant.
 - b are very charming.
 - c are always a fantasy.
 - d put you in a good mood.
 - 3 Dr Webster says that an urban legend
 - a is based on a traditional fairy story. b is nearly always written down.

 - c generally has a single source.
 - d has many different versions. 4 Urban legends are popular because
 - a most ordinary people like to be shocked or scared.
 - b they are better than Hollywood blockbuster films.
 - c humans have a need for turning life events into stories.
 - d generally people don't read novels much any more.
 - 5 The aim of the programme is to
 - a convince us that urban legends are generally true.
 - b show us exactly where urban legends came from.
 - c explain why we are wrong about urban legends.
 - d give background information about urban legends.
- 8 SPEAKING Work in pairs. Do you have urban legends in your country? Do you know any creepy, scary or incredible stories? Find a story and make notes for it. Share your story with another pair.



Grammar Reporting verbs

I can report what people have said in a variety of ways.

- Read the news report and answer the questions.
 - 1 What has the man been accused of doing?
 - 2 Can you give examples of similar telephone or internet scams?

Last night, police arrested a man on suspicion of using social media to obtain people's phone numbers. Martin Wheeler, 41, had phoned a number of people and apparently convinced them that they had won a free gift. In order to claim it, they were asked to provide their financial details. Wheeler has admitted that the free gifts didn't exist, but has denied that he actually stole any money. He claimed that he'd been trying to raise awareness of the dangers of giving away their details. Police have warned the public never to make personal or financial information available to others unless absolutely certain that they are genuine.



- 2 (3.09) Listen to what the people in exercise I actually said. In each case, identify:
- 1 the part of the report where the direct speech is reported.
 - 2 the reporting verb that is used (e.g. warn, admit, etc.).

LEARN THIS! Reporting verbs

We can report statements with say and tell or other verbs, e.g. admit, announce, arque, complain, deny, explain, insist, promise, etc. and that.

Excuse me, but my soup is cold, the customer said. It's meant to be served that way, sir, said the waiter The customer complained that his soup was cold. The waiter explained that it was meant to be served that way.

- ➤ Grammar Builder 7.3 page 137
- 3 Read the Learn this! box. Then report the sentences with the reporting verbs below and that.

admit announce deny explain insist promise

- 1 Luke said, 'Actually, I did eat the last chocolate in the box.' Luke admitted that he had eaten the last chocolate in the how.
- 2 Dan said to Mia, 'I'm late because I missed the bus.'
- 3 Pete said to me, 'Seriously, you are definitely wrong.'
- 4 Jen said, 'Guess what! I've passed all my exams!'
- 5 Pablo said. 'Of course I'll be there on time.'
- 6 Jack said, "I haven't taken your keys, honestly."

LEARN THIS! Other reporting structures

We can use other structures to report commands, promises, requests, suggestions, etc.

- 1 verb + infinitive with to
- agree, offer, promise, refuse, threaten 2 verb + object + infinitive with to
- advise, ask, beg, encourage, forbid, invite, order, remind, tell warn
- 3 verb + ·ina deny, recommend, suggest
- 4 verb + preposition +-ing
 - admit to, apologise for, boast about, confess to, insist on
- 5 verb + object + preposition + -ing accuse of, blame for, congratulate on, criticise for
- 6 verb + that + should clause / verb + that + subjunctive
- demand, insist, propose, recommend, request, suggest
- ➤ Grammar Builder 7.4 page 138
- 4 3.10 Read the Learn this! box. Then listen and complete the sentences, using one of the verbs from rules 1-6 in the past simple.

1 She	to make a decision.
2 He	her not to see the film.
3 She	ordering some more food.
4 He	about having lots of friends.
5 She	him for missing the bus.
6 He	that they make less noise.

- 5 Sill Listen and report the direct speech. Use the verbs given, followed by the appropriate structure.
 - 1 She invited him to go to the park.
 - 1 invite 7 agree
 - 2 congratulate
 - 3 remind
 - 4 deny
 - 5 propose
- 8 threaten 9 encourage 10 confess
- 11 accuse
- 6 apologise
- 12 recommend
- 6 SPEAKING Work in pairs. Using reporting verbs, tell each other about:
 - 1 a useful thing that someone recommend that you do.
 - 2 something your parents warned you not to do as a child.
 - 3 a time when a friend refused to do something.
 - 4 something that you had to apologise for doing.
 - 5 a time when someone accused you of something you
 - 6 something you did that you later denied doing.

Word Skills

Nouns and dependent prepositions

I can use nouns and dependent prepositions.

- 1 Look the photos. How do you think these images were made?
- 2 Read the article. What's the most amusing or unusual hoax image you've seen? Do you think hoaxes are a problem? Why? / Why not?



Although technology has created an increase in hoax images, the first fake photo dates back to the 1830s. Some years later, a book claimed to show the surface of the moon - even though this wasn't actually photographed for another 100 years. An obsession with the spirit world led to a series of photos claiming to show ghosts and fairies, and 1960s interest in space travel produced numerous images apparently proving the existence of alien life. Nowadays, there is plenty of online evidence of our addiction to this visual trickery - there seems to be an endless demand for amusing images of monster cats, mutant squids, and friends posing with Hollywood stars. But there is a need for caution; with modern technology it can be almost impossible to tell the difference between what's real and what's fake.

LEARN THIS! Nouns + dependent prepositions

Some nouns are followed by certain prepositions, called dependent prepositions. The choice of preposition depends on the noun and its specific use and meaning. When a verb follows a preposition, we use the -ing form. The trouble with putting images online is that anyone can see them.

➤ Grammar Builder 7.5 page 138

increase interest need obsession

3 Read the Learn this! box. Then find the nouns below in the text in exercise 2. Which prepositions are they followed by? addiction demand difference evidence existence

Dictionary Strategy

Some nouns can be followed by more than one dependent preposition. To decide which preposition is needed, consider the sense in which the noun is used. If you're not sure what preposition to use, always check in a dictionary.

- 4 DICTIONARY WORK Read the Dictionary Strategy and the dictionary entry below. Answer the questions.
 - 1 Which two prepositions can follow 'evidence'?
 - 2 In what two ways is the information about dependent prepositions given?

evidence noun I [U, C] the facts, signs or objects that make you believe that something is true evidence (of sth) There is convincing evidence of a link between exposure to sun and skin cancer. The room bore evidence of a struggle. evidence (for sth) We found further scientific evidence for this theory.

5 Add the nouns to the table. Use a dictionary to help you. belief dependence effect objection preference reason rise solution

-				_
+on	+ in	+ for	+to	_

- 6 Choose the correct prepositions to complete the sentences. Check your ideas in a dictionary.
 - 1 a There's been a recent rise with / in cases of online fraud.
 - b Her rise to / for fame came with the release of her film. 2 a What's the matter with / of Tom? He looks terrible!
 - b This is a serious crime which is a matter for / on the police.
 - 3 a His taste for / of travel led him to become an explorer.
 - b I really can't stand my parents' taste with / in music.
 - 4 a We had a difference on / of opinion about where to go. b Have you noticed a difference for / in Liv's behaviour?
- 7 USE OF ENGLISH Complete the text by writing one dependent preposition in each gap.

The 21st century has seen a huge rise 1_ of images we are exposed to, along with an apparent addiction 1 watching news events as they happen. Some might argue that there's nothing the matter this, but the existence 4 today's sophisticated image-editing software makes it hard for people to tell the what's real and what's take. Now experts difference 5 have shared evidence 6_____ the negative effect of this kind of technology. It seems that even when we're aware that some images we see are false, they can have a dramatic effect * our behaviour, from what we eat. to how we vote. And warryingly, we have little control over the false memories that these images can create in us.

- >> Vocabulary Builder Nouns formed from phrasal verbs: page 120
- 8 SPEAKING Work in pairs. Read the statements and say whether you agree or disagree with them,
 - There's no difference between creating amusing images and trying to deceive someone.

 - 2 I have no interest in images that try to deceive me. 3 There's nothing wrong with looking at fake images.

Reading

Media wars

I can understand an article that discusses different types of media.

- 1 SPEAKING Work in pairs. Discuss the questions.
 - 1 What is the difference between the mass media and social media?
 - 2 What types of media do you frequently use?
- 2 Read the article. What are the two lies that it mentions?

Reading Strategy

In a multiple-choice task:

- 1 Questions always appear in the same order as the information about them in the text.
- 2 The correct answer will match the meaning of what you find in the text, but it isn't usually expressed in the same words.
- 3 When there's a question about the main idea of the text or the author's opinion, it usually appears last.
- 3 Read the Reading Strategy and the first multiple-choice question in exercise 4. Then answer questions 1 and 2 below.
 - 1 In which paragraph do you expect to find the answer to question 1 in exercise 4?
 - 2 Having answered question 1 in exercise 4, say how the ideas in the correct answer are expressed in the text.
- 4 Choose the correct answers (a-d).
 - The traditional media find ways to attack social media because it
 - a is untrustworthy and unsafe.
 - b can't defend itself.
 - c sees it as a threat.
 - d isn't a dangerous rival.
 - 2 Zilla van den Born's project
 - a shows how social media can be used to lie.
 - b was done to deceive her family.
 - c was done to fool the traditional media.
 - d shows how universities can distort the truth.
 - 3 To deceive her family and friends, Zilla
 - a just created a virtual holiday world on her computer.
 - b went on holiday to a local beach.
 - c used both real objects and computer programs.
 - d stayed in a hotel room.
 - 4 Zilla's experiment was used by the traditional press to
 - a highlight the difference between social and traditional media.
 - b discuss how the mainstream media manipulates reality.
 - c show how young people deceive their families.
 - d promote the use of social media.
 - 5 A lot of readers of sports journalism think that
 - talented foreign players are often lazy.
 - it's more difficult to write about football when games aren't being played.
 - c stories about players are usually invented.
 - d Masal Bugduv really exists.
 - 6 The writer includes the story about Masal Bugduv to
 - a show sports journalism is not very serious.
 - b provide a balanced approach to the topic.
 - c demonstrate how untrustworthy traditional media is.
 - d show how lazy journalists are.



- 5 SPEAKING The text describes two examples of deception. Do you think that Zilla's and the Irish football fan's acts of deception were justified? Why? / Why not?
- 6 VOCABULARY Match the highlighted phrasal verbs in the text with the definitions. Write the base forms.

Phrasal verbs

- 1 to tell people about a secret_
- 2 to notice and give special attention to something
- 3 to deceive someone
- 4 to state that something false is true
- 5 to create something
- 3 to create something
- 6 to hide somewhere
- 7 to discover something _____ 8 to take advantage of someone's feelings
- ➤ Vocabulary Builder Media headlines: page 120
- 7 SPEAKING Work in pairs. Discuss the question. Give reasons for your opinions. Use the phrases below to help you.

What is more important to the media: the truth, money, or a good story?

I honestly (don't) believe that ...

On the one hand, you can argue that ...

On the other hand, it's also true that ...

People often say that .. However, ...

You're right to say that ...

I can't agree with you on that point.

One example of the media (doing ...) is ...

Overall, I think that ...



Despite predictions that the traditional media were going to disappear in the internet age, newspapers, the radio and television have managed to survive. However, their survival has come at a price. Digital technology has given birth to 5 social media, tools that allow ordinary people to create, share and exchange information without the need for the usual news channels. Moreover, social media is also attracting a large share of advertisers' money away from the traditional media. As a result, newspapers, the radio to and television are always looking for ways to hurt their new rival and they are more than happy to publish stories that

When Zilla van den Born left home for a five-week trip 15 around South-East Asia, she promised her family in Amsterdam that she would keep in touch and she did. Zilla regularly uploaded photos to her Facebook page of herself on the beach, on sightseeing trips and dining out. She also made Skype calls to her family to tell them that everything 20 was going just as she had planned. And it was, but not as she had led her family to believe, because Zilla hadn't gone abroad; she was holed out in her flat in Amsterdam.

social media is.

The reason for Zilla's devious behaviour was her university project, which aimed to demonstrate how social media 25 can distort the truth. Zilla certainly succeeded. In her flat she made out she was on holiday – photoshopping pictures by inserting images of herself into photos of South-East. Asian beaches and temples. For the Skype calls, she used old Christmas decorations and a Chinese paper umbrella 10 to disquise her bedroom and create an Asian hotel room. When Zilla finally let on that her holiday had been a hoax.

30 to disguise her bedroom and creete an Asian hotel room. When Zilla finally let on that her holiday had been a hoax, her family admitted that they had been completely taken in Zilla explained that the experiment demonstrated how today we can manipulse reality and the press loved the

story. Here was a perfect example of why people should only trust the traditional media. However, while the meinistream media takes every opportunity to expose the dangers of social media, social media has become good at demonstrating that the traditional press is also far from perfect.

As all football fans know, the sports media has to work harder between matches to fill their pages and sites. The most popular method of doing this is by speculating about the players that clubs might buy or sell, especially talented foreigners. However, many readers often suspect that these stories are the products of lazy journalism and, if not completely false, contain very little truth and a lot of exaggeration. One Irish football fan decided to find out by using social media to invent Masal Bugduv, a sixteen-yearold football superstar from the small Eastern European country of Moldova. The fan set up a Wikipedia page for the player that explained that Bugduv had already played for his national team and that his nickname was 'Massi'. He then wrote false press agency stones that claimed Bugduy would soon join Arsenal and sent them to sports blogs. The blogs accepted the stories as true, but the big surprise came when The Times newspaper included an article entitled Football's Top 50 Rising Stars. At number thirty on the list was 'Moldova's finest', sixteen-year-old Masal Bugduy, who had been linked with Arsenal and 'plenty of other top clubs as well.'

While most people would agree that the traditional press should warn people about the dangers of new bethnology, it is also good to know that social medic can expose the unprofessional practices of some journalists. The more they zoom in on each other's unacceptable practices, the better for the readers.





Speaking

I can discuss the link between technology and crime.

1 SPEAKING Discuss the questions in pairs.

Presentation

- Have social media, and modern technology in general. created any new kinds of crime? If so, what are they?
- 2 Have they created any new ways to fight crime? If so, what are they?
- 2 Read the news reports. In what two different ways did Facebook help to catch criminals? Which story does the photo belong with?

BURGLAR LEAVES HIS FACEBOOK PAGE ON VICTIM'S COMPUTER

MARTINSBURG - The popular online social networking site Facebook helped lead to an alleged burgiar's arrest after he stopped to check his account on the victim's computer, but forgot to log out before leaving her home with two diamond rings



Fugitive caught after updating his status on Facebook

Maxi Sopo was living the dream of a fugitive abroad, kicking back on the beaches of Cancún by day, partying in the clubs by night. Then he did two things that are never a good idea when you're on the run from the authorities: he started posting Facebook updates about how much fun he was having - and he added a former Justice Department official to his list of Facebook friends.

3 State Listen to a student doing the task below. Do you agree or disagree with his opinions? Does he mention any of your ideas from exercise 1?

Look at the news reports. Then talk for about one minute about how social media can lead to crime and/or be used to fight crime. Think about:

- people posting untrue and/or threatening messages.
- people sharing information about crimes.
- criminals boasting online.

Speaking Strategy

Avoid speaking in short, single sentences. Try to develop your statements with extra information, details and examples. Use the phrases below to introduce them.

Introducing examples and extra information

One example of that would be ..

So, for instance...

What I mean by that is ...

The kind of thing I'm talking about is ... In other words, ..

Or to put it another way, ...

4 PERES Read the Speaking Strategy, Then listen again. What example does the student give for each of the points (1-3) below? What phrase does he use to introduce it?

	Example	Phrase
Problems caused by social media		
2 Sharing information to fight crimes		
 Criminals using social media unwisely 		

5 SPEAKING Work in pairs. Can you think of any more points you could make in relation to the task in exercise 3? What examples could you include?

Social media can give away information about a criminal. So, for instance, a status update on Facebook might include a location.

6 Work in pairs. Look at the task, news report and headline below. Choose two of the prompts each and make notes. Then work together to add details and examples to your notes.

Talk for about one minute about how mobile phones can lead to crime and/or be used to fight crime. Think about:

- · victims of smartphone theft and/or mugging
- · phone-related fraud, scams, identity theft, etc.
- · crimes and criminals captured on camera
- · using phones to report crime / call for help

Caught on camera

A security firm has developed an app that will email victims of smartphone theft a photo of the person who has stolen their phone. The photo, known as a 'theftie', is taken when an incorrect passcode is entered, and is emailed to the phone's owner together with a map of the smartphone's location.

THE TERRIFYING NEW MOBILE PHON YOU NEVER MADE

7 SPEAKING Take turns to do the task in exercise 6. Use your notes to talk about your two prompts.



Writing

A story

I can write a story on a given topic.

1 SPEAKING Work in pairs. Discuss whether you agree or disagree with the statement below. Explain what the term white lie means and give examples.

It is not always appropriate to be completely truthful; sometimes it is better to tell a 'white lie'.

2 Read the task and the story. Do you think the narrator told a white lie? Give reasons for your opinion.

Write a story about an occasion when telling a lie caused a problem.

It all began after school one day when some friends and I were talking about theme parks. A girl called Rosie said she loved big, scary rides, and for some reason, I said that I loved them too. What I should have said is that I'm terrified of them.

Two days later, Rosie told me that she had booked tickets for a group of us to go to a nearby theme park the following weekend. She insisted that I go and promised that I would love the roller-coaster because it was the highest and fastest in Europe!

When we arrived at the theme park, Rosie and her friends headed straight for the roller-coaster. As we stood in the queue, I became more and more nervous. By the time we reached the front of queue, I was panicking. I refused to go on the ride. What made the situation worse was the fact that I couldn't go back the way we'd come, so I had to use the emergency exit. I was so embarrassed, I went home on my own.

The next day, I spoke to Rosie and apologised for spoiling the trip. She was very sympathetic and didn't blame me at all for being afraid. What she couldn't understand was why I had lied in the first place - and neither can II

Writing Strategy

When you write a story:

- you can choose to narrate the events in the first person (using f) or the third person (using he, she, it, they, etc.).
- use paragraphs to show that events happened at different times.
- include time expressions (a week later, soon afterwards, etc.) to move the story forwards.
- · describe how people felt and reacted to the events.
- 3 Read the Writing Strategy. Then answer the questions below with reference to the story in exercise 2.
 - 1 Is the story written in the first or third person?
 - 2 On how many different days do the events take place? Does each day have its own paragraph?
 - 3 What time expressions does the writer use to move the story forwards?
 - 4 Find three adjectives in paragraphs 3 and 4 which describe feelings or reactions.



LEARN THIS! Nominal clauses with what

Nominal clauses with what can make your writing more expressive by emphasising the important part of a sentence. Notice you have to add a verb (often is or was) after the clause. Study the examples below.

I loved her voice. → What Hoved was her voice.

I really wanted to go home. → What I really wanted to do was go home.

She was annoyed that we were late. → What annoyed her was the fact that we were late.

- Grammar Builder 7.6 page 139
- 4 Read the Learn this! box and find three examples of nominal clauses with what in the story.
- 5 Rewrite the sentences to begin with What. You may need to include the fact that.

I needed to hear the truth.

What I needed to hear was the truth.

- 1 His arrogance made me angry.
- 2 Harry lied to me and I found that really upsetting.
- 3 I've always admired her honesty.
- 4 I was very surprised that he posted the photo online.
- 5 She was trying to make us feel better.
- 6 Read the task below and write down the events in your story. Plan your paragraphs according to when the events took place.

Write a story about an occasion when telling the truth caused a problem.

7 SPEAKING Work in pairs, taking turns to be A and B.

Student A: Tell your partner the events in your story.

Student B: Ask questions about how the people in A's story felt and reacted.

Student A: Answer B's questions and add the information to your paragraph plan.

8 Write your story using your plan from exercises 6 and 7. Use time expressions to move your narrative forwards. If possible, include at least one nominal clause with what to make your writing more expressive.

CHECK YOUR WORK

- Have you ...
 - · organised the events into paragraphs?
 - included adjectives to describe feelings and reactions?
 - used appropriate time expressions?
 - · checked the spelling and grammar?

Exam Skills Trainer

Reading

Strategy

Do not expect to understand every word or phrase in a reading text. The overall context may help you to understand the meaning of unfamiliar words or expressions.

- 1 Read the Strategy above. Then read the text in exercise 2 and find words to match the definitions below.
 - 1 causing death (paragraph A)
 - 2 an artificial body part (paragraph B)
 - 3 make something happen suddenly (paragraph C)
- 2 Read paragraphs A-C and questions 1-6. Match the paragraphs with the questions. Each paragraph matches with two questions.

In which paragraph does the author mention a breakthrough which...

- 1 will relieve a painful condition?
- 2 will have an impact on a life-threatening situation?
- 3 will be used in particular areas of the world?
- 4 will replace a device already available?
- 5 will need to be used for a short period daily?
- 6 will help people do things they couldn't do before?__

Medical breakthroughs

- A After twenty years of research, scientists have finally succeeded in developing a vaccine for dengue, a viral disease found in tropical areas. The illness causes high fever and severe joint pain, and in some cases, it can be fatal. According to the World Health Organisation, each year between 50 and 100 million people develop dengue, which is transmitted to humans by mosquitoes. Once the vaccine has been commercialised, it will be given to children in Asia and Latin America to protect them against the virus.
- B Artificial limbs have been around since ancient times, but no prosthetic has been as lifelike as the Bebionic small hand. The appliance not only looks like a hand, but it also works like one. Electrical impulses triggered by the user's muscle movements connect to individual motors and powerful microprocessors in each finger, causing it to move. Specifically aimed at women and teenagers, the artificial hand enables the user to perform a range of activities previously unmanageable, such as using cutlery and riding a bike.
- C Migraine patients will have to suffer no more once a special device made by Cefaly Technology becomes commercially available. The battery-driven headband sits across the forehead and over the ears and has a self-adhesive electrode, which helps it stay in place. This electrode applies an electric current to the skin and tissue below the headband stimulating the nerves which are said to trigger the headaches. By wearing the headband for the recommended twenty minutes per day, users are said to experience significantly fewer migraines.

Listening

Strategy

When you have to complete sentences with information from a listening text, make sure your answers fit the meaning and the grammar of the sentences.

3 Read the Strategy above. Then read the short extract and the sentence below it. Choose the word from the extract which completes the sentence correctly. Why are the other words incorrect?

In some cultures, people cross their fingers behind their backs when they are lying. They do this in the hope that they will be excused for the lie if they are caught. For some reason, they think they may avoid being punished by using this gesture. Children often cross their fingers when they are telling a lie so as not to get into trouble.

People who don't want to be sometimes use a particular gesture when they are telling a lie.

- A excused
- B punished
- C trouble
- You will hear three texts twice. Complete the sentences.

Text 1

- Trained lie-spotters observe people's to determine whether they are lying or not.
- 2 When the lines around a person's are contracted, you know they are giving you a real smile.

Text 2

- 3 One of the most surprising things about Dallas Buyers Club is that it is a
- 4 Sadly, the main character of the film after he had helped so many other people.

- 5 Sue Tollefsen liked the man straight away when she saw
- 6 Ms Tollefsen believed the man was due to receive an which would cover her loan.



Exam Skills Trainer

Use of English

Strategy

The missing words in an open cloze text are often prepositions. When you record new vocabulary, write an example sentence using the new words and any prepositions used with them.

- 5 Read the Strategy above. Then complete the sentences below with the correct prepositions.
 - 1 He refuses to accept that he is _____ the wrong.
 - 2 We set ____ on our hike straight after breakfast.
 - 3 That's not true! You made it _____
 - 4 What are your reasons _____ not eating meat?
 - 5 I owned _____ to not knowing how to cook.

6 Complete the text with one word in each space.

The media appears to have an obsession 1 telling us what we should and shouldn't eat, but this advice is often contradictory. Take for example the case of butter. the impression that butter For years, we were 2 was bad for us, because of its high fat content. This belief dates back to 1913 when Russian researcher Nikolai Anichkov fed large amounts of animal fats to rabbits. The effect the rabbits was to make their cholesterol levels rise. Despite the differences * digestive systems of humans and rabbits, Anichkov passed his as evidence of the risks of eating animal fats. In 1953, his theory received support from a American physiologist Ancel Keys, who claimed to have found a link between animal fats and heart disease. Although Keys examined data in only six countries, several governments took an interest 7 study, and issued warnings against eating butter. Only recently have the flaws in the scientific evidence behind these warnings 8 exposed, forcing doctors to admit that, when consumed in moderation, butter is no worse for us than any other food.

Speaking

Strategy

If you have to talk about a topic for a long time, a way to being your answer is to read the question out loud.

7 Read the Strategy above. Then do the task. You are going to talk on your own for about a minute. Look at the task below and say what you think. You must cover all four points in your answer.

What makes people unhealthy? How?

- diet
- exercise
- lifestyle
- · education

Strategy

A debate has no right or wrong answer, and you can choose to agree or disagree with the statement. The important thing is to justify your opinion.

Read the Strategy above. You are going to talk on your own for about a minute. Look at the statement below. Say whether you agree or disagree with it and justify your opinion.

Patients who don't follow their doctor's orders should have to pay for their own healthcare.

Writing

Strategy

One of the aims of an article is to engage the reader and maintain his or her interest from start to finish.

- 9 Read the Strategy above and the tips below. Choose the four tips which refer to writing an article.
 - a Use a heading to pull the reader in.
 - b State the reason why you are writing.
 - c Include a hypothetical question in the first paragraph.
 - d Say why the question is important.
 - e Sum up the points that have gone before in a conclusion.
 - Give the reader something to think about in the final paragraph.
- 10 Read the task below and write your article.

You see this notice in an international English-language magazine for teenagers.

Articles wanted!

We're looking for articles about old-fashioned remedies.

Have you or a member of your family ever used an old-fashioned remedy for treating an illness or an injury? Tell us about it – describe the ilness or injury, and explain what happened when you used the remedy.

The best articles will be published in our next issue.

Change the world

Unit map

Vocabulary Protesting

Protest collocations Phrasal verbs

Word Skills

Verb patterns

Grammar Grammar

Second and third conditional Mixed conditionals

Listening Hashtag activism



Reading Making a difference



- Speaking Collaborative task
- Writing A report
- Culture 8 BBC Radio 1



- Wocabulary Builder page 121
- Grammar Builder and Reference page 139
- Extra Speaking Task page 143

Vocabulary

Protest

I can talk about local and global issues.



1 VOCABULARY Look at the photos (A-C). Use the words below to describe what is happening.

Protesting demonstrate / protest (against sth) go on a demonstration / a march hold a rally hold up placards listen to speeches shout slogans sign a petition

- 2 SPEAKING What have people demonstrated against in your country in recent years? What kind of protest was it? How successful was it?
- 3 VOCABULARY Check the meaning of the nouns below. Then match the issues with newspaper headlines 1-7. You can match more than one noun with some of the headlines.

Global issues censorship corruption disease famine gender inequality globalisation global warming homelessness immigration nuclear weapons racism terrorism unemployment

D DEFENCE MINISTER ACCEPTED \$1 MILLION FROM ARMS COMPANY

Google banned in some countries

Foreign workers take more UK iobs

4 Woman sacked for being pregnant

5 FREAK HURRICANE DESTROYS HUNDREDS OF HOUSES

FBI DISCOVER **BOMB PLOT**

7

50% OF UNDER 25s WITHOUT JOBS



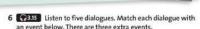
- 4 SPEAKING In pairs, discuss which are the three most important issues in exercise 3 in your country now. Do you agree with each other?
- 5 VOCABULARY Complete the text with the correct form of the verbs below.

Protest collocations campaign demonstrate organise sign stand support vote write

Getting 12,000 people to 1 a petition in favour of allowing sixteen- and seventeen-year-olds to register to in elections would be considered a success by most people. But when it is a twelve-year-old that is asking people to* her campaign, it's even more impressive. Madison Kimrey decided to 4 a protest when the governor of the State of North Carolina refused to meet her because she was a 'kid'. She ! to her governor criticising his position, and has set up a blog, which is one of the ways that she 6 against the governor's policies. She also regularly 7 outside the state government building with

governor. Many people think that Madison will one day for election because of her interest in politics.

other people who disagree with the



a benefit concert a demonstration election day an interview a political advert a political debate signing a petition a speech in parliament

RECYCLE! Non-defining relative clauses

A non-defining relative clause gives us extra information about a person, thing, place, etc. The sentence still makes sense without the clause.

We listened to Dave Smith's speech, which was about students rights.

We listened to Dave Smith's speech.

- 7 (Q3.15) Read the Recyclel box. Then listen again and write down extra information from the recording about the underlined words in 1-5 using non-defining relative clauses.
 - 1 The woman who signs the petition doesn't cycle, but her eldest son cycles everywhere.
 - 2 The politician is standing as a candidate in the election for the government.
 - 3 The collection for the homeless centre ends on Monday.
 - 4 The students are protesting against cuts in British university education.
 - 5 The advert says voters can choose to vote for Mary Harrison.
 - >> Vocabulary Builder British politics: page 121
- SPEAKING Work in pairs. Think of a social or political issue that is important to you. Make notes under the following headings. Add extra information to your ideas to persuade people to support you.
 - · What is the cause?
- · What would you like to change?
- · Why is it important to you?
- · What action will you take?
- 9 SPEAKING With your partner, present your ideas to the class and try to persuade them to support your cause. The class votes on whether or not to support you.

Grammar

Second and third conditional

I can use second and third conditionals.

 Match the views (A–D) in the forum with the global issues below. There are two extra issues.

disease famine global warming nuclear weapons racism unemployment



- A If we hadn't invented antibiotics, it's possible that we might have died out by now. And if we don't develop new ones soon, it won't be long before the existing ones become ineffective.
- B I wouldn't give money to charity unless I thought it really made a difference. There's enough to go round – we could feed everyone if we organised national spending better.
- C The signs have been there for a long time; even if we'd done something about it sooner, it would still be a threat not just to our climate and landscapes, but to the future of the entire planet.
- D I'm worried about how many countries have got them now, we might have destroyed the whole world if there'd been a war in the '80s. And supposing they got into the wrong hands, it could still happen.
- 2 Read the Learn this! box. Then find examples of the second and third conditional with if in exercise 1.

LEARN THIS! Second and third conditional

- 1 We use the second conditional to talk about imaginary situations or events and their results. We use a past tense in the if clause and we use would / could / might + infinitive without to in the main clause. If we lived in Africa, we might see more poverty. We often use were instead of was in the if clause. We can use could instead of would be able to in the main clause.
 - If I were taller, I could reach that shelf.
- 2 We use the third conditional to talk about imaginary situations in the past and to say how things could have been different. We use if * past perfect and would / could / might have + past participle. It is not important which clause comes first.
 - If they hadn't protested, nothing would have changed.

- 3 Rewrite the sentences using the second or third conditional. Do not change the meaning.
- We got a taxi so we weren't late.
 If we hadn't got a taxi, we would have been late.
 - 2 I bought some new glasses because I broke my old ones.
 - 3 Jane's exhausted so she won't go to the party.
 - 4 The dog got out because Harry had left the door open.
 - 5 I can't find his number so I can't call him.
 - 6 They fell off their bikes because the road was icy.
 - 7 We didn't realise you were coming so we didn't wait.
 - 8 You feel tired because you don't get enough sleep.
 - ➤ Grammar Builder 8.1 page 139

LEARN THIS! Alternatives to if

We can use even if instead of if in conditional sentences. Even if I had enough money, I wouldn't buy that T-shirt.

We can use unless and the past simple to mean if ... not. She wouldn't have signed the petition unless she thought it was important.

We can use supposing (that) to mean what if.
Supposing I'd missed the bus, we might never have meti

- 4 Read the Learn this! box and find examples of alternatives to if in exercise 1. Then complete the sentences with unless, even if, or supposing.
 - 1 Aren't you taking an umbrella? ______ it rains?
 - 2 She wouldn't have lent us the money, she'd wanted to.
 - 3 He wouldn't have called you so late it was urgent.
 - 4 _____you'd lost your keys, it would have been a disaster!
 5 Sam wouldn't have invited you _____he was sure you were
 - going to come.

 6 they won this game, they still couldn't win the
 - championship.
 - ➤ Grammar Builder 8.2 page 140
- 5 USE OF ENGLISH Write the sentences with the correct form of the words in brackets. Do not change their order. Use a maximum of six words.
 - 1 It would have been cheaper if (he / buy / the boots) online.
 - 2 Supposing you (win / cash), what would you buy first?
 - 3 If (you / forget / bring) an umbrella, we'd have stayed dry!
 - 4 I couldn't work for that company (unless / know how to speak) French.
 - 5 If she'd listened carefully, (she / know / the answer).
 - 6 We wouldn't protest if (the government / make cuts) to education so often.
- 6 SPEAKING Work in pairs. Complete the sentences with your own ideas, using second or third conditionals. Then discuss them with another pair.
 - 1 If I could change one thing in the world, ...
 - 2 Supposing that world governments worked together,
 - 3 We wouldn't have endangered the planet ...

Listening

Hashtag activism

I can use discourse markers to help predict what will be said next.

1 SPEAKING Work in pairs. Look at the slogans. What are they about?

#occupywallstreet

#blacklivesmatter

#anti-war

#climatesummit

>> Vocabulary Builder Prefixes: page 121

2 Read the text. Is it generally in favour of or against online campaigns?



Hashtag activism - worth clicking on?

Platforms like Facebook and Twitter are being used more and more to raise awareness of injustices and to campaign for good causes. There have been several examples of successful campaigns in recent years. For instance, the #IceBucketChallenge proved a viral success in raising awareness and funds for ALS, a disease that progressively paralyses the body. Not only did people all over the world post videos of themselves tipping a bucket of iced water over their heads, but they also nominated other people to do the challenge, as well as donating to the Association.

It is not always clear how effective many of these social media campaigns actually are. Critics claim that 'hashtagging' a cause is more about copying the crowd than showing true commitment. They say that clicking on a hashtag trend is easy and doesn't initiate a real desire for change. Though there may be some truth in this, raising awareness is surely the first step to a successful campaign.

Listening Strategy

As you listen, pay special attention to discourse markers (linking phrases), which connect pieces of information to each other. For example, however introduces a contrast, whereas for instance introduces an example.

3 KEY PHRASES Read the Listening Strategy. Then, add the phrases below to complete the examples.

as I was saying even so for instance incidentally nevertheless still

Discourse markers

talking of which, ... 6

An example / n	nore detail: you know / 1	
A contrast or co	ntradiction: however /2	/min
you /3	/ all the same / *	
An afterthough	it: by the way / !	40-
A continuation	of the topic / going back to an ea	rlier topic:

- 4 3.16 Listen to speakers 1-6. What do you predict you will hear next? Choose one of the following lines.
 - A ... it hasn't been very well publicised.
 - B ... they often work very long hours.
 - C ... we should not stop trying.
 - D ... unemployment is down this year.
 - E ... he handled the public's questions well.
 - F ... how much did you pay for your TV?
- 5 Now listen and check your answers.
- 6 3.18 Choose the correct linker to complete the sentences. Then listen and check your answers.
 - 1 I get fed up with listening to politicians and I'm not sure who to vote for. Even so / As I was saying, I think we're lucky to have a democracy, and we should vote.
 - 2 Social media sites are a powerful force. For instance /
 - Nevertheless, information on Facebook travels far and fast, 3 Have you seen that film with David Oyelowo? You know / Mind you, the one about the march from Selma to Montgomery?
 - 4 I was discussing climate change with Tom the other day. Even so / Incidentally, he's joined the Green Party.
 - 5 OK, thanks for calling ... Sorry about that interruption, Dad. Still / As I was saying, I've been very busy with work lately.
- 6 It was really nice meeting and talking to you. All the same / By the way, here's the address of the cafe I mentioned.
- 7 Sag Listen to four people, Match speakers 1-4 with sentences A-E. Write the correct number. There is one extra sentence.

The speaker...

- A is enthusiastic about learning about global issues through social media.
- B has found that donations made to online campaigns are not as high as those achieved by other methods.
- C thinks that young people get involved with an online cause without really understanding it.
- D proves that social media campaigning is the most effective form of raising awareness of an issue.
- E feels strongly that fighting for a cause online is largely ineffective.
- 8 SPEAKING Work in pairs. Discuss the questions.
 - 1 What online or Twitter campaigns are you aware of? Do you take part in them? Why? / Why not?
 - 2 Do you think that protests and campaigns can make a difference? Why? / Why not?

Grammar

Mixed conditionals

I can use mixed conditionals.

1 Read the text. Are there any similar charities or events in your country?

In 2015, the charity Comic Relief celebrated its 30th anniversary. Based in the UK, it was set up by a group of comedians in response to the 1985 Ethiopian famine. They started 'Red Nose Day,' a day when people across the UK get together for fundraising activites. People buy red noses and all of the money from this goes towards Comic Relief. The money raised by Comic Relief helps people living in difficult conditions in the UK and around the world, and it's estimated that over 50 million people would be worse off today if the charity hadn't been set up. If it weren't for Comic Relief, literacy rates in Uganda would probably not have reached 73%. And the number of children attending primary school in Africa might not have increased by 60 million if the charity didn't exist. In 2015, the British public donated a staggering £78.1 million, bringing the total raised by Comic Relief in its thirty-year history to over £1 billion. But it couldn't

 Read the Learn this! box. Then find examples of mixed conditionals in exercise 1.

have achieved all this if it didn't have the support of the

comedians who take part and inspire the public to give

LEARN THIS! Mixed conditionals

Mixed conditionals are a mixture of second and third conditional sentences. They occur when the if clause and main clause refer to different times (past and present).

(past) If he'd read the map, (present) we wouldn't be look. (present) If he could drive, (past) he'd have got the job.

- 3 Match the two halves of the mixed conditional sentences.
 - 1 If he'd gone to bed earlier,
 - 2 If it wasn't so cold.
 - 3 If I were him.

so generously.

- 4 If you hadn't already eaten it all,
- 5 If you hadn't been so rude,
- 6 If they'd remembered the address,
- a we could have some cake now.
- b she wouldn't be angry.
- __ c he wouldn't be so tired.
- __ d they'd be here by now.
- ___ e we might have gone for a run.
- f I wouldn't have made that decision.

4 Complete the dialogue. Use the verbs in their correct form to make mixed conditional sentences.

diibAA	ci utay gu	Have	ICHVC		
Lee	Are you go	ing to the	e fundraising conc	ert later?	
May	No, but I '_ much hom	ework.	a ticket if I di	dn't have so	
Lee	That's a sh		ou'd finished your i me.	homework,	you
May	Anyway, isr	n't it sold	out?		
Lee	It is now –		adn't seen Leo las ket either, but he		
	spare ones.				
May			ne know? I 4	the	
			I'd known you w	ere going.	
Lee	Well, I migh	nt have co	alled you if you 5_		
	your phone	sometin	nes, but you're alv	vays studyin	g)

➤ Grammar Builder 8.3 page 140

- 5 USE OF ENGLISH Write mixed conditional sentences that mean the same as the first sentence. Use the words in brackets.
 - 1 I didn't reply because I can't hear you properly. (could)
 - I would have replied if I could hear you properly.

 2 Our car broke down this morning, so we have to walk to
 - school now. (wouldn't)

 He didn't vote because he's not interested in politics. (if)
 - 4 Beth failed her exams so she isn't at college this year.
 - 5 Because Max didn't go to university, he doesn't have a degree. (had)
 - 6 I didn't help with the cooking because I'm a terrible cook. (weren't)
 - 7 The forecast isn't good so they didn't go out. (have)
 - 8 She's afraid of flying so she took a boat. (taken)
 - 9 He didn't help the tourist because he can't speak Greek.
 (would)
 - 10 Because I didn't eat breakfast, I'm hungry. (be)
- 11 Jay isn't good at maths so he couldn't help us. (could)
- 6 SPEAKING Work in pairs. Take turns to ask and answer questions with What if ... ? about these imaginary situations. Use mixed conditionals in your answers.

Mhat if

- 1 you were the leader of your country?
- 2 you'd been born a boy/girl instead?
- 3 the internet hadn't been invented?
- 4 time travel were possible?
- 5 you had to live abroad for a year?
- 6 you were asked to give a speech to your school?

If I were the leader of my country, I'd have

If I'd been born a boy instead, I think I'd.

8E

Word Skills

Verb patterns

I am aware of and can use different verb patterns.

1 Read the text. How many casualties were there during the protest?



In the 1960s and '70s, there were many demonstrations against the Vietnam War. One particular demonstration in 1970 ended badly. Most people who sympathised with the students' protests would have preferred them to continue their previous peaceful demonstrations against the Vietnam War, but this one became violent. Protestors threw rocks and bottles at police officers and left a building burning. The Mayor declared a state of emergency and got the Governor of Ohio to send in soldiers. They used tear gas to try to make the students disperse, before opening fire, killing four students. As a result of the nationwide protest that followed. Governor Reagan had California University close its entire' college system, affecting over a quarter of a million students. Nearly 5 million students then joined a national strike, which remains the biggest in American history. Museums and art galleries closed in solidarity, and many US soldiers refused to continue fighting in Vietnam. There's no doubt that, because of the students' actions, thousands of Americans were made. to reconsider their attitude to the Vietnam War.

2 Read the Learn this! box. Then find examples of rules 1–3 in the text.

LEARN THIS! Verb + object + infinitive

1 We can use these verb patterns to talk about making things happen:

get + object + infinitive with to I shouted, but couldn't get her to hear me. have + object + infinitive without to We'll have someone fix the computer. make + object + infinitive without to My parents make me clear my room every week.

2 In a passive structure we use sb was made to do sth (infinitive with to).

He was made to pay back the stolen money.

3 We can use I'd prefer + object + infinitive to talk about preferences.

I'd prefer the government to spendless money on arms.

below
15

arrest decide keep not tell resign sign

	s been made 1	after a radio interview st remarks. Angry listeners
got over two	thousand people 2	a petition
demanding h	is resignation and threat	
1	him. The strength of	opinion made the disgraced
politician *	that he cou	ild no longer keep his job.
One protesto	r commented that while	she would prefer politicians
1	lies, in this case she v	vould have preferred him
£-	his opinions to himse	elft

LEARN THIS! Verb + object + present or past participle

- 1 We can use these verbs + object + present participle with an active meaning: find, get, have, keep, leave I can't get the TV working!
 The doctors will eoon have you walking again.
 - 2 We can use these verbs + object + past participle with a passive meaning: get, have, leave, prefer, want Some people want him arrested for his actions. I'm getting my hair-cut tomorrow.

4 Read the Learn this! box. Complete the sentences with the

- 1 Soldiers got the students _____ by using tear gas. (leave)
 2 Everyone would prefer politicians _____ . (not lie)
- Everyone would prefer politicians ______ (not lie)
 The film made me _____ how serious climate change is.
- 4 If you want these laws _____, sign our petition! (change)
- Recent riots have left dozens of people ______ (injure)
 The press should be made _____ for their actions. (apologise)
- 5 Complete the sentences with the correct form of the verbs

below.

ban do hide investigate throw wait wonder

1 Police have just found their suspect ______ in a derelict

- building.

 2 He kept the crowd for an hour to hear his speech.
- 3 The club will have him ____ out for being under age.
- 4 This debate has left voters _____ who will win the election.
- 5 I managed to get the homework ______ by working all night.
- 6 The president has someone ______ the claims at the moment.
 7 There are some countries that want the internet
- 6 SPEAKING Work in pairs. Take turns to tell each other about something that:
 - you haven't managed to get done this week.
 - has had you laughing recently.

8F

Reading

Making a difference

I can understand an article about young people who are making a difference.

- 1 SPEAKING In pairs, think about the image of young people in the media and society in general. Discuss the questions, giving reasons for your opinions.
 - Which of these words are sometimes associated with a media image of young people?
 - gang misunderstood social conscience thoughtful thoughtless threatening vandalism volunteer
 - 2 How does the media image of young people differ from reality in your opinion?
- 2 Read the articles. Whose idea was not connected to their school lives?

Reading Strategy

Read all the texts once and then read the questions. Match any questions that are immediately obvious, and identify and note the parts of the text that contain the evidence for your answer. Then carefully read each section of the text again and look for the answers to the remaining questions:

3 Read the Reading Strategy. Then look at the question below. Which text(s) match with it? What is the information in the text(s) that helps you answer it?

Who started their project because they had already identified a need?

B

MAKING

A DIFFERENCE

A-tech compliments

Wilson To was beginning his final year at school when he decided to get a school Facebook page started. Nothing unusual about that, you might think, but Wilson's motivation for setting up the page wasn't generated by a wish to discover the latest school gossip. He believed that Facebook could help him take on a problem that was making life difficult for a few schoolmates; bullying.

- Without mentioning his plans to his friends, Wilson launched 'A-tech compliments', a Facebook page which invited students to send in anonymous compliments about each other, their teachers and their school. At first, Wilson wasn't expecting much of a response and although he didn't want to
- to limit anyone's right to freedom of speech, he monitored messages closely in case unpleasant comments or racism appeared. However, Wilson needn't have worried. 'A-tech compliments' was an instant success and quickly had five hundred regular followers, all of them being positive. It seems that the students were just waiting for the opportunity to say nice things about each is other and their school!

Although everybody wanted to know who had thought up this great idea, Wilson kept his identity secret until the end of the school year, when the school intercom asked the creator of the Facebook page to reveal themselves. Wilson stepped forward to receive the applause and thanks of the whole school. He

20 was also given one last job to do: train a new administrator so the page could continue after Wilson stepped down. Today, not only does the compliments page continue to be a success, but the idea has also spread to high schools



YOUTH MATTERS!

- Morgan Baskin was a very busy 25 eighteen-year-old. She put in ten hours a week doing voluntary work and she was in her final year at school preparing for exams. However, she felt she still had enough free time to
- so squeeze in another activity: politics. But Morgan felt that unless she did more than join a political party and help out, her voice wouldn't be heard. So she decided to be a candidate.
- 35 Morgan decided to stand for election to the post of mayor of the city of Toronto, the biggest city in Canada, and used money that she had earned from babysitting to register. Naturally,
- 40 elections for such an important job receive a lot of media coverage and Morgan soon found herself the centre of attention. Morgan realised that if she had been male and older, she probably
- 45 wouldn't have interested journalists so much, but she used her new-found fame to get the media to talk about what had made her want to become mayor: politicians didn't care about sa young people.

4 Match the texts (A-C) with questions 1-6 below. Each of the texts can match more than one question.

Who ...

- 1 used their own money to start a new activity?
- 2 took advantage of their situation to attract the media? ___
- 3 was given an idea by someone else?
- 4 published something? _
- 5 worked in the most dangerous conditions?
- 6 worked anonymously?
- 5 Decide if the statements 1-8 are true (T), false (F), or the information is not given (NG).
 - 1 Wilson To was worried that his Facebook page would attract the wrong type of comments.
 - 2 Wilson has left the school, but continues with his job as administrator of the school page.
 - 3. Wilson didn't let anyone know he was the creator of the page because he was too modest.
 - 4 Morgan Baskin studied politics at school.

Morgan explained that while many politicians

claimed that young people were the 'leaders

of tomorrow', young people couldn't make

politicians address any of the problems that

received emails from young people who said

that they were going to vote for the first time

election day finally arrived. When all the votes

Morgan had finished in eighth position out of

a list of over sixty candidates. It was a great

6s performance for a teenager who many young

Canadians hope will get ahead and continue

to put issues that affect young people on the

had been counted, it was announced that

55 they face today. Morgan's criticism of the

so After an intense period of campaigning,

because of her

political agenda.

political situation made an impact as she

- 5 Morgan thinks she received a lot of press attention because of the importance of the post she stood for.
- 6 Morgan inspired people to do something that they wouldn't normally have done.

- 7 Rene Silva got the funding for his newspaper from local
- 8 Rene's reporting has had a big impact outside the favela.
- 6 VOCABULARY Match the underlined words with the appropriate form of the highlighted phrasal verbs in the article.

Phrasal verbs

- 1 Army spends a lot of time raising funds for the election campaign.
- 2 I can't do all the work for the school Facebook page, but I can do part of it.
- 3 Jack always invents great ideas for our politics blog.
- 4 Mark accepted too much work and responsibility in the organisation and suffered from stress.
- 5 The governor is very busy this week, but she could find the time to see you on Friday morning.
- 6 Alice left the job so that Andy could take her place.
- 7 Sara has been successful in her political career. 8 My grandad established the party in 1958.

7 SPEAKING Work in pairs. Discuss the questions.

Which of the three young people do you think has made the biggest difference? Why?

c

VOICE OF THE COMMUNITY

A teacher spotted Rene Silva's talent for writing when he was just eleven 70 and encouraged him to set up a community newspaper. Rene accepted the challenge and took on publishing Voz da Comunidade (Voice of the Community) and he soon realised that the monthly newspaper could help his neighbourhood. However, Rene's neighbourhood isn't just any neighbourhood. Rene lives on the edge of Rio de Janeiro in a favela, a poor

75 town that used to be controlled by armed drug gangs. Rene's newspaper quickly became a vehicle for protest about the poor conditions in the favela and gave a voice to local residents who were campaigning to make the community a safer and better place to live.

But one Saturday morning. Voz da Comunidade was transformed from a 80 small local newspaper into Brazil's most popular source of information. The government had decided to force the drug dealers out of the favela and had sent soldiers onto the streets. Journalists from the mainstream media waited outside the favela for news, but Rene and his team of teenage reporters were in the middle of the action. Using their mobile phones to film and take

as photos, the Voz da Comunidade Twitter account suddenly had thousands more followers than usual and the quality of Rene's reporting soon attracted praise from the mainstream media. More importantly, it started a debate about how the government should help the inhabitants of Brazil's hundreds of favelas. Rene and the Voz da Comunidade had taken a big step towards





Speaking

Collaborative task

I can use written prompts to discuss a question with a partner and work towards an agreement.



- 1 SPEAKING Work in pairs. Discuss these questions. What do organisations such as Greenpeace and WWF (the World Wide Fund for Nature) aim to do? How do they do it?
- 2 Look at the task below. Which of the five ways of combating climate change do you personally employ? Give examples.

Discuss practical ways in which people can help to combat climate change. How effective are each of the five suggestions? Using public Writing to local transport more and national often governments How effective are these measures at combatting climate change? Saving Planting trees electricity at home Recycling

3 KEY PHRASES Complete the phrases with the words below.

another agree by chief feel how let's mind not of opinion point right some start sure take would you

St	arting a discus	SION
1	Shall we	with 7
2		begin with , shall we?
3	We could star	rttalking about
Ex	pressing an op	pinion
4	To my	***
5	In my	H-1
6	I'm	the opinion that
7	For me, the_	consideration is
8	Personally, I_	say that
9	1	guite strongly that

		on	

Ad	ding an opinion		
10	only t	hat,	
11	Yes, and	thing:	
12	Good	And Lalso be	elieve that
Ag	reeing and disagreei	ng	
13	Absolutely, I couldn'	t	more.
14	I'm with	on that.	
15	Yes, I think you're		
16	That's true to	exte	nt. However,
17	I'm not	_ I agree.	
18	1a rat	ther different	view on that.
19	That's not quite	1 50	ee it.

- 4 SPEAKING Work in pairs. Take turns to do the task, Use the phrases from exercise 3 to help you.
- 5 3.21 Listen to two students doing the task. Answer the questions below. Compare your ideas in exercise 2.
 - 1 Which measures do the students think will be most effective?
 - 2 What were their reasons?
 - 3 Do you agree with any of their opinions?
- 6 322 Listen to the students doing the second part of the task. Which two measures do they choose?

Speaking Strategy

In a discussion, listen carefully and respond to what your partner says. Learn phrases for interacting with your partner so that you take turns and both contribute to

7 (33.22) KEY PHRASES Read the Speaking Strategy and check the meaning of the phrases below. Then listen again. Tick ✓ the phrases that the students use.

	Involving your partner
	Would you agree with that?
	Can we agree that ?
	What's your view on that?
	What do you think about ?
	Interrupting
	Sorry to interrupt, but
	Hang on a moment, I think
	Not only that,
	Reaching an agreement
	So, shall we reach a decision?
	We need to come a decision.
	We need to decide what / which
	That's settled, then.
Q	SPEAKING Do you agree with the choi

- vith the choices the students made? Why? / Why not?
- 9 SPEAKING Work in pairs. Turn to page 143 and do the speaking task. Use words and phrases from this lesson.



Writing

A report

I can write a report about a local issue.

1 SPEAKING Work in pairs. Think of two advantages and two disadvantages of banning traffic from town centres.

Your town council is proposing to create a traffic free zone in the town centre. The local newspaper wants to hear the views of local people. Write a report for the paper outlining the advantages and disadvantages of the scheme, taking into account the views of local people and visitors. Make a recommendation.

- 2 Read the task above and the report. Answer the questions.
 - 1 Which points in the report did you also mention in exercise 17
 - 2 Are there any other points in the report that you think are

Writing Strategy

When writing a report

- . think carefully about the target reader and write in an appropriate style and tone.
- · state the purpose of the report in the first paragraph and any recommendations and suggestions in the final paragraph.
- consider using headings to give the report a clear structure
- 3 Read the Writing Strategy. Did the writer follow all of the advice? Find and underline evidence for your opinions.
- 4 KEY PHRASES Look at the phrases below. Which are in the report?

Introducing the subject

The aim of this report is to ...

This report is intended to ...

The report is based on / draws on ...

Reporting views

It would seem that ...

It was thought that ...

According to ...

It was reported that ...

(People) were of the opinion that ...

Summing up

To conclude,...

To sum up. ...

On balance ...

In conclusion ...

Taking all the points into consideration, ...

Recommending / Suggesting

It is recommended that

would suggest ...

In my opinion, it would be worth ...



Introduction

The alm of this report is to assess the plan to ban traffic from the town centre. I have interviewed a number of local people and visitors, and my conclusion and recommendation take their views into account.

Advantages

Most visitors were of the opinion that the town centre would be a quieter and more pleasant place to spend time if there were no traffic. An added benefit mentioned was a reduction in air pollution. Finally, it was thought that the roads would be safer for cyclists.

Disadvantages

According to some local shopkeepers, banning cars from the centre would damage trade as shoppers would have to park some distance away and carry heavy shopping to their cars. What is more, visitors would also have to park outside the town and this might discourage them from paying a visit.

Conclusion

Although opinion seems to be divided on the desirability of the scheme, people expressing opposition to the proposal were in a minority. I would suggest that the council press ahead with its plan as it will improve the quality of life of both residents and visitors.

- 5 Rewrite the sentences with the correct word to link them.
 - 1 Few people use buses nowadays. That doesn't mean that services should be discontinued. (Therefore / Nevertheless)
 - 2 The roads around the school are quite dangerous. Students probably wouldn't cycle to school. (However / Therefore)
 - Bus tickets are not very expensive. Buying a season ticket is even more economical. (Although / Moreover)
 - 4 It's difficult to cross the road by the school. There's a plan to put in a pedestrian crossing. (However / What's more)
 - 5 Too many parents drive their children to school. They all arrive at about the same time. (Although / What's more)
- 6 Read the task below. Write your report.

Your school has asked you for a report on transport to and from the school. Give an outline of the ways in which students get to and from school, and make recommendations for how things could be improved.

CHECK YOUR WORK



- · divided the report into paragraphs?
- · used headings to make the report clearer?
- · used appropriate linking words?
- · checked the spelling and grammar?

9

Unit map

Vocabulary

Money idioms

Shopping: verbs Online shopping

Consumerism

9A Vocabulary

Shopping

I can talk about the consumer society.

1 SPEAKING Work in pairs. Answer the questions.

- 1 Which do you prefer: going to the shops or shopping online? Why?
- 2 Who do you prefer shopping with: your family, your friends, or by yourself? Why?
- 3 Do you regard shopping as a pleasure or a chore?

2 VOCABULARY Read the shopping guide and replace the words in blue (1–15) with the correct form of the verbs below.

1 ripped off

Shopping: verbs afford budget get into debt haggle knock down overcharge overspend pick up rip-off shop around snap up splash out

Savvy shopping

Four ways to go on a shopping spree without being 'charged too much for low-quality products or ending up penniless!

Emphasis Participle clauses too mu



 Reading Playing with our emotions



Speaking Photo comparison



- Writing A letter to a newspaper
- Culture 9 Shopping with a difference



- Vocabulary Builder page 121
- Grammar Builder and Reference page 141
- Extra Speaking Task page 143

1 Make a plan

Write a list before you go and don't buy anything that isn't on it. That way, you will avoid coming home with a lot of things you don't need. 'Make' a spending plan for how much you can 'let yourself' spend and don't 'spend more money than you planned. Pay in cash and leave your plastic at home so you don't fend up owing money.

2 Compare

Check online comparison sites to find the lowest available price. *Compare the prices of goods in different shops in order to find the best price. Don't be tempted to *buya product quickly because it seems cheap, as you might find it cheaper somewhere else. If you're feeling lazy, scan the product bar code with a comparison app to see if you ang et a better deal. Finally, when you pay for something, always check your change to make sure you haven't been *charged too much.

Try something different

Go to shops that you wouldn't normally visit or go to markets. You might Youy some real bargains and even manage to "reduce the price if you try to "negotiate with the stallholder.

4 Choose the right friend

Shop with a friend who will be honest with you about what you want to buy. Avoid going with friends who will encourage you to "spend a lot of money on things you don't need.



- 3 SPEAKING In pairs, discuss the advice in the shopping guide. Do you agree with it? Can you think of another piece of advice to add?
- 4 VOCABULARY Complete the guide to online shopping with the nouns below.

Online shopping basket checkout delivery items notifications reviews track wish list



When shop	ping online, o	add 1	that interest
you to your	2	This will give y	ou time to read
opinions at	out the prod	ucts in online *_	to
see if they'r	e really worth	buying. When yo	ou add the item
to the *	, ren	nember that the	price shown
rarely inclu	des the !	cost so	it might not be
such a bar	gain Transpor	t casts will not b	e added until
you get to !	he f		have bought
the produc	t, the seller m	ight send you re	gular
7	that inform	n you about del	ivery to your
house, or yo	ou can go to	the website and	
the seeses	a af unu w avala		

- 5 SPEAKING In pairs, discuss how often you use the internet for shopping. Do you use comparison sites to compare prices? What type of things do you buy?
- 6 (04.02) Listen to four people talking about bargains they have bought. Match the opinions (A-E) with speakers 1-4. There is one extra opinion.
 - A I've always wanted one, but this is something that I couldn't afford in a normal shop.
 - B People have become more familiar with this brand since I bought it.
 - C This product is still in good condition, but I won't be able to use it any more.
 - D This was very cheap when I bought it, but the price has
 - E It was quite expensive, but I've had it for a long time and it has been a good purchase.

RECYCLE! Present perfect simple and present perfect · continuous

We use the present perfect simple and the present perfect continuous to say how long a current situation or action has been in progress.

I've lived here since 2014.

I've been watching this programme for two hours.

We do not use state verbs (have, want, like, believe, etc.) in the present perfect continuous form.

7 Q4.02 Read the Recycle! box. Then listen again and answer the questions.

- 1 Why does the first speaker think his purchase was worth paying more for?
- 2 How do we know the second speaker really loves her leather iacket?
- 3 Why is the third speaker surprised that his mobile phone battery is still 75% charged?
- 4 Why does the fourth speaker think her trainers were a bargain?
- 8 SPEAKING Work in pairs. Ask and answer the questions about bargains. Then, think of two more questions to ask your partner.
 - · What was the last bargain that you picked up?
 - · How much did it cost?
 - · How long have you had it?
 - Why do you consider it a bargain?



Grammar L Emphasis

I can use sentence structure to create emphasis.

1 Is there a problem with litter where you live? Read the opinions below. Who do you think should be responsible for reducing litter?

A load of rubbish?

One thing I can't stand is all the litter outside fast food restaurants. What they should do is employ extra staff to help clean up the streets. **Rob K**

The people that I blame are the teenagers – it's them who cause all the problems. The town where I live is full of youngsters, hanging around in gangs and leaving rubbish everywhere – it's a disgrace. Daniel

There's so much plastic packaging nowadays. All the government needs to do is force companies to use biodegraneoble or recyclable materials in their products and the problem will be solved. 3000



 Read the Learn this! box. Then find examples of each rule in exercise 1.

LEARN THIS! Emphasis (1)

- 1 We can emphasise key information in a sentence by:
 - a adding a clause with It is / was, etc. ... that ... at the start of the sentence.
 - Joe bought a tablet last weekend.
 - Joe bought a langer last weekend. It was Joe who bought a fablet last weekend. It was a tablet that Joe bought last weekend. It was last weekend that Joe bought a tablet. We often use this structure to make a contrast: It was a tablet that Joe bought, not a smurtphone.
 - b adding a clause with What.
 Kate lost her debit card.
 What Kate lost was her debit card.
 What Kate did was lose her debit card.
 What happened was that Kate lost her debit card.
- 2 We can use All (that) in the same way as What It means 'the only thing.'

I just need some money. All (that) I need is some money. They only needed to ask.

All (that) they needed to do was ask.

➤ Grammar Builder 9.1 page 141

- 3 Rewrite the sentences (1–7) to make a contrast. Begin with It and emphasise the underlined words.
- Mia isn't coming shopping with us. <u>Lara</u> is.
 It's Lara who's coming with us, not Mia.
- 2 I haven't got a credit card. I've got a debit card.
- 3 The first supermarket opened in 1916. It wasn't 1920.
- Her mum doesn't work in a store. Her aunt does.
 Many people don't want quality. They want low prices.
- 6 The sales start on Friday. They don't start today.
- 7 I blame teenagers for the litter. I don't blame the restaurants.

LEARN THIS! Emphasis (2)

We can start a sentence with a phrase that describes the person, thing, or place that we want to emphasise.

The person (that) you need to speak to is Tom. One thing (that) I really hate is consumerism.

A place (that) I'd really like to visit is Norway.

- 4 Read the Learn this! box. Then find two examples in exercise 1. How would the sentences read without the emphatic structure?
- 5 Rewrite the sentences (1–6). Begin with the words in brackets and emphasise the underlined words.
 - 1 Store loyalty cards have really caught on, (One idea ...)
 - 2 It's the directors of companies who should change. (The people...)
 - 3 Many European firms are investing in Asia. (One place ...)
 - 4 Greed drives most consumerism. (The thing ...)

all it's one that thing what where

- 5 Plastic packaging creates most waste. (The thing ...)
- 6 Self-service stores first opened in the USA. (The country ...)

6 Complete the text with the words below. Use each word once.

The 1	that annoys me most	is the litter. Clearly 2	that
some per	ople care about is conver	sience, not the environr	ment. So
3 ti	he government needs to	do is prosecute those in	volved
in anti-se	ocial behaviour. But 4	the businesses them	selves
that also	need to take more respo	insibility - for example,	the
place 1	I usually shop has i	nstalled CCTV to deter p	eople
from drop	oping rubbish autside. A	nd 6 thing they've	tried
successfu	illy in some places is put	tting up lifesize cardboa	rd police
officers.	It seems all ' some	people need is a gentl	e reminde
to act re	sponsibly.		

- 7 SPEAKING In pairs, think of different ways to complete each sentence. Then compare your ideas with other pairs.
 - 1 The places in my town that have the most litter are ...
 - 2 All we need to do to reduce litter is ...

Mark Boyle

Listening

Moneyless living
I can distinguish between fact and opinion.





- 1 SPEAKING Work in pairs, Describe the photos, Then answer the questions.
 - 1 Could you live without money?
- 2 What do you think the biggest challenge would be?
- 2 SPEAKING In pairs, read the text and give your opinions on the people's lifestyles.

These people have lived without money. Could you?

Daniel Suelo has lived in a cave in the Utah desert. USA, since 2000. He forages for food in the wild, as well as going into town and hunting for leftover food and unwanted items. He is now in his late sixties and wants people to see that you needn't be a slave to money.

Heidemarie Schwermer is in her seventies and has lived without money in Germany for over twenty years. She housesits for people and formed Germany's first exchange circle, 'Give and Take Central', where people exchange goods and services. She gives her pension money away and has written a book about her experiences. There is now a film about Heidemarie called Living without money.

Mark Boyle, an Irish business graduate, lived without money for over two years during his thirties in a caravan on a farm. He grew his own food and made his own toothpaste. He has formed the Treeconomy Community', where skills are shared online, and is currently building his first house out of straw bales.

Listening Strategy

To answer some comprehension questions, you need to be able to distinguish between fact and opinion. Listen carefully for words or phrases that may indicate whether the speaker is expressing a fact or an opinion. *------ 3 KEY PHRASES Read the Listening Strategy and the key phrases. Which do you use most often?

Introducing an opinion

in my view, ... personally, ... as I see it, ... to my mind, ... my impression is ... I've a feeling that ...

as far as I'm concerned, ... I strongly believe ... Introducing a fact

actually, ... in fact, ... in reality, ... the truth is, ... it's true that ... it's undeniable that ... undeniably, ... it's been proved that ...

- (Q4.03) Listen to the information about Daniel and Heidemarie and decide if each sentence is fact (F) or opinion (O). Write F or O. What words were used to introduce the sentences?
 - Daniel didn't always live outside society.
 - 2 The tribes used the cash for things they didn't need.
 - 3 Money was impoverishing them.
 - 4 Heidemarie's father was a successful businessman. ___
 - 5 Her family became poor for a while.
 - 6 Money had begun to define her.
- 5 4.04 Listen to three recordings and choose the correct answers (a, b or c).
 - 1 What is the purpose of the radio programme?
 - a To discourage people from some forms of saving money.
 - b To discuss how practical the advice for cheaper living is.
 - c To invite people to make suggestions on how to live more cheaply.
 - 2 The speakers agree that
 - a everyone can live as they want.
 - b some large corporations make consumers pay too much. c they should try to reuse other people's unwanted goods.
 - 3 Which of the following is stated in the lecture as an opinion. not a fact?
 - a Our consumption of consumer goods cannot continue to rise in the future as it has done in the past.
 - b Two centuries ago, people didn't spend a lot of time and thought on buying things.
 - c For most of history, leisure time was considered more important than wages.
- 6 SPEAKING Work in pairs. Discuss the questions, Support your opinion with facts. Use some of the phrases in exercise 3.
 - 1 What is your attitude to money and buying things?
 - 2 Do you think our modern consumer society is sustainable? Why? / Why not?



Participle clauses

I can use participle clauses.

- 1 SPEAKING What are some of the advantages and disadvantages of shopping online?
- 2 Read the text. Does it mention any of your ideas in exercise 1?

The downside of online shopping

Used sensibly, the internet offers an investistible apportunity for shoppers. Countless consumers sit at home every day, enjoying the convenience and cheapness of online shopping. But for high street stores struggling to compete, it's a bleek outlook. Around twenty shops a day close down in the UK, with travel agents and phone retailers among the worst affected. The environment suffers too. Having made an online order, people are sometimes not at home when the goods are delivered, so they ge sent back. When it comes to clothes, people often order three different sizes, knowing that only one will fit. All of this adds extra journeys for the delivery vars, increases the amount of packaging used and so creates more pollution.

3 Read the Learn this! box. Match the highlighted examples in exercise 2 with rules 1–5. Then rewrite them expanding participle clauses like example 1–5 below.

LEARN THIS! Participle clauses

A participle clause contains a present participle, a past participle or a perfect participle. It can be used:

- 1 to replace a relative clause.
 - a A present participle replaces an active tense.
 There were hundrede of people hoping for bargains.
 - b A past participle replaces a passive tense. Made in China, my new TV was very cheap. Note: The subject of the participle must be the subject of the other verb.
- 2 to indicate two things happening at the same time. Closing the door, I realised I'd locked myself out. (replaces While ...)
- 3 with a perfect participle to show a sequence of events. Having shopped all morning, we finally went home. (replaces After ...)
- 4 to give a reason or cause.

 Being hard up, I couldn't go abroad. (replaces Because / Since / As ...)
- 5 to express a condition.

 Spent wieely, this money will last for years. (replaces If...)
- 4 Complete the participle clauses (1–6) with the correct form of the verbs below.

-	charge keep not be pa	ay reause	spena
1	1 a deposit, she setti	ed the bala	nce a month later,
2	2I had been overcha	rged, Lasker	d to see the manager.
3	3 Customersover €5	0 will be en	tered into a prize drav
4	4 with shoplifting, he	e's likely to r	receive a large fine.
5	from the area, we didn't know the best places to vi-		
6	6 In good condition.	this product	t should last for life.

- 5 Rewrite the sentences. Start each one with a participle clause.
 - If you wash it by hand, this T-shirt should keep its colour.
 Washed by hand....
 - The bookshop opened just six months ago, then closed in November.
 - 3 Because I didn't have any money, I couldn't afford a cab.
 - Berlin's KaDeWe, which was opened in 1905, is the biggest department store in Europe.
 Online shopping has brought some benefits, but also has
 - disadvantages.
 - 6 We weren't free that evening, so we didn't go to the party.
 - ➤ Grammar Builder 9.2 page 142

LEARN THIS! Conjunctions and prepositions

Participle clauses can contain different conjunctions and prepositions, e.g. after, although, before, on, once, since, until, when, while.

On hearing the fire alarm, everyone left the building.

While not wishing to seem rude, I must ask you to leave.

Since ordering the goods online, he's changed his mind.

- 6 Read the Learn this! box. Then complete the second sentence so that it has the same meaning as the first. Use participle clauses.
 - I switched to a newer mobile and now my life is much easier.
 - Since ______, my life is much easier.

 2 After he compared the prices, he bought a bike.
 - Before ______, he compared the prices.
 3 Sal looks for bargains and often shops in charity shops.
 When ______, Sal often goes to charity shops.
 - She noticed a problem when she read the guarantee.
 On ______ she noticed a problem.
 - 5 He finally found the store after he spent ten minutes looking for it.
 - After ______, he finally found it.
 - ➤ Grammar Builder 9.3 page 142
- 7 Complete the text with the verbs in brackets forming participle clauses.
 - Internet shopping's perfect for me. \(^1\) (compare) different prices, I can be sure I've found the best deal. \(^2\) (have) to drive to the shops uses petrol and of course, \(^3\) (pay) to park in town is really expensive! Instead. \(^4\) (shop) from the comfort of my home, I have a more relaxed and enjoyable experience. There are millions of people \(^3\) (bo) the same as me every day. \(^4\) (give) time, I'm sure everybody will be doing all their shopping online.
- 8 SPEAKING In pairs, discuss which view of internet shopping you agree with most: the one in exercise 2 or exercise 7. Give reasons.

Word Skills

Money idioms

I can use money idioms.



(34.05) Listen to four people talking about money. Match the speakers (1-4) with the statements (A-F). There are two extra statements.

This speaker:

1 be

2 be

3 bea

our money!

A he

- A doesn't have any money.
- B thinks that things that don't cost very much aren't good value
- C is unsympathetic to people who spend more than they have.
- D thinks that special offers aren't always good value.
- E wants to buy something but needs to save up for it.

broke comfortably dirt hard rip rolling

- F has recently bought something for a really good price.___
- 2 Q4.05 Listen again. Complete the idioms with the words below. Which of the idioms did each speaker in exercise 1 use?

in it (= be extremely wealthy)

-off (= not be worth the price)

chean (= cost very little money)

(= have no money at all)

		0.0	criedy! cost icij ne			
	5	be	up (= have very little i	money)		
	6	be	off (= have enough m	ioney)		
1		Complete the sentences. Use each idiom from exercise 2 once in the correct form.				
	1	1 I've been invited to go skiing next month, but I'm completely so I won't be able to go.				
	2	The flights w	ere	so they all sold out in		
		minutes.				
	3	This week's lottery prize was the biggest ever. Whoever				
		picked the winning numbers will be				
	4	4 I'd lend you some cash, but I'm afraid I'm a bit				
		at the moment.				
	5	What	- we expec	ted a lot more for		

6 It's a very expensive hotel; you'd have to be quite

to stay there.

Dictionary Strategy

In most dictionaries, you can find idioms listed under the most important key word from the idiom. All idioms with

the headword are usually listed in a separate section at

the end of the entry.

· 4 DICTIONARY WORK Read the Dictionary Strategy. Then find an idiom related to money in the dictionary entry below.

killing /'kilin/ noun, adj.

· noun an act of killing sb deliberately W murder make a killing (informal) to make a lot of money quickly

- 5 Underline the words you would look up to find the meanings of these idioms 1-7. Match idioms 1-7 with definitions a-g. Use a dictionary to help you.
 - 1 tighten one's belt
 - 2 live in the lap of luxury
 - 3 make ends meet.
 - 4 pay through the nose for something
 - 5 live hand to mouth
 - 6 make a fortune
 - 7 be in the red
 - a make a lot of money
 - b live in very comfortable conditions
 - __ c pay too much money for something
 - d earn just enough money for your needs
 - e spend all your money on basic needs
 - __ f spend more money than you have in your bank account g spend less money
- 6 Complete the sentences. Use each idiom from exercise 5

once.	
1 It's difficult to	with today's high cost

of living. 2 Many hotels will this year because of

a lack of tourists. 3 Without , I won't be able to afford a

new phone. through her website, she was 4 Having a millionaire in six months.

5 Because of the recession, thousands are

6 Not all celebrities	Some are not so
well off.	

for it, but I just had to buy it!

7 SPEAKING Work in pairs. Using money idioms, tell each other about:

- 1 something you paid through the nose for.
- 2 which shops you think are a rip-off.
- 3 something you bought that was dirt cheap.
- 4 someone who has made a fortune.

Reading

Playing with our emotions

I can understand an article that discusses advertising techniques.



1 SPEAKING Work in pairs. Discuss the questions.

- 1 What do you think the purpose of advertising is? Can it have more than one purpose?
- 2 In what ways do you think people are influenced by advertising?
- 2 Read the article. Do you agree with the conclusion of the

Reading Strategy

Read the missing sentences carefully before you match them with the gaps in the text. Look at the parts of the text before and after each gap, and try to find words that may link them to the sentences, for example synonyms, paraphrases, opposites, or pronouns.

- 3 Read the Reading Strategy and the article again. Match sentences A-F with gaps 1-4. There are two extra sentences.
 - A The internet is full of websites where brand fans can go online and talk with other fans about their enthusiasm for the products they buy.
 - B After more research, the advertisers' answer to that question was a clear 'yes'.
 - C Adverts aimed at tired working mothers show superwomen who are completely in control of their families and professional lives thanks to the products they use.
 - D However, contrary to what most of us believe, when we go shopping we are controlled by our hearts, not our heads.
 - E They know that most consumers know exactly what they want before they go shopping
 - F Advertisers take unpleasant problems and make them seem far worse, but then offer miracle solutions for them.

4	Read the article again and tick of the advertising techniques which are mentioned. Then number them in the order they
	are mentioned.

- Music is used to help us remember products.
- 2 A slogan is repeated and repeated during an advertisement.

ter with

- 3 Advertisers try to link their products to the success of
- 4 Advertisers appeal to our finances by making special offers of giving away free gifts.
- 5 Unimportant difficulties are given importance and then
- 6 We are told that by using certain products we will appear richer and more successful than others.
- 5 VOCABULARY Complete the sentences (1-8) with the highlighted words from the article in the correct form.

Advertising

- 1 'Impossible is nothing' was first said by the boxer Muhammad Ali and then used as an advertising by a sports company.
- 2 Today. want more information about what is in the products that they are buying. from that advert, but I can't help
- whistling or humming it all the time! 4 That actor gives more for products in
- adverts than he makes films!
- 5 I've stopped watching films on TV because of all the that interrupt them. 6 The supermarket's own are cheaper than
- the well-known ones.
- 7 They invited the press to the of the company's new range of computers.
- 8 They have put the sponsor's name and across the players' shirts.

6 SPEAKING Work in pairs. Discuss the questions.

- 1 Which advertising methods mentioned in the article do you think are the most effective with teenagers? Why?
 - 2 Would you like to work in the advertising industry? Why? / Why not?
- 3 Have you ever bought something because you saw it advertised? What do you think made you buy it?
- 7 PROJECT Work in pairs. Prepare an advert for a real or imaginary product. Decide who the product would be aimed at. Say what advertising techniques and media you would use. Vote for the best advert in the class.



4.06

Ask an advertiser what their job involves and they'll probably tell you that they prepare the launch of new products and then inform consumers about them. Surprisingly, many consumers are willing to accept this explanation because they think that shopping is a rational activity. 1_ As a result, advertisers bombard us with images and messages that try to create an emotional link between us and their brands. To encourage consumers to splash out on their products, advertisers divide society into groups, and commercials with different emotional messages are created and targeted at each group, 2 parents are persuaded to buy medicines and toiletries for their children by people dressed in white costs 15 who use 'facts' to demonstrate that their products have passed a number of 'tests' easily. Are they doctors, dentists, or scientists? Who were the 'tests' done by? We are never told and we never ask, which is exactly what advertisers want, otherwise we would

on discover that there is little scientific evidence to support their claims. Commercials for 'cures' for grey hair, wrinkles and skin problems are a perfect example. A seriouslooking grey-haired man looking sadly in the bathroom mirror suddenly finds himself on a beach with an attractive woman once he has stocked up on the advertiser's product and dyed his hair. The same positive transformation occurs in young people's social lives when they use the 'right' product. The message is clear: use our goods and you'll enjoy life. Music is also used to connect with our emotions. lingles often accompany TV and radio commercials, but they aren't added just to make them more attractive. What the jingles do is activate our memories. Go into any nursery class and you'll find

35 young children learning the alphabet or multiplication

tables in maths by singing or chanting. Teachers have

known for years that singing short sentences helps us

Advertisers are also willing to invest large sums of money in promoting brands by getting famous people to provide endorsements for their products. The media has converted sport, music and entertainment celebrities into heroes and many of them are admired and respected for the success that they have achieved. Advertisers know that people rarely talk about what their perfumes or trainers are made of, but do discuss Mila Kunis's great new film, Lionel Messi's latest fantastic goal, or Shakira's recent amazing concert. In other words, people talk about emotional experiences and advertisers hope that the people who produce these emotional experiences will increase the popularity of their brands dramatically. Our emotions are constantly being studied by advertising agencies as they search for new ways to manipulate them. A study of car owners that took place a few years ago discovered that the owners talked about their cars in the same way as members of a cult: a small, sometimes secret group whose beliefs are considered strange and extreme by other people. As a result, advertisers studied cults and found out that their members were looking for something to belong to and a meaningful life. 'Could they turn brands into cults?' the advertisers asked themselves.4 And people's emotional connection to brands can also be found in the real world. Walk along any city street and you'll find people dressed in clothes covered in manufacturers' slogans like Nike's 'Just do it' and logos such as

Adidas's three stripes. Perhaps the answer to the

advertisers' question is 'Yes, they can.'

memorise things and advertisers use simple songs to

help us remember the names of products. They don't

even mind if the jingle annoys us. Annoying jingles

than tunes that we actually like.

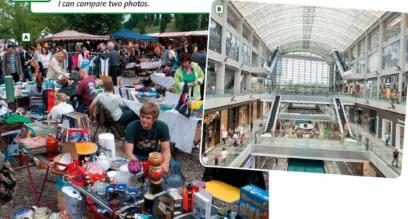
have been shown to stay in our memories for longer

60

Speaking

Photo comparison

I can compare two photos.



1 SPEAKING Work in pairs. Compare the photos and say what you might buy in each place.

Compare the photos and say which place would be better for buying a present for a friend.

- 2 Q4.07 Read the task above. Then listen to a student doing the task and her answer to the examiner's follow-up question. Answer the questions.
 - 1 Which place does the student choose to answer the task?
 - 2 What reasons does she give for her choice?
 - 3 What further question is the student asked?
 - 4 What answer does she give?
- 3 SPEAKING Work in pairs. Answer the questions.
 - 1 Do you agree with the place the student chose to answer the task? Why? / Why not?
 - 2 Which place would you prefer to go shopping? Why?

Speaking Strategy

When performing the task, it is important that you have useful language ready at your disposal, for example:

- · Introducing opinions: In my view, ...
- · Making additional points: Not only that, but ...
- · Giving examples: ... for instance, ...
- · Introducing contrasting points: However, ...
- · Gaining time: That's an interesting question.
- 4 Read the Speaking Strategy. How many more formulaic phrases can you think of for each function?

- 5 Q4.07 Listen again and answer the questions.
 - 1 How well do the students use the advice in the Strategy?
 - 2 Which formulaic phrases do they use?

1 The reason I

12 Thinking about it, I.

2 The

- 6 4.08 Listen to another student doing the task on his own. Answer the questions in exercise 2 about him.
- 7 KEY PHRASES Complete the phrases with the words below.

another argued arguing definitely main opinions reasons suppose sure thing think top Justifying your opinion

reason is that ...

that is ...

that

3	For one		
4	POLICE CONTROL OF THE PARTY OF	_thing is	
5	On	of that	
6	1	think that is b	etter, because
7	For those	, I think	that
Ex	pressing a te	ntative opinion	
8	Idon't have	any strong	either way
9	I'm not	about th	at. Let me think.
10	It could be	that	re.
11	There migh	t be a case for	that

- 8 4.08 Listen again. Which key phrases from exercise 7 does the student use?
- 9 SPEAKING Work in pairs. Turn to page 143 and do the speaking task. Use words and phrases from this lesson.



Writing

A letter to a newspaper

I can write a letter about solutions to a problem.

- 1 SPEAKING Work in pairs. Discuss the questions.
 - 1 Do you shop in shopping centres? Why? / Why not?
 - 2 Are there any problems with petty crime in your area?

A newspaper recently published an article about an increase in crime in the local shopping centre, suggesting that young people hanging out there are mostly to blame. Write a letter to the editor where you express your opinion of the article, and suggest ways in which people / shops could prevent petty crime.

- 2 Read the task above. How would you answer the question? Make notes on your ideas.
- 3 Read the letter and answer the questions.
 - 1 How many paragraphs are there in the letter?
 - 2 What is the topic of each paragraph?
 - 3 How do the writer's ideas differ from yours in exercise 2?

Writing Strategy

Use synonyms and paraphrases to avoid repeating the same words too often, for example: very angry = furious.

- 4 Read the Writing Strategy. Match the highlighted words in the text with pairs of words below that have a similar meaning.
 - 1 submit / put forward
 - 2 cut / slashed
 - 3 made clear / claimed
 - 4 growth / rise
- 5 certain / undeniable
- 5 In the letter, find words from exercise 4 that the writer uses in order to avoid repeating each of the highlighted words.
 - > Vocabulary Builder Synonyms: page 121
- 6 SPEAKING Read and discuss the task below in pairs. Make notes on each element of the task.

A newspaper recently published an article about an increase in petty crime levels in cities, blaming a general obsession with consumerism. Write a letter to the editor where you express your opinion about this, suggesting ways to decrease the levels of petty crime.



Dear Sir/Madam.

I am writing in response to the article about rising crime in our local shopping centre. It stated that there was an increase in theft, shoplifting and vandalism and claimed it was because of teenagers spending a lot of time there.

I'd like to say that I strongly disagree with the assumption that it is teenagers who are at fault here. I feel that it is always young people who are blamed without there being any actual evidence. It is true our local council's spending has been reduced. Therefore there have been cuts in youth activities, and teenagers do meet up more at the shopping centre. However, this does not mean that they are criminals. To my mind, there could be other reasons why petty crime has increased. It is undeniable that the country's economic situation has worsened and this must surely be a factor in the rise in crime.

I would like to suggest some ways of improving the situation. Firstly, the shopping centre should invest in more security cameras, which would help identify the actual criminals. Secondly, why aren't there more security guards in the shopping centre? If there were, it would really deter shoplifters from stealing things. Finally, if the council would prefer young people not to meet in the centre, they should find some money for alternative venues for them. Then teenagers can no longer be held responsible for petty crime.

I believe that the measures I am putting forward would go some way towards reducing crime in our shopping centre. Yours faithfully,

Sophie Bennett

7 Use your notes in exercise 6 to write your letter to the newspaper.

CHECK YOUR WORK

- · covered both elements of the task in your letter?
- · started and finished your letter correctly?
- · used synonyms to avoid repetition where possible?
- · checked the spelling and grammar?

Exam Skills Trainer

Reading

Strategy

In a true, false, not given task the information in the text appears in the same order as the statements. Read the text and find the part that matches each statement. If the information you need to answer a question is not in the right place in the text, you know the answer to that statement is 'not given' (NG).

- 1 Read the Strategy above and the first paragraph of the text in exercise 2. Which of the statements a-c contains information that is not given (NG)? Are the other two statements true or false?
 - a The day of the experiment was chosen carefully.
 - b The products on sale were quite pricey.
 - A wide range of different coloured T-shirts were available.
- 2 Read the whole text and the statements below. Are the statements true, false or not given? Write T, F or NG.

Consumers with a conscience

Who wouldn't jump at the chance of purchasing a T-shirt for €2? That is exactly what a recent social experiment set out to discover on the annual Fashion Revolution Day. But there was more to the research than that. Would knowing how the garment was produced make a difference to the buyer's decision?

The venue was Alexanderplatz, a busy square in Berlin frequented daily by thousands of shoppers. The T-shirts were dispensed by a turquoise vending machine strategically placed in the middle of the square. When customers inserted their money, they were first asked to specify the size of the T-shirt nothing new there. But right after that, a video flashed onto the screen documenting the conditions endured by the workers who made the clothes. It finished by asking if the potential buyer still wanted the T-shirt and offered them two options to choose from: to buy or to donate.

The shoppers were not expecting the images that appeared in the video. It started with the words: 'Meet Manisha, one of millions making our cheap clothing for as little as thirteen cents an hour each day for sixteen hours.' The camera then went on to zoom in on Manisha herself, a woman hunched over a sewing machine, like countless others, sitting in lines in front of her, behind and to either side. Their workplace was a huge, badly-lit room with filthy windows and a cracked ceiling, a textile factory not unlike many others in Asia. The factory resembled those on the upper floors of the Rana Plaza, a building in Bangladesh that collapsed in 2013, killing over a thousand workers who were trapped inside. Small wonder then, the shocked looks on the faces of those who were glued to the screen.

So, what of the experiment? How many T-shirts were sold? Far fewer than you might suppose. The vending machine managed to get nine out of every ten shoppers to donate their money instead of buying the T-shirt, revealing how little people know about who makes their clothes and in what conditions. On a more positive note, the experiment resulted in the potential buyers becoming more responsible shoppers. What is more, the findings show that more efforts like this could help improve textile workers' working conditions all over the world.

- The aim of the experiment was simply to find out how many people would buy the T-shirts.
- 2 The vending machine in Alexanderplatz was clearly visible to the public.
- 3 Customers were not allowed to purchase a T-shirt after the video had been shown.
 - 4 The woman featured on the video said a few words to the camera.
 - 5 There was a serious accident at a factory like the one shown in the video.
 - 6 Customers who saw the video reacted with indifference.
 - 7 The organisers were pleased with the results of the social experiment.
- 8 According to the writer, the experiment was a complete failure.

Listening

Strategy

In multiple-choice questions, the options can mention something similar to what you hear in the recording. Sometimes the option suggests something happens all the time whereas the recording states that it only occurs occasionally or often.

3 Read the Strategy above. Then read the short extract and the question below it. Which option is correct? Why is option B wrong?

My friend Suzanne always seems to be wearing something new anyone would think she went shopping all the time! The truth is that she's extremely resourceful and she makes a lot of her clothes herself. She has been known to borrow things from her sisters too. The only time she buys clothes is when there's a wedding or something.

The speaker's friend ...

- A spends a lot of money on clothes.
- B always makes her own clothes.
- C usually wears her sisters' clothes.
- D is good at sewing.
- 4 4.09 You will hear an interview with Gina Hansom about the future of shopping. Choose the correct option, A, B, C or D.
 - 1 Gina Hansom predicts that the malls of the future will have more
 - A places to eat out.
 - B areas open to the sky.
 - C free-time facilities
 - D shopping opportunities.
 - 2 Gina suggests that the main reason that shoppers are turning to malls is because they

A want to avoid unpredictable situations.

- B prefer spending time inside than outside.
- C can go there with all of the family.
- D can do all sorts of different activities there.

Exam Skills Trainer

- 3 According to Gina, handcrafted products will
 - A probably take over from factory-produced goods.
 - B occupy a significant, but small segment of the market.
 - C only be available on the internet in the future.
 - D not be popular forever.
- 4 Clothes shopping will be different in the future because shoppers will
 - A no longer be able to take items back to the shop.
 - B be guided around stores by interactive robots.
 - C have a wider variety of garments to choose from.
 - D no longer have to check that clothes fit.
- 5 Gina states that the main benefit of shopping by smartphone is
 - A speed.
 - B convenience.
 - C price.
 - D choice.

Use of English

Strategy

A banked cloze task can test your knowledge of phrasal verbs. Always record new phrasal verbs with a definition and example sentence in your vocabulary notebook to help you remember the meaning.

- 5 Read the Strategy above. Then match the phrasal verbs 1-5 with the definitions a-e.
 - 1 pick up 2 splash out
- a make time for someone b resign from a post
- 3 squeeze in
- 4 step down
- 5 think up
- c spend a lot of money
- d invent a plan
- e buy something cheaply
- 6 Complete the text with eight of the phrases below.

campaign make ends n				
Supermarkets				the
price of food				ssible for
customers to		a barga	in. Even so,	a lot of
food is thrown				
1	against fo	od waste in	France, the	country
has become th	ne first in the	world to b	an supermar	kets
from throwing councillor Ara	sh Derambars	h, who suc	ceeded in pe	rsuading
200,000 peop				
parliament. Th				
to s			by collectin	
food from his who were 6			istributing it he people wh	
from the sche				
homeless. Nov pass a similar	v, Derambarsh law to help p	is hoping	to persuade	the EU to

Speaking

Strategy

In a picture comparison and discussion task, you are expected to use a range of cohesive devices to link your ideas together. These are words or phrases which indicate things such as contrast, purpose, reason and result.

......

- 7 Read the Strategy above. Use one of the categories to label the words and phrases 1-4.
 - ____: as a result, consequently, so, therefore as, because, because of, due to, owing to, since
 - : in case, in order to, so as to, so that, to : although, but, despite, however, in spite of, though
- 8 Compare and contrast the photos which show difficult weather conditions. Include the following points:
 - · where these conditions often occur
 - what difficulties the conditions can cause
 - how people can deal with these difficulties





- In pairs, discuss questions 1 and 2 below. Use evidence from the photos in your discussion, if possible.
 - 1 To what extent do you think human activity is responsible for the increase in extreme weather conditions?
 - 2 How do you think these conditions can be prevented?

Writing

up

The layout of a report must be very clear. The report itself should have a title, and each of the sections should have a subtitle.

- 10 Read the Strategy above. Number the subtitles in the order they should appear in a report.
 - Current situation Recommendations
 - Introduction Factors affecting people
- 11 Read the task below and write your report.

The head teacher of your school is concerned that none of the students seem to be using the library. You agree to write a report describing the existing situation, including factors which discourage people from using the library and recommending ways of attracting more students.



- 1 SPEAKING Look at the photo. What are the people doing? Would you like to be an actor? Why? / Why not?
- 2 Read the text. What three things does it mention that a RADA student learns?

RADA

Q4.10

- Becoming a truly great actor requires talent, hard work and hours of study. In Britain, the Royal Academy of Dramatic Art (RADA) 1 trained and produced many of the country's most
- famous actors since it was established in 1904, but just how does RADA turn passionate young hopefuls into respected professionals?
- B One of the methods RADA teaches is the Stanislavski acting technique. The technique was the famous Russian actor devised 2 Konstantin Stanislavski in 1911, after he had been performing in theatres 1 over thirty years. It requires actors to really live the role that they are playing. The actors not 1 have to learn the lines that they have to say, but also 15 recreate everything about the character's life.
 - C But if modern audiences would be surprised to discover that students learn an acting technique that is over a century old, they might 5
- astonished to discover that they also study a form of theatre that has been around for over two millennia: Greek tragedy. The Greeks used to study playwriting and acting and produced some important theoretical works on the subject. Their ideas are still
- considered very relevant today and anybody wants to obtain a degree from RADA has to study them.
- D RADA students also spend many hours training their voices and learning * use their bodies to communicate in the same way that a musician
- learns how to play an instrument. A RADA student's objective is to use their creativity to transform written words into a three-dimensional character. Evidently, becoming an actor is *
- serious business and definitely not for people who are only interested in fame.



- 3 USE OF ENGLISH Complete the text about RADA. Write one word in each gap.
- 4 Q4.11 Listen to an interview about how actors prepare for their roles. Match the people (1-3) with the things that they did (A-C).
 - Konstantin Stanislavski
 - 2 Meryl Streep
 - 3 Leonardo DiCaprio
 - A studied psychiatric patients
 - B prepared a list of questions
 - C prepared for a film about the Second World War
- 5 Q4.11 Listen again. Are the sentences true or false? Write T or F.
 - Copying certain emotions is not so difficult for actors.
 - 2 The Stanislavski system involves actors asking themselves questions about their own acting ability.
 - 3 Meryl Streep studied a foreign language.
 - 4 Meryl Streep wanted to read poetry in a foreign language.
 - 5 Leonardo DiCaprio met people who had had experiences that he wanted to recreate in a film.
 - 6 Leonardo DiCaprio visited a psychiatric hospital on an island to prepare for a film. _
- 6 SPEAKING Work in pairs. Discuss the questions (1-2). Use the ideas below to help you.
 - build confidence cause embarrassment develop communication skills feel uncomfortable understand human behaviour
 - 1 Do you think drama should be a school subject for all students, or just a hobby for those who are really interested?
 - 2 What skills do you think you can learn from studying drama and how useful are they in real life?
- 7 INTERNET RESEARCH Find out how your favourite actor / actress started their career. Did they study drama? Where? What was their big break? Then share your information with the class.

The Longitude Prize

- 1 SPEAKING Work in pairs. Think of three important problems that the world faces today. How do you think we can solve them?
- 2 Read the text. What solution did the British government suggest for a problem in the 18th century? Was it successful?
- 3 Read the text again. Answer the questions.
 - 1 What was the situation that the British government decided to deal with?
 - 2 Why did the government think it was necessary to interest the best scientists in Britain?
 - 3 What surprised people about the winner of the Longitude
 - 4 Why didn't sailors use mechanical clocks to calculate their positions?
 - 5 Why do you think the successful sea clock was called H4?
 - 6 How was the challenge for the new Longitude Prize decided on?
- 4 SPEAKING Work in pairs. The Longitude Prize is a prize for anyone that can solve one of the problems in the list. Which one would you choose to be the challenge for the new Longitude Prize? Why?

THE LONGITUDE PRIZE CHALLENGES

Flight - How can we fly without damaging the environment? Food - How can we make sure everyone has nutritious. sustainable food?

Antibiotics - How can we prevent the rise of resistance to antibiotics?

Paralysis - How can we restore movement to disabled people? Water - How can we provide access to safe and clean water for everyone?

Dementia - How can we help people who are losing their memories and other mental abilities?

- 5 4.13 Listen to a podcast, Which problem from exercise 4 was chosen as the challenge for the Longitude Prize?
- 6 Q4.13 Listen again. Choose the correct answers (a-c).
 - 1 On the podcast, they begin by talking about what happened
 - a on a TV programme. b on a podcast.
 - in a government debate.
 - 2 The prize is being offered to
 - a any scientist. b government scientists.
 - c famous scientists.
 - 3 Dr Kenny uses the example of the warplane to demonstrate that the prize money
 - b is reasonable. a is a lot.
 - c isn't so much.
 - 4 World health organisations are worried that antibiotics
 - a endanger people's lives. b are less successful.
 - c have become unnecessary.



Q 4.12

On a stormy night in 1707, four ships struck rocks off the south coast of England and sank. One thousand, four hundred sailors were drowned. The ships had crashed because they had no way of knowing how far they had

- travelled in a particular direction; they could not calculate their longitude, which required accurate time measurement. It was the most serious in a series of accidents at sea, and a stunned British government decided to act. In such difficult circumstances, they believed that the best response to the
- to disaster was a competition: the Longitude Prize.

The Longitude Prize was no ordinary competition. To win it, someone had to find a way of calculating how far a ship had travelled east or west from its point of departure. Geniuses such as Sir Isaac Newton had failed to find a solution, so to

- 15 ensure the interest of Britain's greatest scientific minds, the government offered a prize of \$20,000 - the equivalent of \$2.6 million in today's money. But to everyone's surprise, it wasn't a famous academic who solved the problem, but an unknown carpenter.
- 20 When John Harrison wasn't working with wood, he was making clocks. An accurate clock would allow sailors to calculate their position, but at the time it was thought impossible to create a mechanical clock that could work on a ship. The movement of the sea and the changes in
- 25 temperature destroyed the delicate parts. However, after three frustrated attempts, Harrison's fourth sea clock, H4, finally triumphed. Its mechanics were so good that the H4 worked better than most clocks on land.
- The Longitude Prize and Harrison's success generated a lot 30 of interest in the 18th century, but it was soon forgotten. However, in 2013, the British government created a new Longitude Prize, offering \$10 million to the person who could solve a great challenge to humanity. An enthralled public then took part in a TV programme where viewers chose one
- 35 challenge from a list of six for scientists to focus on. The question now is, will someone be able to solve it just as well as Harrison solved the challenge presented to him?
 - 5 If nobody wins the challenge, in the future, doctors may not be able to
 - a carry out some types of surgery.
 - b treat patients for certain illnesses.
 - c work in hospitals.
- 7 SPEAKING Work in pairs. What important problem in the world would you add to the list in exercise 4?
- 8 INTERNET RESEARCH Find out if someone has won the Longitude Prize 2014. If they have, who are they? If they haven't, what is the current situation? Share your information with the class.

Erasmus

- 1 SPEAKING Work in pairs. Where would you like to study abroad for a year? Why would you choose that country? What would you study?
- 2 Read the text. How have the experiences of a 15th century student influenced university students in the 21st century?

The Erasmus programme

New friends, new experiences and the chance to learn a new language — that's what one young Dutch student from Rotterdam was hoping to find when he set off around Europe to study. He was keen to learn as much as he could. He started at the Collège

- 5 de Montaigu at the University of Paris before moving on to the University of Cambridge, where his work was so impressive that his professors even suggested that he should stay and teach. The Dutch student, however, was determined to continue with his journey and left for the University of Turin in Italy, Obviously, he
- 10 was a student from a wealthy family, you might think. Well, no, the student in question was a poor orphan called Erasmus, travelling between the years of 1495 and 1506.
 - Students in the 21st century aren't in a position to spend ten years of their lives touring European centres of learning. Nonetheless,
- is if someone really wants to fulfil their dream of studying abroad, there has never been more opportunity. One of the reasons for this is the European Union's education programme named after the Dutch student mentioned above. Erasmus is an ambitious educational programme which aims to promote cooperation
- 20 between European students and European institutions of higher education. Since its launch in 1987, over 5 million European students have taken advantage of it.
 - Students on the Erasmus programme can spend from three months to an academic year at a university in another European country. They
- 25 do not have to pay any extra fees to the host university, and they can apply for a grant to help them with the cost of accommodation.
 - The 250,000 Erasmus students that take part in the programme every year have a great time and return home not only with new skills, but also more mature, independent and confident. So if
- 30 you're dreaming of going to university in the future, why don't you include a year on the Erasmus programme in your plans?

- 3 Read the text again. Answer the questions in your own words.
 - 1 What three aims did the young student from Rotterdam have?
 - 2 What happened to him in Cambridge?
 - 3 What is the difference between students today and Erasmus?
 - 4 How does the Erasmus programme work?
 - 5 How does the Erasmus programme help students financially?
 - 6 What benefits do students get from taking part in the Erasmus programme?
- 4 Q4.15 Listen to a radio report about sport scholarships in the USA. Which two sports do they talk about?



- 5 Q4.15 Listen again. Decide who the sentences refer to, Sean or Matt, Write S or M, or S/M for both.
 - He has already received financial help.
 - 2 His parents will pay \$40,000 a year for him to go to university.
 - 3 He doesn't think he knew enough about sport scholarships.
 - 4 He won't get any more money if he plays badly. _
 - 5 His parents would like financial help to pay for university.
 - 6 He wins an important match.
- 6 SPEAKING Work in pairs. Imagine you are going to study abroad. Look at the list of things to do before leaving and decide which three are the most important. Compare your chicke with your partner's. Do you agree? What ideas of your own can you add to the list?

Before you go ...

Learn a few essential phrases in the language of the country you are going to visit.

Search the internet for the best places for entertainment in your new home town.

Pack some drinks or food that you like in case you can't find them in your new country.

Find out where the embassy of your country is and how to contact them in case of an emergency.

Check they use the same electrical plugs in the country that you are going to.



Aborigines and Maoris

- 1 SPEAKING Look at the two photos. What do you know about the Aborigine and Maori cultures?
- 2 Read the text. What two customs do the texts mention?
- 3 USE OF ENGLISH Complete the text. Write one word in each gap.

Q 4.16

Anybody who is hoping to have new experiences when they visit Australia or New Zealand should meet the original inhabitants of two countries, the Aborigines and the Maoris. However,

5 both cultures have experienced similar problems caused by the arrival of Europeans to their lands, the Aborigines and the Maoris are very different.

The Aborigines

The Aborigines have one of the oldest surviving cultures in to the world. It is more ! 60,000 years old, and during this period of time, they have formed hundreds of tribes that have developed different customs and around seven hundred different languages. In 1971, a flag designed to represent all the Aborigine

is tribes and help unite them.

The Aborigines hold a lot of ceremonies to celebrate different events, but one of the most important to nearly of the tribes is the 'walkabout'. It might seem like an adventure to people from other cultures, but

20 the walkabout involves boys aged thirteen sleeping rough for as long as six months in the Australian desert. They spend the whole time alone and * to hunt for food to survive. Once the walkabout period has finished, they are welcomed back by their village, which celebrates the arrival of as a new man in the community.

The Maoris

The Maoris arrived in New Zealand from East Polynesia in the second half of the 12th century. The Magris all speak language and share the same customs. and this has helped them to have a strong presence in

nodern New Zealand, Maori is one of the country's two official languages. Maoris believe that all natural things and living things are connected, and modern Maoris are very concerned 8 the protection of the environment. One important aspect of Maori culture is Ta moko - tattooing.

ss Both men and women can have tattoos * bodies or their faces. The tattoos represent the family or tribe that they belong 10_ The designs are very intricate and are now inspiring a lot of the designs of tattoo artists around the world.

4 Read the text again. Write A for Aborigines or M for Maoris.

Which people ...

- 1 involve both females and males in a ritual?
- 2 are interested in ecology?
- 3 tried to symbolically unite their different groups?
- 4 might have problems understanding each other?
- 5 visually display their association with certain people?
- 6 expect teenagers to be able to look after themselves?







- 5 Answer the questions in your own words.
 - 1 Why do you think the creation of a flag was useful for the Aborigines?
 - 2 Why is 'walkabout' so important?
 - 3 Why are Maoris so interested in looking after the
 - 4 How would you be able to know what tribe a Maori adult belongs to?
- 6 34.17 Listen to a radio interview. What is Nikau's attitude to his own culture? Is he proud, indifferent, concerned, or ignorant? How do you know?
- 7 Salar Listen again and answer the questions.
 - 1 What does kig org mean?
 - 2 What does whenua refer to?
 - 3 What type of holiday do a lot of tourists go on in New Zealand?
 - 4 Which sport are Maoris good at?
 - 5 What is a haka?
- 8 SPEAKING In pairs, discuss what you think about the customs of 'walkabout' and 'Ta moko'.
- 9 INTERNET RESEARCH Work in pairs. Find out five more facts about the Aborigines or five more facts about the Maoris. Explain the facts to your partner.

Race relations

1 SPEAKING Work in pairs. Discuss the guestions.

- 1 What different ways of protesting can you think of?
- 2 What recent protests have taken place in your country, or in other countries?

2 Read the text and say which things the Freedom Riders did.

- The Freedom Riders broke the law.
- 2 They won the support of civil rights leaders.
- 3 They attracted a lot of media attention.

4.18

Freedom Riders

After the Second World War, African Americans who had served their country were not willing to return to a segregated society, where they would not be allowed to make use of the same public services, educational facilities

- 5 and transport as white Americans. America was aware that change was necessary, but for many citizens, both black and white, it wasn't changing fast enough, especially in the south.
- In 1960, the Supreme Court had ruled that African to Americans had the right to use the same facilities as white people when travelling across the country. However, black people still faced hostility and racism in the south.
- At coach and rail stations in states such as Alabama, Mississippi and Louisiana, black travellers found signs in is waiting rooms and restaurants that said "Whites only. These
- signs openly broke the laws of the country, but President Kennedy's government was more worried about the nuclear threat from the USSR than domestic issues.
- As a result, a civil rights organisation called the Congress 20 of Racial Equality (CORE) decided that if they couldn't count on the government to enforce the law, they would force the country to sit up and notice the unconstitutional behaviour of the southern states. Thirteen people, black and white, were chosen to travel on two coaches from
- 2s Washington, D.C. to New Orleans in Louisiana in the Deep South. The objective was to see what would happen when the African Americans attempted to exercise their rights in the southern states.
- 30 However, not everybody in the civil rights movement thought the trip was a good idea. Neither Martin Luther King nor other prominent leaders thought that the Freedom Riders, as they became known,
- 3s would arrive safely at their destination, and told them to call it off. Despite these warnings, on 4 May 1961, the thirteen volunteers boarded two coaches with three journalists and set off on a trip that would 4b become front page news around the world.

- 3 Read the text again and answer the questions.
 - 1 What did African Americans not want to experience again after the war?
 - 2 What did some citizens think of the changes taking place in American society?
 - 3 Why was there a problem with the Supreme Court's decision about transportation?
 - 4 Why didn't the Kennedy government show much interest?
 - 5 What was CORE's objective?
 - 6 Why were some prominent civil rights leaders against the trip?

4 Q4.19 Listen and match the events (1–5) with the towns on the map (A–E).

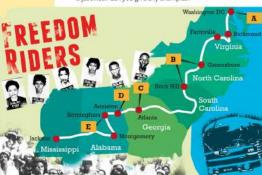
- 1 The local police allowed a crowd to violently attack the Freedom Riders at the coach station.
- The Freedom Riders received several days of training in how to deal non-violently with aggression.
- 3 One of the coaches was attacked and firebombed by around two hundred white men. ____
- 4 The Freedom Riders felt people were trying to avoid problems.
- 5 Martin Luther King met them.

5 Q4.19 Listen again. Are the sentences true or false? Write Tor F.

- The Freedom Riders thought they were well prepared.
- 2 The Freedom Riders were attacked in Rock Hill.
- 3 Martin Luther King warned them about the next stop on their journey.
- 4 A policeman acted to stop the crowd in Anniston. _
- A local police chief promised to protect the Freedom Riders.
- 6 The racist signs were removed.

6 SPEAKING In pairs, discuss the questions about protest.

- 1 Do you think peaceful protests have any effect on governments? Why? / Why not?
- 2 Would you have joined the Freedom Riders or an organisation like it if you had suffered injustice? Why? / Why not?
- 3 Are there any circumstances when you think violent protest is justified? Can you give any examples?



Healthy cities

- 1 SPEAKING In pairs, say what health problems living in a city might cause.
- 2 USE OF ENGLISH Complete the article about London. Write one word in each gap.
- 3 Match questions 1-6 with paragraphs A-C.

Which paragraph talks about ...

- 1 future plans?
- 2 something coming back to life?
- 3 people dying?
- 4 an attempt to stop something from happening again?
- 5 charging people so that everyone's lives would be improved?
- 6 something that has received awards?
- 4 421 Listen to a radio programme about London's sewers and answer the questions.
 - 1 What dangers did the reporter expect to meet in the
 - 2 What causes the biggest problems for the maintenance teams?
- 5 (342) Listen again and answer the questions.
 - 1 How many kilometres of sewers are there?
 - 2 What caused the pollution in the River Thames?
 - 3 What made the politicians feel nauseous?
 - 4 What does 90% of the liquid in the sewers consist of?
- 5 What are less common in the sewers than many people
- 6 Where does a lot of the fat come from?
- 6 SPEAKING In pairs, discuss which three projects you would choose to make your home town cleaner, healthier and more attractive. Give reasons for your choices.
 - · Create more parks, green spaces, etc. in the city.
 - · Build more leisure facilities such as sports centres, swimming pools, theatres, etc.
 - · Provide more youth activities such as after-school clubs.
 - Promote transport initiatives such as bicycle lanes. bicycles for rent, etc.
 - · Restore old buildings, etc. in the city.
 - · Build more health centres and hospitals.





Revolution began, London has suffered badly from the effects of pollution. Recent efforts to make the city cleaner, however, are turning it into one of the world's

least polluted major cities.

A RIVER FILLED WITH LIFE

For years, the River Thames was a health hazard because of pollution, and in 1957 it 1 declared biologically dead. Half a century later the Thames has won international prizes for

10 rivers that have 2 restored. There are now hundreds of different types of animal and bird feeding on its banks, over 125 different species of fish swimming beneath its surface, and even seals and dolphins have swum up the river from the coast to visit the centre of the city.

B THE GREAT SMOG

Since the beginning of the Industrial Revolution, Londoners had _ suffering from coughs and chest. infections caused by smog, which is a combination of smoke and fog. However, when the smog of December 1952 caused four

20 thousand deaths in one week, the government finally realised that something had to 4 done. A series of dean-air laws were passed to avoid a repeat of the tragedy, and 5 then the quality of London's air has improved greatly, although there is still plenty of work to do.

* C PAYING TO DRIVE

At the beginning of the new millennium, because of the number of vehicles, traffic in London was moving at the same speed that it moved at a hundred years before, when people travelled in horse-drawn carriages; just 16 km/h. To improve journey

so times and the quality of London's air, a daily charge of £5 was introduced in 2003 for all vehicles being driven in the city. Not did the number of cars on the roads immediately drop by 15%, but also the number of people cycling increased by 49%, so people benefitted * cleaner air and more

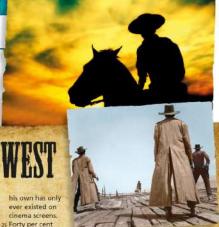
35 exercise. In the last decade, the number of vehicles in central London has fallen by a further 30% and plans to reduce the number of parking spaces for cars will probably cause it to drop again.

Cowbovs

1 SPEAKING In pairs, choose the words that you think best describe a cowboy.

aggressive cooperative dangerous honest independent mean short strong tall weak

2 Read the article. Do the words that you chose in exercise 1 match what real cowboys were like?



HR NOT-SO-WILD W

4.22

The tall stranger stands in the sunlight and looks down the road to where his rival stands, nervously touching his gun with his right hand. Meanwhile, groups of frightened townspeople watch from the safety of shop doorways.

5 Suddenly, the rival pulls out his pistol, but before he can pull the trigger, the stranger shoots him. The man falls to the ground and dies: just another victim of a Wild West shoot-out.

A familiar scene, but only to fans of westerns, because if 10 you had lived in the Wild West, you would probably never

have seen a gunfight. According to official statistics, there were only three organised gunfights during the whole of the 19th century - less than in some films! And although

is gangs, shootings were a rare occurrence. In fact, between the years of 1870 and 1885, only 45 people were killed by gunshot in all the major cowboy towns of the West.

But the violent history of cowboys is not the only invention that Hollywood has passed off as true. The 20 whole cowboy image is a fake. The tall, strong, white cowboy who rides off into the sunset to face danger on

of cowboys

were African Americans, Native Americans or Mexicans, and they were usually short, thin men. Their horses had to support their weight for up to fifteen hours a day,

30 so being tall and very muscular would have made this extremely difficult. And cowboys always worked together in teams, as controlling a large group of cattle was an impossible job for just one man.

Why, then, did Hollywood manipulate the truth and create cowboys did occasionally get involved in gunfights between 35 a character that had little to do with reality? Some people say that the cinema industry wanted to take advantage of Americans' fascination with the West, but that the lives of real cowboys were just not interesting enough and had to be reinvented. Others, however, see a political motivation

40 to create a role model that would serve the social and economic interests of the country.

3 Read the text again. Answer the questions in your own words.

- 1 What does the last sentence of the first paragraph suggest about the Wild West?
- 2 Why would someone living in the Wild West probably not have seen a gunfight?
- 3 What does the fact that only 45 people were shot in fifteen years suggest about the Wild West?
- 4 What does the writer suggest that Hollywood did?
- 5 Why were cowboys usually physically small?
- 6 Why do some people believe Hollywood reinvented the lives of cowboys?
- 4 (24.23) Listen to a podcast about the actor Clint Eastwood's career. What jobs did he do in the film Unforgiven?

5 4.23 Listen again. Are the sentences true or false? Write T or F.

- 1 Clint Eastwood played a cowboy on TV before he played one in films.
- 2 Sergio Leone's films were very similar to Hollywood westerns.
- 3 Eastwood doesn't think Sergio Leone's films were of a very high quality.
- 4 Eastwood's character was seen as anti-American.
- 5 Unforgiven includes few scenes of violence.
- 6 Unforgiven shows a more realistic image of the lives of cowboys.

6 SPEAKING Work in pairs. Discuss the questions.

- 1 Why do you think the image of the cowboy has been so successful in popular culture?
- 2 Who or what do you think has replaced the cowboy as an icon in modern popular culture?

BBC Radio 1

- 1 SPEAKING Work in pairs. Discuss the questions.
 - 1 How do you listen to music?
 - 2 How often do you listen to music on the radio?
- 2 Read the text. In which decade did Radio 1 change the most? How did it change?
- 3 Read the text again. Are the sentences true or false? Write T or F. Correct the false sentences.
 - 1 People in different countries listened to British music.
 - 2 Some people refused to listen to Radio 1 because it played chart music.
 - 3 Radio 1 was aimed at a younger age group after the
 - 4 Some people said Radio 1 didn't represent all members of the community.
 - 5 Modern technology has had little effect on Radio 1.
- 4 (A-C).
 Listen and choose the best summary (A-C).
 - A The girl thinks the best moment was seeing the award for the best pop song. The boy enjoyed a few things about the event, but says it's not a good idea to combine awards for celebrities and inspirational young people because people only want to hear about the celebrities.
 - B The girl thinks the best moment was the award for the boy who stood up against bullying. The boy enjoyed a few things about the event, but says they shouldn't mix awards for celebrities with awards for inspirational young people because the celebrities are so unimportant.
 - C The girl thinks the best moment was the award for the boy who stood up against bullying. The boy enjoyed a few things about the event and says it's a good idea to combine awards for celebrities and inspirational young people because everybody benefits.

- 5 Q425 Listen again, Choose the correct answers (a-c).
 - 1 The teen awards are for
 - a number of different categories.
 - b pop musicians.
 - c Britain's teenagers.
 - 2 The girl thinks
 - a she would have been as brave as Jack G.
 - b she would like to meet Jack G at the sanctuary.
 - Jack G's actions were impressive.
 - 3 The boy enjoyed
 - a the feeling that was created at the event.
 - b hearing what the winners had to say.
 - c seeing celebrities.
 - 4 The boy thinks the most important thing was
 - a the celebrities.
 - b what the inspirational teenagers did.
 - c the pop music
 - 5 Thanks to the celebrities appearing at the awards, more people learn about
 - a society.
 - b the celebrities' image.
 - c the teen heroes.
- 6 SPEAKING What award ceremonies take place in your country? What do they give people awards for?
- 7 INTERNET RESEARCH Find out about a popular radio station in your country. When was it launched? What is the target audience? What type of music does it play?



BBC Radio 1 was set up in 1967 to replace the pirate radio stations that the covernment had just made

- 5 illegal. British pop and rock music was popular all over the world, but Britons couldn't listen to it on the radio because there were only three national
- no radio stations, which broadcast a mixture of classical music and talk shows.
- At first, some music fans boycotted the station because it wasn't cool enough, but it soon attracted the world's biggest radio audiences, up to 20 million for some shows, with a mix of chart pop music 20 during the day and promising bands at night. The station also created the Radio 1 Roadshow, where DJs would broadcast the show live from a seaside resort.
- 25 The 1990s saw radical changes, with the director of the BBC claiming that the radio station wasn't different enough. The so target audience was changed from 13-40 to 13-25, and The Beatles were banned because the DJs weren't allowed to as play any songs that were
 - more than five years old. inspirational young people

After accusations of racism and failing to ensure gender equality, 40 Radio 1 started to employ more female DJs and DJs from ethnic minorities. The station also launched the BBC 45 Radio 1's Teen Awards, an annual event that gives prizes to celebrities and

Radio 1 set up a 'youth so council' of young people aged from 16 to 24 to hear their opinions on what they wanted to listen to. ss Audience numbers fell at the beginning of the decade as young people switched to streaming music services on their 60 smartphones.

2010s

Shopping with a difference





- 1 SPEAKING Work in pairs. Discuss the questions about the photos. Give reasons for your answers.
 - 1 In which place are you more likely to find a bargain?
 - 2 Which place do you think you can buy things from online? 3 In which place do you think you can haggle?
- 2 USE OF ENGLISH Complete the text about auction houses. Write one word in each gap.

4.26

'Going once ... going twice ... gone for \$179 million!' were the words heard at Christie's auction house in May 2015 as a painting by Pablo Picasso became the world's most expensive painting ever sold at a public sale. Just

another example of how Christie's, and its great rival Sotheby's, have become the world's experts in selling art to the extremely well-1

was the French Revolution at the end of the 18th century that turned London into the centre of the 10 international art trade, as Parisian collectors moved their works of art to the safer environment of 4 British capital.

Having just set up their own auction houses a 5 years before, it was an incredible opportunity for James Christie and John Sotheby. The number of pieces of art in the

15 city increased dramatically and 5 Christie's and Sotheby's quickly established reputations 3 important auctioneers, and soon dominated the London market. Since then, the two companies have gone on to open offices in other countries and today they are the two biggest auction

20 houses in the world. This 8 created an intense rivalry as they try to achieve the status of being the world's number one. However, Christie's and Sotheby's haven't always fought each other. At the beginning of this century, it was discovered that the two companies were making a killing 25 together by illegally controlling the prices of works of art and

they 9 fined £13 million Despite the damage that the court case did to their reputations, both houses have recovered and are now diversifying in what they

sell and how they sell it. Apart from art, they now sell jewellery, 30 watches, wine, classic cars and property, and all of it is auctioned through their websites. Both sites offer articles and videos on to buy and sell online at a live auction. Obviously, these are not sites for bargain hunters, but both auction houses

have realised that 80% of the world's art is sold for \$5,000 or less. 35 That means that the comfortably-off can now take part in an activity that was once considered only suitable for millionaires

3 Read the text again and explain the importance of the dates and numbers below.

£13 million 18th century 80% \$179 million

4 427 Listen to a podcast, Answer the guestions, Write CBS (car boot sale) or DSM (Dover Street Market).

Where can you ...

- 1 find something that most people don't use any more?
- 2 buy things that are different from the things available in most shops?
- 3 see work created by people who don't normally work in
- 4 buy things that other people have used?
- 5 meet people who are looking for things to add to their own collections?
- 6 shop in an environment that is made to look like something else?
- 5 427 Listen again and choose the correct answers.
 - 1 Alice is standing in a place where she can
 - a see people parking their cars.
 - b study what is going on.
 - c buy a car.
 - 2 The man is at the car boot sale because he
 - a is a collector.
 - b wants to buy a record player.
 - c has no use for his vinyl records any more.
 - 3 The girl has gone to the car boot sale because
 - a she hopes to do as well as a friend did.
 - b she bought a good desktop from the sale.
 - c her friend bought a mobile phone there.
 - 4 The Dover Street Market
 - a takes place in a theatre.
 - b is indoors.
 - c always looks the same.
 - 5 Both young people interviewed at Dover Street Market think a there are lots of bargains available.
 - b it's expensive.
 - c the designs on sale are nothing special.
- 6 SPEAKING In pairs, recommend a place in your town where people can find bargains. Say where it is, when it is open and what type of things can be bought there.



Introduction

IA Word families

 Word families are groups of words formed from a base word. Complete the chart.

Noun wonder	Adjective wonderful	Verb wonder	Adverb wanderfully
ease	easy		
hope	100000		
	lazy		
beauty			
350.		create	
	00	please	- 13
	sad		
surprise			
annoy			

- 2 Use the chart in exercise 1 to complete the sentences with the correct form of the word.
- 1 Because of your laz_____, we'll never get finished in time.
 - 2 I must say, I find your attitude a little sur
 - 3 He really does play the piano beaut_____.
 - 4 She's far too clever. She does everything annoy we
 - 5 We have to solve this problem fast. We need to think creat
 - 6 He never even gave me a birthday card and that sad_me
 - 7 Take two of these tablets. It'll help to eas_____ the pain.
 - 8 They spent a very pleas _____ hour in the park walking and talking.
 - 9 I've eaten John's cake, but hop_____ he won't notice!

IC Adjective + preposition

3 Complete the sentences with the prepositions below.

a	bout	at	by	from	of	on	to	with	
1	My I			er is ob	sessi	ed	f	ootball. He ta	lks about
2				haviour	at so	hool	is ch	aracteristic	а

- troubled home life.

 3 Your teacher is very concerned _____your lack of progress
- in maths.

 4 I know my car is getting old now, but I'm very attached
- 5 Sarah is very emotionally detached _____ her family.
- 6 My grandma is very dependent my parents.
- 7 You're very skilful ____ putting your bike back together
- 8 He was completely shocked _____ his parents' divorce.

Unit 1

1C Adjectives with positive and negative meanings

1 The pairs of adjectives below have similar meanings, but one has a positive and the other a negative association. Copy the table and write the adjectives in the correct column.

arrogant / self-assured calculating / shrewd courageous / foolhardy pushy / enthusiastic reserved / antisocial stingy / thrifty

Positive	Negative
-	

- 2 Complete the sentences with one adjective from each pair in exercise 1.
 - 1 Don't expect a birthday present from her she's well-off, but so with her money.
 - The new sales assistant is wonderful. She's so genuinely about the products that everybody buys them.
 - 3 I know you think you're being brave, but actually I think climbing that wall is just
 - 4 Leo's a very ____judge of character, He knew immediately that the journalist wasn't being honest.
 - 5 Come over and chat to the rest of the group. Don't be so

1G Gradable and extreme adjectives

LEARN THIS! Rules for gradable / extreme adjectives c Gradable adjectives:

- describe qualities that can be measured in degrees, such as size, beauty, age, etc.
- · can be used in comparative or superlative forms.
- are used with grading adverbs: a bit / little, slightly, fairly, rather, very, extremely, immensely.
- Extreme adjectives:
- · talk about an absolute state.
- · can't be used with comparative or superlative forms.
- are used with intensifying adverbs: absolutely, completely, utterly, totally.
- NOTE: Pretty and really can be used with both types.

3 Complete the sentences with the adjectives below	3	Complete	the sentences	with the a	diectives b	elow.
--	---	----------	---------------	------------	-------------	-------

clean cold scary small starving terrible

- My room is always very ______, I tidy it every day.
 I want to go home. This party is really _____!
- 3 I need some lunch now because I'm absolutely_____
- 4 The food was good, but the portions were rather
- 5 I don't want a lift with Anna her driving's pretty
- 6 It was slightly too ______ to be sitting outside in March.



Unit 2

2F Crime

1 Check the meaning of the words below. Complete the newspaper article with one word in each gap.

arrested authorities convicted court drug dealer judge operation prosecutor raided sentence summing up suspicion

Carl Jones, a	well-known 1, for leading a family-run drugs 3,	has finally been
	were brought before a high-co for their part in a c	
6	Ian Wright OC told the 7	that Carl
8	vish lifestyle had made them as they still claimed state b en apart after police 9	
and the couple w	ere immediately 10	
	, the judge told the couple cars around the housing estat use 12	
3C Househ	and the same	

Household chores

	A	В
	1 wash rinse dry putaway	a the floor
	2 set clear wipe	b the dishes
	3 buy cook putaway	c the clothes
	4 sweep vacuum mop scrub	d the table
	5 wash dry iron fold put away	e the food
3	Complete the sentences with the ph	rases from exercise 2.

1 I'm back from the supermarket! Max, can you take the shopping bags and _

2 Sorryl I've spilled a carton of milk in the kitchen. I'll if you tell me where the cleaning things are.

3 Can you take everything out of the dryer, please? I've got to now. I can't wear crumpled shirts to

4 I'll wash the dishes if you can them and them the cupboard?

5 Dinner's nearly ready. Can someone take the knives, forks and plates and __

6 I've just washed and dried the laundry and folded everything. Can you all ___ , please?

please? It's a bit of a mess 7 Can you after dinner.

Unit 3

3C Formal versus informal language

LEARN THIS! Use of formal language

Phrasal verbs tend to be used in more informal situations. We tend to avoid them in written English, though they are not incorrect:

go away → depart look at → review come up → arise

1 Match the phrasal verbs with their formal equivalents.

1	let someone know	a represent
2	look forward to	b submit
3	put off	c inform
4	hand in	d anticipate
5	stand for	e omit
6	leave out	f postpone

2 Complete the sentences with the correct form of the words and phrases below. Say which sentence is formal or informal.

apologise	inform	let you know	postpone
nut off s	orne		

about breaking your vasel			
We are writing to	for the late delivery of		
vour order			

3 We regret to you that the item you requested is no longer in stock.

4 Just thought I'd better ____ that we can't make your party.

5 We regret to announce that the meeting has been

6 We'll have to that dinner till next week.

3E American English

3 Match the American words in A with the British words in B.

1 Clothes

A bathing suit pants sneakers sweater undershirt

B jumper swimming costume trainers trousers vest waistcoat

2 School

A eraser hot lunch math recess teachers' lounge B break time maths rubber school dinner staff room

3 Food

A cupcake dessert eggplant jelly takeout

B aubergine fairy cake jam pudding takeaway



Unit 4

4A Holiday idioms

 Check the meanings of the idioms below. Then complete the sentences in the correct form.

everything but the kitchen sink have a whale of a time home from home in the middle of nowhere just what the doctor ordered make a nice change recharge one's batteries a short break

- 1 'Did you have a good holiday with your friends?' 'It was brilliant, thanks. We
- 2 Wowl That's a lot of luggage! It looks like you've packed
- 3 I feel great. Our holiday was fantastic good food, good weather. It was
- 4 We staved in a great apartment that was really comfortable and had everything we needed. It was a real
- 5 I've booked a relaxing holiday in a spa hotel so that I can before work starts again. 6 They're renting a cottage
- nearest village is 30 km away! 7 I'm not around at the end of the week. We're taking and going to Paris for a few days.
- 8 We usually go to France on holiday, but this year we're going to Cyprus - it'll

4H Word building patterns

Yours faithfully.

LEARN THIS! Word building patterns

We use suffixes to form new words.

+(t)ive / ative makes an adjective from a verb, e.g. act -+ active +(t)ion makes a noun from a verb, e.g. pollute → pollution +er / or makes a noun from a verb for a person who does an activity, e.g. write - writer

2 Read the Learn this! box. Complete the letter with the correct form of the words below. There are two extra words,

appreciate communicate express imagine impress organise produce promote suggest

Dear Sir or Madam,	
I am writing to 1	my dissatisfaction with my recent sta
In your hotel.	
When I arrived, my first 2_	of your establishment was
	is in reception highlighted the general lack establishment.
The events 4	was late for most of the excursions and
the sightseeing programme	e wasn't particularly
5 - we did	n't even leave the fown!
I complained to the recepti	onist, but couldn't understand his
explanations as he seemed	to lack basic 6 skills.
My 7 would	d be that in future, you, the manager, are
available to deal with proble	

Unit 5

5E Relationship phrasal verbs

1 Copy the table and write the phrasal verbs in the correct columns.

ask someone out break off something chat someone up fall for someone get over someone / something go off someone go out with someone pack something in run after someone split up (with someone)

Starting a relationship	Finishing a relationship

- 2 Complete the dialogue with the correct form of the phrasal verbs from exercise 1.
 - A Have you heard? Maddy and James have 1_ B I don't believe it! But they're engaged!
 - A Well, they were, but she's 2___ the engagement.
 - B But why? A I have no idea. She must have 3 him all of a
- sudden. Why else would she 4 it B But that's terrible. She can't do that! He's madly in love with her, poor guy. Remember how quickly he 5

5G Adjective suffixes

3 Read the Learn this! box. Add an example of your own for each type of adjective formation.

her when he first met her? He'll never 6

LEARN THIS! Adjective formation

+ -less: effort -- effortless ._

We can add suffixes to nouns and verbs to make adjectives. These are the most common. (Note there can be spelling changes.)

- + -ful: beauty → beautiful, _ +-ive: support -+ supportive, + -al: exception → exceptional,
- +-able: comfort -- comfortable, +-ous: fame -- famous, ____ +-y: wit -- witty, __
- 4 Complete the sentences with adjectives formed from the nouns in brackets.
- 1 I didn't mean to break it. It was entirely _ (accident)
- 2 I don't know if I'll pass that exam, but I'm_ (hope) 3 I hope the show goes well. It could be _ (disaster).
- 4 I hope your meal is better than mine! Mine's really
- 5 What's the weather like? Is it (wind) or just (breeze)?
- 6 Ask Jack. He'll do it. He's aiways ___ (depend).



Unit 6

6A Food preparation

 Complete the recipe with the verbs below. Use a dictionary to help you.

add beat crush melt pour stir whisk

No-bake cheesecake

some butter in a pan over a medium heat. Finely 2 some biscuits and 3 ___ to the butter in the pan. Then put the mixture into a cake tin.

some cream cheese and icing sugar together until they are soft. 5 the cream until it is stiff and add to the cream cheese. 6 in some chopped chocolate pieces.

Then 7 the mixture over the biscuit base and out in the fridge to cool.

6C Fitness idioms

2 Match the idioms below with the definitions (1-8), Use a dictionary to help you.

be fighting fit be in good / bad shape be on the mend get back into shape go down with something have a new lease of life look the picture of health look / be under the weather

- 1 to be in poor / excellent physical condition _ 2 to feel not quite well or in low spirits
- 3 to get some exercise and become fit again _
- 4 to become ill
- 5 to appear extremely well and healthy
- 6 to be recovering after an illness 7 to have an opportunity to live with greater enjoyment and satisfaction
- 8 to be very healthy and physically fit
- 3 Complete the sentences with idioms from exercise 2 in the correct form.
 - 1 Hello, Mrs White. I must say, you Have you been on holiday?
 - 2 What's wrong with Tim? He's been looking a bit fed up and lately.
 - 3 I've just weighed myself and I was horrified. I'm in pretty , it seems.
 - 4 Let's join the gym again. I need to the summer. 5 I've had terrible flu, but I think I ______ now,
 - thank goodness.
 - 6 She's shivering and she's got a temperature. She must be with something.
 - 7 My grandad had after his hip operation. He was so happy he could move about again.
 - 8 | can't wait for the 10 km race. I'm and ready to go.

Unit 7

7E Nouns formed from phrasal verbs

LEARN THIS! Nouns from phrasal verbs

Compound nouns can often be formed from phrasal verbs. They are not always formed the same way:

Jen and Sam are going to break up.

Have you heard about Jen and Sam's break-up? We passed by the park on the way home.

The town built a bypage to avoid traffic in the centre. You often find these types of nouns in news headlines.

1 Read the Learn this! box. Make compound nouns from the phrasal verbs below. Use a dictionary to help you.

crack down cut back rip off sell out stop off write off The show was a complete _____ The tickets were

- gone within minutes. 2 The police are having a ____ on speeding. There
- are lots of police cars on the streets in the evening.
- 3 This flight has two ______, one in Berlin and one in Bangkok.
- 4 You paid £300 for those boots? What a
- 5 I crashed my car and it turned out to be a complete
- 6 The health service is suffering from budget __ because of the economic climate.

7F Media headlines

LEARN THIS! Understanding headlines

- 1 Headlines are often incomplete sentences:
 - a noun phrase with no verb or articles: Overwhelming response from public voters
 - · a string of nouns: Pension pay committee
 - · verbs in simple tenses and no auxiliary verbs: Missing brother reappears
 - · infinitive refers to future: Mayor to open mall
- 2 Some words are particularly used in 'newspaper language' that are not used in everyday speech, e.g. Minister vows to improve services = promises Doctors in bid to ban smoking = attempt
- 2 Read the Learn this! box. Match the underlined words in the headlines with their definitions.

be in charge of criticise cut promise request resign

- 1 Bank of England slams new rules on bankers' pay
- 2 Council to axe rural bus services
- 3 PRIME MINISTER TO HEAD CLIMATE SUMMIT
- 4 Desperate plea for blood donors
- 5 FOOTBALL STAR TO QUIT AT END OF SEASON
- 6 PRESIDENT PLEDGES MONEY FOR HOSPITALS



Unit 8

8A British politics

 Complete the text with the correct form of the words below. Use a dictionary to help you.

candidate coalition constituency general election hung parliament majority member of parliament prime minister proportional representation vote (n)

BRITISH ELECTORAL SYSTEM	X
How often do elections take blace?	,

in Britain take place at least every five years. How is voting in Britain organised? The country is divided up into 2 . In each of these areas, various people offer themselves as 3 represent a particular political party while others stand

independently. Each candidate hopes to become the for that constituency. How are the votes for each party counted?

The British system is not 5 _, where the total number for each party is taken into account. Instead, it's called 'first past the post', where the winner in each constituency is elected and all the other 6 count for nothing. If a party wins of seats in parliament, they form a government and their leader becomes 8

What happens if no party gets a clear majority?

If no party has a majority, then it is a 9 , and two parties may agree to form a 10 . But this is uncommon in a 'first past the post' system.

8C Prefixes

2 Complete the sentences with the correct prefixes.

anti- ex- inter- mis- over- pre- re- under- up-1 At the airport, we were _____graded to first class because it was our honeymoon.

- 2 Your homework is unreadable. You'll need to ____
- 3 There were government demonstrations outside the House of Commons yesterday by people protesting about tax rises
- 4 Twenty countries attended the _ national conference on global warming in Geneva. 5 Look at the bill. We didn't have that much. We've been
- charged. 6 I won't speak French because I'm scared that I'll
- __pronounce all the words. 7 At the museum, we saw dinosaur bones from historic times.
- 8 The_ president of the company appeared at the ceremony.
- estimate me. I'm capable of a lot more than 9 Don't you think,

Unit 9

9A Phrasal verbs with up and down

Match the verbs with the definitions.

back someone up bring something up calm down cut down (on) something put someone down put something down to put up with someone set something up speak up turn down

1 tolerate 6 relax 2 initiate start 7 attribute 3 talk louder 8 mention

4 reduce 9 refuse something 5 support someone 10 criticise

2 Complete the sentences with the correct form of the phrasal verbs from exercise 1.

1 I can't believe that you didn't ____ my argument with Jamie. I thought you were on my side.

2 Remember to _____ the salary issue ____

3 You'll need a loan from the bank if you want to your own business

4 I can't hear what you're saying. Can you a bit? 5 I don't know how you. him. He's so

annoying! 6 Stop eating so many biscuits! I think you should

on the amount of sugar you eat. 7 Don't get overexcited. You have to

you won't perform your best. his success a lot of hard work, and

being in the right place at the right time. me____ in front of my friends! It's

really mean of you. 10 Why did he the job ? It was a really good offer.

9H Synonyms

3 Match the words and phrases (1–8) with their synonyms below.

allow believe criticise get better have to be rude sort out try

1 have faith in 5 offend 2 permit 6 be obliged to 3 attempt to 7 solve

4 find fault 8 recover

4 Rewrite the sentences more formally. Use the words in brackets and words and phrases from exercise 3.

- 1 I don't believe the government can solve the issue. (ability to)
- 2 They don't allow people to smoke in here. (smoking / not) 3 I don't want to criticise your business. (wish / with /
- establishment)
- 4 Hopefully you'll get better soon. (hope / in the near future)
- 5 You have to answer that question. (respond to)
- 6 He was rude to me on purpose. (deliberately)

Introduction

1.1 Present simple and present continuous Present simple

We use the present simple

- · for habits and routines.
- Lalways go to bed at 10 o'clock.
- · for permanent situations and facts.
- He lives in Leicester.
- · for timetabled and scheduled events.
- The concert starts at 8 p.m. on Saturday. · in future time clauses after when, as soon as, after, etc. or (the)
 - We'll have some coffee as soon as Victor arrives.

Present continuous

We use the present continuous

- · for something happening now or about now. He's studying English at university.
- · with always to describe annoying behaviour. My mum's always telling me to clean my room.
- · for things we have already agreed to do, usually with somebody else (arrangements). I'm playing football on Saturday afternoon.

Choose the correct verbs to complete the sentences.

- 1 'Have you got any plans for this evening?' 1 ___ with Vicky.' a 'm going out b go out
- 2 My flight __ at five, so we need to be at the airport a good two hours before that.
 - a 's leaving b leaves
- 3 Jack ___ basketball every week.
- a isn't playing b doesn't play
- 4 It seems that the Earth's climate ___ hotter.
- a is getting b gets
- 5 You __ where you've put your keys!
 - a always forget b are always forgetting
- 6 Our English teacher __ from Manchester. a is coming
- 7 I'll see you after the lesson.
- a finishes b is finishing

1.2 going to and will

going to

We use going to

- · for things we have already decided to do (intentions). I'm going to visit my grandparents at the weekend.
- to make predictions based on present evidence. Look at those clouds. It's going to rain.

will

We use will

· for things we decide to do as we are speaking (instant decisions, offers, promises).

That's the phone ringing, I'll answer it. "This bag is very heavy." I'll carry it."

I'll ring you as soon as I get to London.

· to make factual statements about the future, and to make predictions

The sun will rise at 8.47 tomorrow morning.

Do you think you'll finish your homework before midnight?

1	Complete the sentences. Use will or going to and the ver
	in brackets.

- (see) you tomorrow. 2 'Have you got any plans for this evening?' 'I
- (meet) Vicky."
- 3 Look! That car's going too fast. It 4 I'm going to town later so I (give) you
- a lift. 5 The forecast said that tomorrow's weather
- (be) cold and wet.
- (you / see) James this evening? 7 Careful – your phone's (fall) out of
- your bag! 8 You should come to the concert - you
- (have) a great evening. 9 Can I borrow your pen? I_ (not forget)
- to give it back. 10 Thanks for your help, I (do) the same for you one day!

I.3 Past tenses

Past simple and past continuous

- · We use the past simple
 - a for an action or event at a definite point in the past. We played volleyball last Saturday.
 - He joined the team at the age of sixteen. b for actions or events that happened one after another. passed the ball to him and he scored.

She got up, had a shower, got dressed and left the house.

- c with certain verbs that are not used in continuous tenses: for example, believe, hate, know, like, love, need, prefer, want.
- I believed his story. (NOT I was believing his story.) . We use the past continuous for a description of a scene in the

It was raining. Some children were playing rugby.

- . We often use the past continuous and the past simple in the same sentence. The past continuous describes a background action or event; the past simple describes a shorter action or event that interrupted it.
 - I was having breakfast when the phone rang. My friends were watching TV when I arrived.
- . We can use the past simple or the past continuous with when, as and while,

What were you thinking as you walked down the street? What were you thinking as you were walking down the street?

· We often use as with the past simple for two short actions that happened at the same time. As lieft the room I tripped over the cat.



Past perfect

We use the past perfect simple for an action that happened before a specific time in the past.

After I had washed up, I watched TV.

1 Complete the sentences. Use the past simple or past continuous of the verbs in brackets. Sometimes both tenses are possible.

1	ine sun	(shine) and the birds	
	(sing) when I	(leave) the hou	se.
2	The moment I	(see) him, I	
	(realise) I'd met	him before.	
	Whatyou you?	u (do) when Joe	(call)
4	While we	(wait) for you, it	
	(start) to rain.		
5	She	(walk) into the room,	(sit
	down) and	(start) to read the	e paper.
6	At the time of t	he earthquake, I	(live) in Tokyo
	L .	(move) back to the UK shor	tly afterwards.
7	Harry	(play) a lot of football	while he
	1	(live) in Oxford.	
8	As I	(leave) the house the sur	n:
	(come out).		

2 Complete the sentences. Use the correct past perfect simple

	orm of the verbs i	n brackets.	er past periode simp
1	He was in debt b with his money.	ecause he	(not be) careful
2		ort of money becaus me back for a rainy da	
3		ere she was because re she was going.	she
4	They market crash.	(be) comfortably	
5	you ever started to learn 0	(visit) G German?	ermany before you
6	She was late for v	vork because she	(get up) lat
7	If I	(know) you were a v	egetarian, I wouldn't

have cooked meat!

1.4 Present perfect simple and present perfect continuous

Present perfect simple

We use the present perfect

- · for recent events, particularly when giving news. Have you heard? The president has (just) residned.
- · for an action that happened at some unspecified time in the past. (If we specify the time, we use the past simple.) Have you (ever) seen a koala? I've been to New York.
- with state verbs, to say how long a situation has existed. (We use for, since or how lana.)

I've known Eva for years.

She's lived here since 2001. · for recent events that have a result in the present. I've (already) bought the tickets. We can go inside. I can't go out; I haven't done my homework (yet).

Present perfect continuous

We use the present perfect continuous

- for actions that have been happening recently and repeatedly. We've been playing a new computer game recently. I've been working hard this term.
- · to say how long an action has been in progress. (We use for, since or how long.)
- Jake has been watching TV for three hours. to explain a current situation in terms of recent events. I'm tired because I've (just) been playing tennis.

Present perfect simple and present perfect continuous

· We use the present perfect simple to emphasise that an action is complete. Compare:

I've been reading 'The Hobbit'. (I'm half way through.) I've read 'The Hobbit'. (It was great!)

 If we specify an exact number of occasions, we cannot use the continuous form. We've been arouing a lot.

We've argued twice this week.

(NOT We've been prouing twice this week.) · We can use the simple or continuous form with just and already. However, we do not use the continuous form with yet. I've just spoken to Jack. / I've just been speaking to Jack. Eve already worn it. / Eve already been wearing it. Has he packed yet? (NOT Has he been packing yet?)

(search) for hours but (not		Dynamic verb	State verb
find) my phone yet.	think	Im thinking about work.	I think sha's at work.
2 (visit) the USA a few times but			
(never see) a baseball game.	feel	I'm not feeling confident:	He feels I'm selfish.
(look) for it since this morning.	have	He's having a shower / a plano lesson / lunch.	She has three cats.
I(just / talk) to Abby on the phone. Do you	look	What are you looking at?	He looks very calm.
want a quick word with her?	see	I'm seeing Dan later:	Lees what you mean.
i I've (eat) all morning. I'm so full!	smell	Why are you smalling that	Does the sandwich smell
5(you / see) Martha?' 'Yes. She	55///5//	sandwich?	all right?
(work) in the library. You can go along and see her.' I'm tired because I	taste	She's tasting the soup	The soup tastes great!
matches today.	appear	He's been appearing on	She appears to be quite
We (watch) Twilight. Do you want to see the	appear	stage in London	assertive.
end with us? 9 Fantasticl England	in bra 1 'Sto 'Wf' 2 'Wf' 'Becc 3 'Thi 'I_ boc 4 '_ 'No 5 'We	prit You (beh yy'r (not undi mean).' yy (you / laug cause it (not f s bag that) (c ks.' (you / like) this p t really, but it (not mind) stayin	ave) selfishly' erstand) what you h) at my T-shirt?' it) you!' arry) weighs a tonne!' (contain) all my lay?' (not matter). I g until the end.' home. It's midnight!'
mected with abstract ideas: motion: care, erwy, fear, hate, like, love, mind, prefer, want, etc. possession: belong, own, possess, etc. thought: agree, believe, disagree, doubt, know, mean, recognise, understand, etc. there: contain, cost, depend, fit, matter, need, seem, weigh, etc. te verbs cannot be used in continuous tenses. to chaese. I hate this song. (NOT finhating) known Eva for years. If the been knowing) The been knowing) The brever understood baseball.	below continents to the continents of the contin	lete the sentences with the t. Use each verb twice, once uous form. look see think titeed that a man great-grandfather don in the 1950s. the doctor tom ssed my stop because I en we arrived, the teachers raining, but I that you've bee t game func.	at our car. a clothes shop in orrow about my cough, about dinner. a meeting. it will stop soon, n eating my crisps!

Unit 1

1.1 Past perfect simple and past perfect continuous

Past perfect simple

We use the past perfect simple

- · for a completed action that happened before a specific time in the past.
 - After I had showered, I had my breakfast.
- with state verbs (know, be, like, etc.) and for or since to say how long an action had been in progress.
 - We'd only been at the beach for a few minutes when it started raining

Past perfect continuous

We use the past perfect continuous

- · for longer actions or situations before a specific time in the past.
- They had been living in the same apartment for twelve years.
- · to show the cause of something in the past.
- He was exhausted. He had been running.
- · with action verbs and for or since to say how long an action had been in progress.
 - They'd been playing football for half an hour before anyone scored a goal.

1 Choose the correct tense.

- 1 I had tried / had been trying to get tickets for the show for weeks when they sold out.
- 2 She had finished / had been finishing her homework by dinner time.
- 3 I had been knowing / had known the truth for days.
- 4 He was tired because he'd been playing / he'd played basketball all afternoon.
- 5 Pam had liked / had been liking horses since she was a
- 6 They were watching / had watched TV when the telephone rang.
- 2 Complete the sentences with the verbs below. Use the past

P	erfect	simple	or the p	ast perfe	ct conti	nuous.	
n	ot eat	have	learn	put up	sleep	think	wait
	He when	l called		eight ho	urs and	still was	n't awake
2	She w		gry beca	use she		Sil	nce
3		ends ar		alf an hoc	ır outsid	le the cir	nema befor
		l Mexic	0,	panish fo			
5	town.	ř .	_ Lee v	vas at hor	ne but h	ne was a	Iready in
6	Bythe	age of	30, she		fiv	e differe	ent jobs.
7	We all	went t	o sleen	after we		+	he tent

1.2 used to and would

 We use used to or would to describe habits and situations in the past that are now finished.

When he was young, he used to live in France.

When I lived in the city, I'd ao Jogging in the park every morning. I didn't use to enjoy tennis, but I do now.

Did there use to be a bookshop in the centre of town?

. We do not use used to or would when we say how long a situation or habit in the past continued, we use the past simple.

He cycled to school for three years.

- We can't use would with state verbs. We use used to. My mum used to be a nurse.
 - (NOT My mum would be a nurse)
- We do not usually use would with questions and negatives: we use used to.
- The structures never used to and would never are common negative forms.

I never used to like curry.

She would never come swimming with us.

- Complete the sentences with used to or would. Sometimes more than one answer is possible.
 - 1 They (live) in London but they moved to Paris.
 - 2 He was a bad student and (forget) to
 - do his homework. 3 I never (enjoy) baseball but now I'm a
 - huge fan. 4 He (want) to be a vet but he's changed his mind.
 - (go) on holiday twice a year but they can't afford to nowadays.
 - 6 Our old flat was near a park and we (play) there at weekends.
 - 7 My older brother (have) a moustache but he shaved it off.
- 8 Can you believe that years ago, people (not / own) smartphones!

1.3 Position and order of adjectives

- · We can use most adjectives before a noun or after a linking verb (be, become, feel, get, look, seem, smell, sound, taste, etc.). He's an excellent cook! His cooking is delicious.
- · When we use more than one adjective to describe a noun, we use this order:

				origin	
an interesting	small	old	silver	Roman	coin

 There are some adjectives (e.g. alone, afraid, alive, annoyed, asleep, alad) that we do not usually put before a noun. We can use them after a linking verb or use another adjective with a similar meaning.

He lived alonely life without many friends. He lived an alone life without many friends: X



2 Choose the correct adjective to complete the sentences.

baby.

6 Who owns that (red, French, new)

 My grandmother lives on her own but she's not a lonely / an alone person.

car over there?

- 2 Have you heard the expression 'let asleep / sleeping dogs lie'?
- 3 The main character in this book is an annoyed / angry man at the beginning.
- 4 Sadly, her only living / alive relatives live in Australia.
- 5 They were glad / happy parents when their son got home safely.
- 6 Someone ought to help that frightened / afraid child.

Unit 2

2.1 Comparative structures

 Comparative and superlative adjectives are formed with -er and -est or more / most and less / least, unless they are irregular.

Tradition.	+	-	
(regular)	difficult	more difficult	most difficult
(- B)	hot	hotter	hottest
Committee	good	better	best
(irregular)	far	further	furthest

 Comparative and superlative adverbs are usually formed with more and most, unless they are irregular.

(regular)	slowly	more slowly	most slowly
Georgean	badly	worse	worst
(irregular)	well	better	best

 A few comparative and superlative adverbs are formed with er and est, like adjectives: early, fast, hard, late, near, soon.
 I arrived a lot later than I realised.

Who gets up the earliest in your family?

Some determiners also have comparative and superlative forms.

few fewer fewest little less least much/many more most

2.2 Qualifying comparatives

 We can use (so) much or far to make the meaning of a comparative form more extreme.
 It's far hotter than I expected.

He eats so much more healthily than he used to.

 We use even to express surprise, fm tall, but you're even taller!

 We can use a little, slightly, a bit, a lot, or no to modify a comparison.

It's a bit colder than I expected.

They played no worse than last time.

 We can modify a comparison with as ... as by using just, almost, nearly, nowhere near, or nothing like.
 He's just as compatitive as his sister.

Silver is nowhere near as expensive as gold.

 We can talk about a gradual change by repeating a comparative form.

It's getting harder and harder to save money.

 We can use this comparative structure to show that two things change because they are connected.
 The more lexercise, the fitter last.

Comparisons often have a clause after than.
 Flying to Australia is quicker than it used to be.

1 Choose the correct answer to complete the sentences.

- The older / oldest he gets, the richer he becomes.
- 2 I'm more energetic than / as I used to be.
- 3 We're going to be late could you walk a bit more fast / faster?
- 4 The film was less / least interesting than I thought it would be.
- 5 The more / less we talk, the longer the homework will take.
- 6 His bag is heavy but hers is even heavier / heaviest!
- 7 My new tablet isn't as big than / as yours.

2 Choose the correct word or phrase to complete the sentences. Use each word or phrase once.

	owhere near slightly		
1	Riding a horse is a bicycle.		_difficult than riding
2	Italy is	as big as	China.
3	I'm a few minutes!	younger tha	ın my twin sister – b
4	Let's buy this magazi		ittle money.

shorter 6 It's as hot as it was yesterday - it's just a few degrees cooler.

2.3 Infinitive and -ing forms

5 I'm quite short but my mum's

When we put two verbs together, the second verb is usually in the infinitive or -ing form. Sometimes it is an infinitive with to or a past participle. Which pattern we use depends on the first verb.

verb + infinitive with to

agree, arrange, ask, beg, dare, decide, expect, fail, happen, hope, manage, mean, offer, prepare, pretend, promise, refuse, seem, want, wish, would like, would prefer and help (can also be infinitive without to)

verb + -ing form

admit, advise, avoid, can't bear, can't help, can't stand, carry on, consider, delay, dislike, deny, enjoy, envisage, fancy, feel like, finish, give up, have difficulty, like, imagine, intend, it's no good, it's not worth, justify, keep (on), mind, miss, postpone, practise, propose, put off, recollect, recommend, risk, spend (time), stop, suggest

- · Some verbs can be followed by an -ing form or an infinitive with little or no change in meaning: begin, continue, hate, intend, like, love, prefer, start.
- · A few verbs (forget, go on, regret, remember, stop, try) change their meaning depending on whether they are followed by an infinitive or an -ing form.

I won't forget meeting you. / I forgot to buy any lunch. She went on walking. / She went on to become a doctor. We regret to inform you that you didn't pass the exam. / I regret asking for her advice.

I remember returning the book. / Please remember to return the book.

She stopped walking. / She stopped to buy a drink. He tried phoning his friend, but he didn't answer. / He tried to phone his friend, but there was no slanal.

The verbs see, hear, watch and feel can be followed by object + infinitive without to to talk about a completed action, or object + -ing form to talk about an action in progress. I sawher open the door and ao inside.

I saw her talking to her neighbour.

verb + object + to infinitive

allow, ask, command, dare, enable, encourage, expect, forbid, force, get, inspire, invite, order, permit, persuade, remind, request, teach, tell, trust, urge, warn, want, wish, would like, would prefer

verb + object + infinitive without to

6 Could you please stop

have, make, let, help (can also be infinitive with to)

verb + object + past participle

get, have, need, want

- We can use -ing forms as the subject or object of a verb.
- · We can use an infinitive without to after would rather, would sooner, had better (not) and why (not).

1 Complete the sentences with the correct form of the verbs in brackets.

1	We saw him (open) the box and				
	(take	out a camera.			
2	My school doesn't a	low (eat) in the			
	classrooms.				

3 I'm sure Greg didn't mean (upset) anyone. 4 I heard him slowly (walk) down the stairs towards the front door.

5 I can't remember (lock) my bike but I'm sure I did!

(shout)? - I'm trying (read) my book. 7 (smoke) isn't as common as it was in the

past. 8 We could feel the fire __ (get) hotter and hotter as the flames got bigger.

2 Choose the best verb form to complete the sentences.

1	We're	going	into	town	-why	not	with us?	
---	-------	-------	------	------	------	-----	----------	--

a coming b to come c come 2 Catching the plane means ___ home early tomorrow.

a to leave b leave c leaving 3 He'd sooner football than watch it on TV.

a play b playing c to play

4 She tried ___ the vase but the shelf was too high.

a reaching b to reach c reach

5 a gym is more expensive than running in the park. a Join b Joining c To join

6 You'd better ___ your teacher to explain this again.

a to ask b ask c asking

7 Would you rather __ the bathroom or do the washing-up? a clean b cleaning c to clean

2.4 Preposition + noun phrases

A prepositional phrase is made up of a preposition and a noun phrase.

	Philadelphia (III) (a VIII) (a
at	(not) at all at last at the moment
for	for a while for good for now for one thing
in	in control in doubt in effect in vain
on	on condition that on second thoughts on the whole
under	under arrest under control under the impression

Complete the phrases with the correct preposition.

1 I was going to have a shower, but	second thoughts,
I'll wait until later.	

- 2 He hasn't bought any new clothes
- 3 Jenny's been training for months and last she's ready to run a marathon.
- 4 Were you the impression that the test is next week?
- 5 I'm not sure about walking into town. ____ one thing, it's pretty cold outside.
- 6 Despite some delays, ___ the whole we had a good journey.
- 7 He tried vain to open the window but it was completely stuck.
- 8 It seems his decision to go to university is now

2.5 Question tags

· We use question tags to turn a statement into a question. We usually add negative question tags to affirmative statements and affirmative question tags to negative statements. It's hot today, isn't it?

You don't need a lift to school do you?

 With affirmative sentences which have a negative meaning because they include a word like never, nobody or nothing, we add an affirmative question tag. I've had nothing for breakfast, have I?

She never says 'thank you', does she?'

 If the sentence includes a modal verb (can, might, should, will, etc.), we use it in the question tag. She can't sing, can she?

It won't hurt, will it?

 If the sentence includes an auxiliary verb (is / are, have, had, etc.) we use it in the question tag.

They're leaving, aren't they? You haven't told her, have you? . If the sentence includes a simple, finite verb form, we use do (or did) in the question tag.

This phone belongs to you doesn't It? You went home last night, didn't you?

Note these special cases:

Be careful won't you?

Don't laugh, will you? Let's be friends, shall we?

There aren't any questions, are there?

Everyone's ready, aren't they? Nobody wants to give up, do they?

Everything works, doesn't it?

Nothing matters now, does it?

9 Your parents used to live there.

10 You're going to invite me,

· We use a rising intonation on the question tag when we need or expect an answer.

It isn't my turn, is it? (I think it might be.)

. We use a falling intonation on the question tag when we do not need or expect an answer.

 Of course I'll help you. You're my best friend, aren't you? (We both know that.)

Complete the sentences with suitable question tags.

1	Nothing's ever as simple as it seems, ?		
2	It's rained a lot recently,	?	
3	Don't spend too much money,		
4	Nobody knows what you're thinking,		
5	You haven't been listening to me,		
6	Everything changed after he retired,		
7	Let's start at the beginning,	- 3	
8	Leave your bags by the door,		?

Unit 3

3.1 Advice, obligation and necessity

should and ought to

We use should and ought to to give advice. He should ask his friends to help him.

must and have to

We use must and have to to express obligation or to give strong

We have to finish the homework by tomorrow

You must be at the station at 8:30.

mustn't

We use mustn't to say that something is not allowed or to give strong negative advice.

We mustn't take food into the library.

You mustn't miss that film, it's brilliant!

don't have to, don't need to, needn't

We use don't have to, don't need to and needn't to express lack of obligation or necessity.

You don't need to pick me up. I'll get the bus.

be supposed to

We use be supposed to to talk about rules and about things that people believe or expect to happen or be true.

You're not supposed to wear your shoes in the house.

It's supposed to snow tonight.

3.2 Possibility, probability and certainty

may, might and could

We use may, might or could for speculating about possible future events.

Look at the sky - it might rain later

should

We use should to say that something is likely to happen, in our

Our team should win their next match.

must

We use must for talking about things which we can deduce are definitely true.

She must be at home. She left school hours ago.

We use can't for talking about things which we can deduce are impossible.

He can't be tired. He had eight hours' sleep.

be able to

We use be able to to talk about possibility in the future.

I'm oure you'll be able to change that shirt if it doesn't fit.

can and could

We use can and could to talk about general truths and strong possibilities.

Travelling around Europe can be quite expensive.

The café could be closed by now.

We can use a number of other structures to express possibility, probability and certainty.

The score is 4-0 with two minutes to go. They're bound to win. (bound to = certain to)

Chances are that we won't complete the project on time. (chances are (that) = possible that)

is it likely to rain tomorrow? (likely to = it's probable that it will)

1 Complete the sentences with the verbs below. Use each verb once.

must mustn't needn't should shouldn't

are supposed to 1 You bring suncream to the beach -

you can borrow mine. forget to invite your brother to the party. He'll be upset if we do.

3 Laila be wearing a coat. It's freezing outside!

4 All the students at my school weara uniform - it's one of the rules.

5 I think we take our shoes off before we go into the temple; no one else is wearing theirs.

really eat fruit and vegetables unless you've washed them first.

2 Choose the best verb form to complete the sentences.

1 That boy ___ be Luke - he's got blonde hair and Luke's is

dark. b can't a must c might 2 The weather __ be hot on our holiday; I can't wait.

a should b 's able to be c can 3 I ___ help you after I've finished eating lunch.

a couldn't **b** should c 'll be able to

4 8e careful - some Indian dishes be very hot! a shouldn't c can't b can

5 You __ be delighted to have won first prize!

a must b might c could

6 I'd better answer my phone – it ___ be my dad calling. c should a can't b could

7 I'm not sure, but it ___ be busy in town because the sales are on

b can c must a might

3.3 Modals in the past

may, might and could have

- We use may, might or could have for speculating about the past.
- Maria isn't here, she could have gone to the shops.
- We can also use the negative forms may not and might not (have). However, we cannot use the negative form couldn't have in this sense.

I've sent her a postcard, but it may not / might not arrive. (NOT five sent her a postcard, but it could not arrive.)

should have and ought to have

We can use should / shouldn't have or ought (not) to have to talk about what the right or wrong way to behave in the past was. He shouldn't have epoken to us like that.

might have and could have

We sometimes use *might have* or *could have* to tell somebody what they should have done. It is usually an exclamation. However, we cannot use *may have* or negative forms in this

Honestlyl You might / could have warned me that we had to bring a present!

(NOT You may have)

must have and can't / couldn't have

We use must have and can't / couldn't have to make logical deductions about the past.

We must have taken a wrong turn; now we're completely lost. You can't / couldn't have read the map properly.

should have and was supposed to

We use should have and was supposed to to talk about things we expect to have happened.

He should have been here by now.

It was supposed to be hot yesterday.

needn't have and didn't need to

- We use needn't have to say an action that took place was unnecessary.
 - You needn't have phoned: I was on my way over.
- We use didn't need to to say an action was unnecessary, whether it took place or not.
 - Joe didn't need to buy any coffee. There was plenty in the cupboard. (But Joe did buy coffee.)

1 Choose the correct ending, a or b.

- 1 Pete isn't here. He
 - a can't have got my email.
 - b might have got my email.
- 2 My parents aren't very happy. I
 - a was supposed to have lied to them.
 b shouldn't have lied to them.
- 3 Is your cousin driving into town? She
 - a must have offered us a lift! b could have offered us a lift!
- 4 The concert hasn't started yet. We
- a needn't have rushed to get here.b might not have rushed to get here.
- 5 We haven't seen Zoe recently. She
 - a must have gone on holiday.b ought to have gone on holiday.
- 6 Laiready had some stamps so I
- a may not have bought any.
- b didn't need to buy any.
- 7 If you sent her a text earlier, she
- a should have read it by now.
 b didn't need to read it by now.
- 8 Why's the café closed? It
- a was supposed to have opened by now.
- b needn't have opened by now.



Unit 4

4.1 Future continuous, future perfect simple and future perfect continuous

Future continuous

We use the future continuous

- to talk about an action that will be in progress at a specific point in the future.
 - At three o'clock tomorrow afternoon, I'll be travelling to
- to make polite enquiries. Using the future continuous instead of the future simple to ask about somebody's plans makes questions sound more polite and less direct.
 Can you tell me when hell be arriving?

Future perfect simple

We use the future perfect simple to talk about an action or event completed by a specific point in the future.

By the time we get there, the guests will have already arrived.

Future perfect continuous

We normally use the future perfect continuous to say how long an action or event will have been in progress at a specific point in the future.

By the end of this month, I'll have been living in this house for ten years.

We can use the future perfect continuous and the future perfect simple to make predictions about the present. By midnight, they'll have been travelling for six hours. By midday tomorrow, their plan will have landed.

1 Complete the sentences with the verbs in the future continuous, future perfect simple, or future perfect continuous.

eately leave leave live your travel

**	tern sentil tenac in	AE MINE	ristatii aastir	
1	By this time next mont five years.	th, I		English fo
2	At midday tomorrow, v	ve		the coach
	to Brussels.			
3	Perhaps in ten years' ti	me, people		to
	Mars.			
4	He	enough n	noney by Chr	istmas to
	buy lots of presents.			
5	When I'm eighteen, I		in th	nis town for
	most of my life and I'm	not likely to	leave soon.	
6	I think everyone		by the tir	ne we get
	to the club.		1.0500000000000000000000000000000000000	
7	Next week all the stud	ents		to get
	their exam results			100

2 Write sentences about what the students will be doing or will have done. Use the prompts and the future continuous, future perfect simple, or future perfect continuous.

SUNDAY 7TH

- 8-9 a.m.: breakfast
- . 10 a.m.: bus to beach
- 3 p.m.: back to campsite free evening

MONDAY 8TH

- . 9.30-midday: walking tour of Rome
- · 2 p.m.: train to Venice
- . 6.30 p.m.: arrive hostel

8.30 a.m. / Sunday / eat

At 8.30 a.m. on Sunday they'll be eating breakfast.

- 1 9 a.m. / Sunday / finish
- 2 10 a.m. / Sunday / wait
- 3 1130 a.m. / Monday / walk / two hours
- 4 1 p.m. / Monday / leave / Rome
- 5 2 p.m. / Monday / travel / train / Venice
- 6 6.30 p.m. / Monday / arrive / hostel

4.2 Future time clauses

 We use present tenses instead of will or going to in future time clauses after time conjunctions such as ofter, as soon as, by the time, immediately, in case, once, on condition that, the minute, the moment, until and when.

I'll phone you as soon as we reach the hotel.

I'll take an umbrella in case it rains.

He'll let me know the minute he hears any news.

- We usually use the present perfect (not the future perfect) for actions that are complete in the future after future time clauses.
 - We'll ring you as soon as we've got to the festival.
- We use the present continuous (not the future continuous) for actions in progress in the future after future time clauses.
 Ill ring you back when I'm bitting on the train.
- 1 Choose the correct tense to complete the sentences.
 - 1 I'll email you as soon as I'll have got / I've got home.
 - 2 He wants to go for a swim immediately he'll get / he gets to the beach.
 - 3 We'll think of you when we're skiing / we'll be skiing in Switzerland next week!
 - 4 You can't have an ice cream until you're finishing / you finish your lunch!
 - 5 They should study this lesson in case it'll be / it's in the test.
 - 6 After we'll have tidied / we've tidied our room, let's go to the park.
 - 7 Don't forget to phone your cousin when you have / you're going to have time.

	omplete the sentences with the correct form of the verb b brackets.		.4 Adverbs and adverbial phrases Some adverbs have the same form as the adjective: early,
2 3 4 5	I'll call you later when I		weekly, monthly, yearly, etc. We do a weekly shop in town. Is this magazine published weekly? Other adjectives ending in -by do not have an adverbial form: friendly, lively, cowardly, motherly, lovely, etc. Instead we put the adjective in an adverbial phrase: He smiled in a friendly way and waved at us. Some adverbs have two forms: one with -ly and one without: close / closely, deep / deeply, late / lately, pretty / prettily, etc. The meanings are sometimes very similar and sometimes unrelated. Does your uncle live close to you? English and German are closely related languages. We're going to be late. Haven't seen my best friend lately.
We upression the lift the lift you lift you lift was	First conditional sentences use the first conditional to talk about the future, with any ent tense in the if clause and any future form or imperative se other clause. e tickets are cheap, I'll buy one for you, set art your homework now, you'll have finished by dinner time use not going to the park. (I'm not a going either shaverip phoned you'in an hour, seave without us, hoose the correct verb forms.	1	Choose the correct adverb or adverbial phrase to complete the sentences. 1 It was hot for the whole of our holiday. a pretty b prettily 2 I find kittens so cute, especially when they play together a lively b in a lively way 3 This film gives a moving account of a brilliant musician's life. a deep b deeply 4 My team eventually won after a fought match.
3	If it's stopped raining by 6 o'clock, I for a run. a go		A policeman asked them to leave, but did it a in a friendly way

c you'll have said

a say

6 If we haven't got enough money, we ___some. a are borrowing b have borrowed c will borrow 7 If you're seeing Will later, please ___ hello from me.

b you'll say

4.5 The subjunctive

carefully.

Norma insisted at her house by 7 o'clock.

- We use the subjunctive in formal written language for urgent requests and demands. No 's' is added in 3rd person singular. It's important that the students be on time. It's even more important that everyone listen carefully.
- The verb be remains unchanged in the present tense and becomes were in past tenses.
- Certain verbs (e.g. ask, advise, suggest, insist, demand. recommend, and request) are followed by that + subjunctive to indicate that something must be done. She suggested that we arrive at the restaurant by 8 p.m.

They demanded that the money be refunded immediately. 1 Complete the second sentence so that it means the same

a	s the first. Use the subjunctive.
1	She has asked them to refund her money. She has requested
	her money.
2	My guitar teacher says I should practise every day.
	My guitar teacher recommends
	every day.
3	Leo said we should all go for a picnic.
	Leo suggested
	for a picnic.
4	The protestors want the government to change the law.
	The protestors are demanding
	the law.
5	Our teacher told us to read the questions carefully.
	Our teacher advised
	the questions

6 Norma said we must be at her house by 7 o'clock.

Unit 5

5.1 Negative adverbials

We can make a sentence more emphatic by putting a negative adverb (or adverbial phrase) at the front. These include: never, nowhere, not since, not only ... also, no sooner ... than, hardly, rarely / seldom, under no circumstances, (in) no way, at no time, only (if / when / once), not until. After the adverb or phrase, the word order is inverted. They are usually followed by an auxiliary verb. Not since last year have there been such bad storms. Rarely has there been such an exciting concert.

- 1 Complete the second sentence in each pair so that it means the same as the first.
 - I've never eaten such a delicious meal before! such a delicious meal!
 - 2 We weren't asked for our opinion at any time. asked for our opinion.
 - 3 She won't speak to you until you apologise. Not until speak to you.
 - 4 You won't see more beautiful scenery anywhere. beautiful scenery.
 - 5 Tickets cannot be refunded under any circumstances. tickets be refunded.
 - 6 They'd hardly left the house when it began snowing when it began snowing.
 - 7 Ben had no sooner heard the news than he told everyone. No sooner than he told everyone.

5.2 Negative questions, infinitives and -ing forms

- · We can use negative questions to ask for confirmation of something that we think is true or is not true. Aren't you in the same class as my brother?
- We can use negative questions to express our opinions more politely.
- Haen't she got a loud voice!
- · To make infinitives and -ing forms negative, we add not or never before to in front of them. She promised not to stay up too late.
- 1 Write the words in the correct order.
 - 1 him / not / see / was / I / yesterday / to / sorry
 - 2 holiday / to / on / you / aren't / meant / be /?
 - 3 bed / gone / earlier / he / shouldn't / have / to /?
 - 4 do / not / she / it / promised / to / again
 - 5 not /1/the / is / prefer / what / knowing / score
 - 6 taste / this / unpleasant / doesn't / coffee /?
 - 7 matter / rather / discuss / they / would / not / the

5.3 Articles

a / an

We use the indefinite article a / an

when we say what something is or what it is like.
 What's this? It's a 3D printer.

Our aunt works in a shoe shop.

- when we say what somebody's job is.
 My cousin is a mechanic.
- when we mention something for the first time.
 I've got a new amartphone.
- when we mean any example of something and we do not need to be more definite.
 - le there a post office near here?
- · to mean per or for each.

My father eams €400 a week.

The train was travelling at 100 kilometres an hour.

the

We use the definite article the

- · when it is clear what we are talking about. This can be
 - because we've already mentioned it.
 I've bought a jumper and a scarf The scarf is red and the jumper's blue.
 - b because there is only one of something. Can you see the moon above the roofs?
 - c because it is clear from the situation.
 - Lot's go to the park. (= the park that's near here)
- with most nationality words.
- The French have a reputation for being good cooks.

 with the names of rivers, mountain ranges, deserts and seas.

 the Nile the Himalayas the Sahara Desert the Baltic
- with a few countries and most groups of islands. the United Kingdom the United States the Netherlands the Czech Republic the Channel Islands
- in various set phrases, for example: go to the theatre / cinema listen to the radio / the news play the violin / the plano
- with an adjective to refer to everybody who has that characteristic. the poor the rich

No article

We do not use an article

- when we are making generalisations.
 - Dogs need a lot of exercise.
- with most countries, continents, towns and cities, lakes and mountains.

They come from Madrid in Spain.

Their house is on the shores of Lake Geneva.

Our friends have just been to Mount Everest.

- with some nouns following a preposition, to / at work / school at home at night by bus in bed / hospital / prison
- · with meals,
- have breakfast / lunch / dinner
- with superlatives.

the tallest man the funniest film the longest day

Complete the sentences with a	/ an, the or no article (-
-------------------------------	----------------------------

1	My aunt wor		_musician in	Canada. She pla
2			here to c	entre of town?
3	Apparently_	most	important mea	al is breakfast.
4	'Would you dogs.'	ather have	cat or	dog?''l prefer
5	Onlyr car.	ich can affi	ord to spend so	much on new
	My best friendstates.	nd lives in	New York	in United
	I have youngest.	niece and	two nephews	niece is
		chemist	nearby?''	nearest one is

opposite ______ 5.4 Quantifiers

 We normally use some in affirmative sentences and offers, and any in negative sentences and questions.

We've got some milk and sugar.

We haven't got any milk or sugar.

Have we got any milk or sugar?

Would you like some milk and sugar in your tea?

Would you like some milk and sugar in your tea?

police station."

 We use any with uncountable and plural nouns in affirmative sentences where the meaning is negative.

He went out without any gloves on.

There is never any snow in the Caribbean.

 We can use any in affirmative sentences to mean it doesn't matter which.

Any songs by Taylor Swift are great!

We use no (meaning not any) when we want to be emphatic.
 Thereis no need to be rude.

No clubs in town will be open yet.

 We use (a) few with plural nouns and (a) little with uncountable nouns.

He's only got a little free time this weekend.

A few students have already finished the test.

- We use few / little instead of a few / a little to emphasise the smallness of the number or quantity.
 He has little money and few friends.
- We normally use whole with singular countable nouns.
 We've eaten a whole box of chocolates.
- We normally use all with uncountable nouns and plural nouns.
 He listened to all (of) the sonas on the album.
- Have we finished all (of) the pasta?
 We use both, either and neither to talk about two things.

Both restaurants are quite new. Neither book is very interesting.

We can get off the train at either stop.

 Most quantifiers can be followed by of and a determiner (the, these, my, etc.): most of the ___a few of his ___, several of those ___ all of us, each of them, many of, etc. After both and all, we often leave out of before the.

All (of) the children are in the playground.



· However, no and every cannot be followed by of instead, we say none of and every one / each of, None of takes a singular verb in formal contexts.

Every one of us aconed 100% in the test. None of the boys in the band are over 20. None of the boys in the band is over 20. (formal)

- 1 Choose the correct quantifier to complete the sentences.
- 1 There were few / a few cakes left in the shop, but not many.
- 2 Do you recognise either / neither of those two actors?
- 3 It's so late now, there's little / a little point going out.
- 4 No / None of my family can speak French. 5 I can't stand cricket - there are a few / few sports I find
- more boring.
- 6 Look at your hands they're either / both covered in mud!
- 7 Would you like little / a little sugar in your coffee?
- 8 Every / Every one of these peaches is rotten.

2	Complete the sentences with of or leave them blank where	
	nossible	

- 1 None __ my friends can play the violin.
- 2 A few those plants need watering.
- 3 I've seen all her films at least twicel
- sport in the holidays. 4 We're going to do a lot
- 5 Do both _____ your parents work in a bank?
- _ people I know believe in ghosts. 6 Several ___
- 7 The teacher gave each the students top marks.
- 8 I tried on three sweatshirts but none them fitted.

5.5 do and did for emphasis

· We can use do and did to make statements stronger and to show a contrast. We stress do and did when they are used in this way.

You do like arquing, don't you? We did enjoy the ballet.

- We can use do in imperatives to make them more emphatic. Do be careful with that vasel
- · We can use do and did to show a contrast. He's sometimes a bit rude but I do like him.

1 Use do or did to rewrite the sentences to make them more emphatic or to show a contrast.

- 1 You didn't get much sleep last night. Go to bed early tonight.
- 2 It's a very important meeting. Be on time!
- 3 I don't like him much, but I like his brother.
- 4 We enjoyed the play.
- 5 I like your new top!
- 6 Be quiet, will you!
- 7 I didn't cook the meal but I did the washing up.

Unit 6

6.1 The passive

 We form the passive with the verb be and the past participle. of the main verb. The object of an active verb can become the subject of a passive verb.

They haven't found a cure for colde yet.

A cure for colds hasn't been found yet.

- · We use the passive when we do not know or do not want to say who or what is responsible for the action.
- This photograph was taken in India.
- · If we mention the agent, we use by. Enormous public baths were built by the Romans.

 With verbs that often have two objects (ask, award, give, offer, owe, pay, send, show, teach, tell, etc.), either object can become the subject of a passive sentence.

They gave me my money back.

- a I was given my money back.
- b My money was given back to me.

It is much more common for the indirect object (usually a person) to be the subject of the passive sentence (example a

 We use the past continuous and present continuous forms of the passive, but not other continuous forms as they sound unnatural.

A celebration is being planned.

A celebration has been being planned, X They have been planning a celebration.

1 Complete the sentences with the verb in brackets in the correct passive form.

•	
The band's new song	(not / release)
until next month.	
A 6	Vanak Enthermontone

2 A cure for cancer (not / discover) yet. 3 Those trees (plant) by my grandfather

last year. 4 Hans (show) around the college this morning.

5 When the onions are cooked, they (add) to the sauce.

6 Technology (improve) all the time. 7 The Colosseum (build) by the Romans

over ten years. 8 We (tell) their decision in a few days' time.

2 Rewrite the sentences in the passive. Remember that the indirect object usually becomes the subject.

- My brother lent me the money for the ticket.
- 2 They'll allow us ten minutes to answer the questions.
- 3 A nurse has given the patient some medicine.
- 4 Your uncle is taking your parents to the airport now. 5 They didn't give us any information about the strike.
- 6 A local man showed them the way to the river.
- 7 No one will forgive him if he keeps on lying.

6.2 The passive: advanced structures

Verbs like believe, consider, expect, know, report, say and think are often used in passive constructions, especially in formal language.

- We can use an impersonal construction with it + passive: it + passive (present or past) + that ...
 - It was believed by many people until the 19th century that tomatoes were poisonous.

It is now known that they are not.

- · Alternatively we use a passive construction with an infinitive: subject + passive (present or past) + to do / to have done. Tomatoes were believed to be poisonous.
- . We can use an impersonal construction with there + passive (present or past) + to do / to have done
 - There are estimated to be 100,000 people at this weekend's feetival.

If the sentence refers to a present belief about a past event, we use the present simple passive followed by a perfect infinitive (to have done).

The thief is believed to have escaped to Scotland.

- · We can use passive structures with present and past forms of modal verbs.
- Phones should be switched off during the play.
- · Verbs that are followed by an infinitive or gerund can also be followed by a passive infinitive or gerund. Everyone likes to be praised.

Hove being given surprise presental

Complete the second sentence in each pair so that it means the same as the first.

- 1 They think that the thief escaped in a stolen car. The thief
- 2 It is known that too much fried food is bad for you. Too much fried food
- 3 The painting was thought to be an original Picasso.
- 4 It's reported that the earthquake caused extensive damage The earthquake
- 5 They say that heavy rain has caused the floods. Heavy rain
- 6 They didn't believe that his injuries were serious. His injuries
- 7 Some fruits are said by scientists to be 'superfoods'.

2 Complete the sentences with the verbs below in the correct form. award burn interview keep sell teach turn off

1 Use plenty of suncrea	m to avoidby the sun.
Everyone expects her performance.	an Oscar for her latest
3 No one wants	waiting in a queue.
4 I can't my tablet.	the right battery – this one doesn't fit
5 All mobile phones mu	st during the film.
6 Do you remember	how to ride a bike as a child?
7 They don't think the s	inger will agree

Unit 7

7.1 Changes in reported speech Tense changes

· When we report somebody's words rather than quoting them directly, we usually change the tense of any verbs. "I'm tired" she said. She said that she was tired. The normal pattern of tense changes in reported speech is:

Direct speech		Reported speech
present simple		past simple
present continuous	-+:	past continuous
past simple		past perfect simple
present perfect simple	-	past perfect simple
present perfect continuous	-+	past perfect continuous
past continuous	-	past perfect continuous
will	-	would
may / might	-t.	might
must		must / had to
can		could

- · We do not normally change the tense when
 - a the reporting verb is present, future or present perfect. Tprefer playing basketball."

She says she prefers playing basketball. She'll say she prefers playing basketball. She's said she prefers playing basketball.

- b we are reporting a past perfect verb, would, could, should or had better.
 - "We should leave."
 - She said that we should leave
- · Many modal verbs are usually unchanged after past reporting verbs.
 - "I might be late."
 - He said that he might be late.
- We often omit the word that from the beginning of the reported speech clause.
 - They said it was too expensive.
- There are often changes in words which refer to the people, time or place. These are dictated more by logic than by rules. I'll be here tomorrow, she said.

She says she'll be here tomorrow.

(reported on the same day, in the same place)

She says she'll be there tomorrow.

(reported on the same day, in a different place)

She said she'd be there the rext day.

(reported later, in a different place)



· However, these time expressions frequently change in the following way:

Direct speech		Reported speech
today		that day
tonight		that night
tomorrow	-	the next / following day
next week		the next / following week
ago	-	before
last week / month	-	the previous week / month the week / month before

- 1 Rewrite the sentences, changing the reported speech into direct speech.
 - Katy said that she'd been studying since lunchtime.
 - 2 Gina told me her aunt had been feeling unwell since last week.
 - 3 Carla told me that she'd like to go to Africa one day.
 - 4 Leo said that he had learned to ski the previous winter.
 - 5 Alfie tells me that he doesn't want to go to the match because he's going to visit his cousins.
 - 6 Tom says he'll bring his sister to the party.
 - 7 Karl says he isn't going swimming with us tomorrow.

7.2 Reported questions

 When we report questions, we use affirmative word order and verb forms after the question word.

'How old are you?' he asked me.

He asked me how old I was.

 To report a yes / no question (one that has no question word) we use whether or if.

'le it enowing? she asked.

She asked if it was snowing.

'Do you live in Bristol?' she asked me.

She asked me whether I lived in Bristol.

 We do not include question tags in reported questions. You're Mia's friend, aren't you? he asked.

He asked me if I was Mia's friend.

· When we report short answers, we use the auxiliary or modal verb from the short answer.

Do you know the time?" I don't."

He asked me if I knew the time and I said I didn't.

- 1 Complete the second sentence so that it has a similar meaning to the first sentence. Use the words given.
 - 1 'Have you spoken to Fatima recently?' (if) Ben asked me
- 2 'You're going to the café later, aren't you?' (was) Olga asked me
- 3 'Can you speak Greek?' 'I can.' (whether) Dan asked
- 4 'Is this bag yours?' (if) Victor asked me
- 5 'When does the festival start?' (me)
- Steve asked 6 'You've been watching me, haven't you?' (had)
- Martha asked me 7 'Will you call me later?' 'I will.' (her) Sara asked me

7.3 Reporting verbs

We can report statements using say or tell or other reporting verbs.

say and tell

. The object of the verb say is always what was said. It is often a clause.

'It's late,' said Tom.

She said she was thirsty.

- · If we want to mention the person who is addressed, we must use the preposition to. 'I'm aoina now,' she said to her friend.
- · The object of the verb tell is usually the person who is addressed. We do not use the preposition to. Have you told your mum?
 - He told me he was tired.
- · We also use tell in set phrases like tell a lie, tell the truth, tell a story, etc.

Other reporting verbs

We can use other verbs instead of say and tell when we report statements, e.g. add, admit, agree, announce, answer, argue, boast, claim, complain, confess, confirm, deny, explain, insist, observe, predict, promise, reply, reveal, swear, warn.

This bread is stale.

He complained that his bread was stale.

"It"ll definitely be crowded in town."

He predicted that it would be crowded in town.

1 Rewrite the sentences in reported speech using the correct verb in brackets.

- 1 Jim said, 'I can't afford to go out because I've spent all my money' (deny / explain)
- 2 Will said to Julia, 'I won't forget your birthday again.' (promise / admit)
- 3 Pablo said, 'I really did lock the door behind me.' (warn /
- 4 Laura said, "I've just won first prize in a competition!" (deny / announce)
- 5 Oscar said to the assistant, 'All of these shirts are too big for me.' (complain / announce)
- 6 Jenny said to me, 'There's going to be a test tomorrow.' (warn / argue)
- 7 Jim said, 'I didn't tell anyone what I saw.' (deny / complain)

7.4 Other reporting structures

We can use other structures when we report offers, promises, requests, commands, suggestions, etc.

· verb + infinitive with to agree, offer, promise, refuse, threaten She offered to help with the cooking.

To make the infinitive negative, we add not before to. Lagreed not to tell anyone

- · verb + object + infinitive with to advise, ask, beg, command, dare, encourage, forbid, instruct, invite, order, persuade, remind, request, tell, urge, warn Freminded them to invite Llam.
- verb + -ing form

admit, deny, mention, propose, recommend, report, suggest She denied taking the money.

These verbs can also be used with a that clause. He mentioned that he'd seen you earlier

- · verb + preposition + -ing form admit to, apologise for, boast about, confess to, insist on They insisted on seeing the manager.
- · verb + object + preposition + -ing form accuse sb of, congratulate sb on, warn sb against He warned me against trusting Julie.
- verb + that + should clause / verb + that + subjunctive clause advise, demand, insist, propose, recommend, request, suggest He recommended that we book the tickets soon.
- · In formal English, we also occasionally use the subjunctive with these verbs.

He insisted that we leave at once.

The head teacher proposed that all students be sent home. early because of the storm.

Correct the mistakes in the	e reported sentences.
-----------------------------	-----------------------

- 1 Pat refused listening to my explanation.
- 2 They advised me go to hospital immediately. 3 We congratulated him that he passed his driving test.
- 4 She suggested us having a picnic in the park.
- 5 I confessed losing my sister's new scarf.
- 6 He invited us go to his party that Friday.
- 7 I begged him not telling anyone my secret. 8 Oli insisted to paid me half the taxi fare.
- 9 He encouraged us that we should keep trying.

the correct form of the verbs below.

10 Fiona threatened calling the police. 2 Complete the sentences with a preposition if necessary and drop leave lose make play spend study visit

	My neighbour accused me	litter in his garder
	He apologised	_so much noise.
	Our teacher reminded us _ for homework.	the next chapter
4	lan blamed his brother	his favourite T-shirt.
5	The manager ordered every	onethe building
6	The fans demanded that the song.	e band one more
7	I admitteda	Il my money on a leather jacket.
8	They recommended that w	ethe new art

7.5 Nouns and dependent prepositions

gallery.

Some nouns are followed by certain prepositions, called dependent prepositions, e.g. addition to, demand for, increase in, obsession with

The choice of preposition depends on the noun and its specific use and meaning.

When a verb follows a preposition, we use the -ing form. She had no interest in listening to what I was saying.

Complete the sentences with in, for, on, to or with.

-			
1	Scientists are still searching for a	solution_	the
	problem of global warming.		
2	I don't know what the matter _	my wat	ch is, but it's
	stopped working.		
2	W/hot's the difference nris	a hotsman t	thece turn on

- of boots? 4 Do you have a preference_ tea or coffee?
- 5 I didn't use to like spicy food but I've got a taste __ since visiting India.
- 6 A recent earthquake has had a terrible effect _____ some countries.
- 7 There's been a rise ____ __ prices since the new government came to power.
- 8 No one could explain the reason _____ the broken window.



arammar book.

Grammar Builder and Reference

7.6 Nominal clauses with what

We can use nominal clauses with what to make the important part of a sentence more emphatic. We add a linking verb (most often an appropriate form of the verb be) after the clause to link it to the rest of the sentence.

I enjoyed the set designs and the costumes the best. - What I enjoyed the best were the set designs and the costumes. Politicians who lie make me really anary. - What makes me really angry are politicians who lie.

We can use nominal clauses with what to introduce a new topic; to give a reason, instruction or explanation; or to correct what someone else has said.

What I'm going to talk about today is climate change. What I'd like you to focus on is learning the use of nominal clauses. I didn't need a dictionary. What I would have needed was a new

When the object of the nominal clause is another clause, we sometimes have to include the fact that.

What really broke my heart was the fact that she no longer trusted me.

1 Put the words in order to make sentences with nominal clauses with what.

- 1 attendance / compulsory / fact / is / is / need / remember / that / the / to / you What
- 2 do / fill / first / form / in / is / must / this / to / you What
- 3 are / colleges / in / love / most / Oxford / the / visitors What
- 4 astonishing / always / enormous / found / have / how / I / the / universe / is / is What
- 5 addictive / are / how / is / networks / nobody / realises / social What
- 6 caused / conflict / know / never / probably / the / we / will What

Unit 8

8.1 Second and third conditional

Second conditional

· We use the second conditional to talk about an imaginary situation or event and its result. It can refer to the present or the future.

If I were richer, I would buy a new bike: (present) If I went on holiday to: Jamaica, I'd come back with a suntan.

 We use the past tense to describe the situation or event. We use would (not), might (not) + infinitive without to to describe the result. We can use could instead of would be able to. If I had more time, I would stop to talk to you.

(situation) (result)

- . In the if clause, we can use were instead of was as the past. tense of be, singular, it is considered to be a little formal. The meaning does not change.
 - If I was fitter, I'd run in a murathon. If I were fitter, I'd run in a marathon.
- . The if clause can come before or after the main clause. If it comes after, we do not use a comma.

If you weren't my friend, I wouldn't forgive you. I wouldn't forgive you If you weren't my friend.

Third conditional

- · We use the third conditional to talk about imaginary situations in the past and to say how a situation could have been different.
 - If you hadn't broken the window. Dad wouldn't have been anary. (But you did break the window and Dad was angry.)
- The if clause can come before or after the main clause. We use the past perfect in the if clause and would / wouldn't have in the main clause.

She would have been amazed if you had asked her out.

Write second conditional sentences.

I can't play football today because I'm busy. If I weren't busy, I could play football today.

- 1 She's from Brazil, so she speaks Portuguese.
- 2 Max doesn't drive because he's too young.
- 3 It's winter, so the weather is cold.
- 4 I don't remember his address, so I can't visit him.
- 5 They're making toast because they're hungry.
- 6 She can't swim, so she won't come to the beach.
- 7 I don't trust him, so I won't be his friend.

2	Complete these third conditional sentences with the past perfect and would(n't) have form of the verbs in brackets.			 Mixed conditional conditionals and that second cond 		
	1 If you (not warn) us, there					
	(be) an accident. 2					
	3 It	(be) a shame if we	(lose)	main clause. If we had got up ea		
		(put out), it	22	past (3rd conditio		
		(buy) a new tablet if they		If I hadn't spent a past (3rd condition If I could drive, I w		
		expensive, (not stay) up all night of the next day,	if	present (2nd cond		
	7	(not give) you that book if I already had it.	the time reference • If we are refer			
	8 If you (forgive) yo	(apologise) at once, I u. ives to if		past perfect (si conditional; if v clause, we use conditional.		
•	condition that I couldn't have I wouldn't have	nless, even if, provided that, providi instead of if in conditional sente adone the homework unless you'd stold you the answer even if I'd kr phone, provided that / providing	nces. I helped me. nown,	Similarly, if we we use would he referring to the use would, as in		
	THEORY YOUTHY	burner browners mark I burnered	A OLL O'CL MAINING	Past regrets		

even though and even if

that you give it back immediately.

- · Even though expresses a fact, something real. It means 'despite the fact that'.
 - He decided to play football even though he was tired.
- · Even if refers to an imaginary situation. It means 'despite the possibility that ...' Even if that TV was half price, I wouldn't buy it.
- · We can use supposing (that) to mean what if. Supposing we asked your mother, might she give us a lift?
- Choose the correct option to complete the sentences.
 - 1 We would have been late, supposing / even if we'd hurried.
 - 2 Even if / Supposing | lent you some cash, would that help?
 - 3 I wouldn't have remembered unless / supposing you'd reminded me.
 - 4 Unless / Supposing we'd heard the news, we wouldn't have known what had happened.
 - 5 Even if / Unless I were free tomorrow, I still couldn't go bowling.
 - 6 Supposing / Unless you won the lattery, would you give some money away?

litionals

Is are a mixture of second and third refer to hypothetical situations. Remember itionals refer to the present or future, and refer to the past. Mixed conditionals occur ference in the if clause is different from the

arlier, you wouldn't have missed the bus. nal) present (2nd conditional) I my money, I'd come with you for pizza. future (2nd conditional) uld have taken you to the station.

- litional) past (3rd conditional) forms in mixed conditionals depends on
 - ng to the past in the if clause, we use the mple or continuous) as we would in a third ve are referring to the present in the if the past simple as we would in the second
 - are referring to the past in the main clause, give, as in a third conditional: if we are present or future in the main clause, we a second conditional.

. To talk about past situations that we would like to have happened differently, we use the following structures with the past perfect:

I (really) wish ... If only ... I'd much rather... I'd prefer it ...

- 1 Match the two halves of the sentences. Complete the second half with the correct form of the verb in brackets.
 - 1 If I knew her phone number,
 - 2 If you hadn't read the instructions,
 - 3 He might have seen the sign
 - 4 I'd never have believed you
 - 5. If there was an ice rink in town. 6 She couldn't have become a vet
 - (go) there this evening. a we_

 - b if he (have) better eyesight.
 - c if you (not be) my best friend.
 - d I (call) her now.

 - e if she (not love) animals.
 - f you (not know) how to use the equipment.



game.

Grammar Builder and Reference

Rewrite each pair of sentences as a mixed conditional sentence.

We missed the bus. That's why we're late.

- If we hadn't missed the bus, we wouldn't be late.

 1 He doesn't like football. That's why he didn't watch the
- 2 It snowed heavily last night. That's why the roads are
- 3 She forgot to feed the dog. That's why she has to go home.
- 4 He's not good at maths. That's why he didn't pass last week's test.
- 5 They cooked lunch. That's why the kitchen is untidy.
- 6 You were late for class again. That's why your teacher is annoyed.
- 7 She's at the theatre, That's why she didn't answer her phone.

3 Use the words in brackets to write a sentence expressing a past regret about the statements.

I regret the fact that ...

I didn't study for the test. (wish)

I really wish I'd studied for the test.

- 1 you told my brother about the surprise party. (rather)
- 2 you didn't wear jeans. (prefer)
- 3 I didn't ask for his phone number. (if only)
- 4 my football team didn't win the match. (wish)
- 5 we stayed in a shabby B&B. (rather)
- 6 you didn't lend me money for the tickets. (if only)
- 7 I promised to babysit my little sister. (wish)

Unit 9

9.1 Emphasis

 We can make a sentence more emphatic by adding an extra clause to highlight key information.

Normal	Emphatic
You wanted to go to the beach.	It was you (that / who) wanted to go to the beach.
l'd like to meet Lady Gaga.	The person I'd like to meet is Lady Gaga.
He really wante to visit China.	A place (that) he really wants to visit is China.
I'll never understand baseball	One thing (1 never understand is baseball.
She just walked the second half of the race.	All she did was (to) walk the second half of the race.
The fire alarm went off.	What happened was (that) the fire alarm went off.

- We often use it is / was ... to make a contrast.
 Sal finished the biscuits. I didn't.
 - It was Sal who finished the biscuite, not me
 - After All (f) did was ... or What (l) did was ..., we use an infinitive with or without to.

What I did was (to) call the police.

However, after All that happened was ... or What happened was ... , we need a subject and a verb. We can put that before the subject.

All that happened was (that) they decided not to go to the café.

 Nominal clauses starting with that can function as the subject of a sentence.

It upsets me that we're no longer friends.

A that-clause can begin a sentence, but we usually rephrase it with The fact that....

That we're no longer friends upsets me. X

The fact that we're no longer friends upsets me.

Rewrite the sentences with an extra clause at the start for emphasis. Begin with the words in brackets.

English is my favourite subject. (It's English ...)
It's English that's my favourite subject.

- 1 The girls' team won the quiz. (It was ...)
- 2 My parents stopped me from going out. (What happened ...)
- 3 Frank cycled to the river. (What Frank ...)
- 4 She gave them her opinion, that's all. (All she ...)
- 5 The Egyptians built the Pyramids. (It was ...)
- 6 We just need five more minutes. (All we...)



2 Rewrite the sentences, emphasising the underlined words. Begin with the phrases below.

One idea One person One thing The country The film The food

- 1 I can't stand having a cold.
- 2 Neil will definitely know the answer.
- 3 I'm really interested in going to Thailand.
- 4 I really enjoyed The Hunger Cames.
- 5 She prefers Italian to Chinese.
- 6 He suggested having a barbecue at his house.

9.2 Participle clauses

Participle clauses contain present, past or perfect participles. They can be used

- to replace a relative clause, when a present participle replaces an active tense. The subject of the participle must be the same as the subject of the other verb.
 - There were lots of fans waiting for the band to appear.
- to indicate that two things are happening simultaneously.
 Looking through the window, I saw her talking to the teacher.
- to show one thing happening after another.
 Locking my bike to a fence, I walked up the steep hill.
- to express a reason or a cause.
 Not being able to reach the shelf, I stood on a chair.
- to express a condition.
 - Watered regularly, this plant will flower for weeks.

9.3 Conjunctions and prepositions

Participle clauses can contain different conjunctions and prepositions, e.g. after, although, before, on, once, since, until, when, while.

On hearing the news, I immediately told my friends. Before having dinner, let's go for a walk.

1 Complete the participle clauses with these phrases.

After packing B	eing thirsty	Cooked si	owly	Having read
On hearing Op	ening Since	ordering	Until k	nowing
1	the bo	ok, I decide	d not to	see the film.
2	the ne	ws, she imr	nediate	ly called me.

- his suitcase, he called a cab.

 the meat will be very tender.

 fordered a milkshake.
- 6 a new laptop, he's found a cheaper one online.
- the door, we heard a strange sound.

 the door, we heard a strange sound.

 all the facts, they're not prepared to
- 2 Complete the second sentence so that it means the same as the first. Begin with the words in brackets.
- He took up running and is much fitter. (Since ...)
 - 2 She laughed when she realised what had happened. (On ...)
 - 3 Rob was the last to leave so he shut the door. (Being ...)
 - 4 I like reggae but I prefer rock music. (Although ...)
 - 5 If they give him a chance, he should succeed. (Given ...)
 - 6 We watched the DVD, and then returned it to the shop. (Having...)

Extra Speaking Tasks

Unit 4

1 SPEAKING Work in pairs. Ask two questions each. Make a note of your partner's replies and report back to the class.

Student A

- 1 When did you last go on holiday? Where did you go? Did you enjoy it?
- 2 Do you think that all young people should have a gap year and go travelling? Why? / Why not?

- 1 Do you intend to take a gap year? Why? / Why not?
- 2 Do you think it's a good idea for young people to travel on their own? Why? / Why nat?
- 2 SPEAKING Do the task below. Take turns to be the traveller. Make sure you give more than one reason for your choice as well as for why you reject the other options.

You and your family are planning to travel round the world. Say which of the adverts is most appealing to you and why. Say why you are rejecting the other options.



Unit 5

SPEAKING Work in pairs, Student A: Do the task in exercise 7 on page 60. Student B: Look at the photos and do the task below.

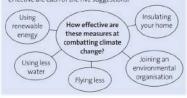
Compare the photos. Then give your own opinion about the importance of sharing hobbies with your friends. Which are the best hobbies to do with friends?



Unit 8

1 SPEAKING Work in pairs. Do the task below. Use phrases from exercises 3 and 7 on page 94 to help you.

I'd like you to imagine that you are discussing practical ways in which people can help to combat climate change. How effective are each of the five suggestions?



2 SPEAKING Discuss this question in pairs.

Which are the two easiest ways for young people to combat climate change?

Unit 9

- 1 SPEAKING Work in pairs. Student A: Answer question 1. Speak for about one minute. Student B. Answer question 2. Speak for about 30 seconds.
 - 1 Compare the photos and say which shop provides the better service.
 - 2 Which shop would you prefer to shop in? Why?



- 2 SPEAKING Work in pairs. Student B: Answer question 1. Speak for about one minute. Student A: Answer question 2. Speak for about 30 seconds.
 - Compare the photos and say why people choose to shop in these different ways.
 - 2 Where do you usually do your shopping? Why?



1 T

Theatre by the Lake

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 Is there a theatre in your town or city? If so, how often do you go?
 - 2 Is the theatre popular among young people in your country? Why? / Why not?
 - 3 What's the best experience you've ever had at the theatre?

Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 What is RADA?
 - a a theatre b a drama school c an area of London
 - 2 Where is Theatre by the Lake?
 - a in London b in the West End. c in north-west England
 - 3 Whose job is it to find the furniture they use on the stage?
 - a Havley's b Charlotte's c Andrew's
- 3 Watch again. Number the things (A-H) in the order that you see them.
 - A ___ an actor, practising with backstage staff
 - B ___ a popular West End Show being performed on stage
 - C ___ a busy London street
 - D ___ a smartly-dressed male ticket seller
 - E ___ a prestigious drama school
 - F ___ a recreation of a traditional Shakespearean theatre
 - G ___ beautiful green hills
 - H ___ an audience waiting for a play to start
- 4 Watch again. Complete the sentences with the words below. There are two extra words.

Andrew Lindsay Artistic Director Charlotte Globe Hayley Judi Dench RADA West End

- The ______ is home to a number of famous theatres in London.
- 2 The ______ was William Shakespeare's theatre in London.
- 3 ______ is one of the celebrities who support Theatre by the Lake.
- 4 Ian Forrest is the ______ at the theatre.
- 5 is the Technical Manager at the theatre.
- 6 works in a team with two other people.

Round up

5 SPEAKING Work in groups. Answer the question.

Which theatre would you most like to visit, the Globe or the Theatre by the Lake? Why?

6 RECYCLE Choose the correct adjectives.

- 1 The staff who work for the Theatre by the Lake are really passionate / industrious about their work.
- 2 The staff and volunteers at the theatre are shrewd / selfless. They just want to work hard to make the theatre a success.
- 3 The writer of the play is really creative / generous. She has so many good ideas.
- 4 The team are really creative / industrious. They built the stage and painted the set in just three hours.
- 5 The theatre owner is a shrewd / selfless businessman. He opened the theatre two weeks ago and now everyone wants to come here.
- 6 The staff at the theatre are so generous / passionate with their time. They often work late to make sure everything goes well.

7 Complete the text with the words below.

directors playhouse playwrights productions props stages

The National Theatre

The Royal National Theatre in London is one of the most famous performing arts venues in the country. It was founded in 1963 at the Old Vic 1 , a theatre in south London, but since 1976 has had its own building by the Thames in central London. The building has three 3 and puts on about twenty 3 each year, written by both well-known and new 4 . All the 5 used in the plays can be hired from the theatre, including old furniture, stuffed animals and fake food. The National has had six artistic 6 , including one of Britain's greatest ever actors, Laurence Olivier.

Extension

8 Look at the photos. What jobs do you think these people are doing? Which job would you prefer to do? Why?





9 Work in pairs. Describe the photos. Use the key phrases for introducing an argument.

Speculating
I can't be sure, but ...
It looks to me like he/she is ...
He/She is most likely a ...
I'd say that ...

Alexander Fleming

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 What famous scientists do you know?
 - 2 Do you know what they are famous for?

Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 Where was Alexander Fleming from?
 - a Scotland b England c Australia
 - 2 Who discovered penicillin?
 - a Howard Florey b Alexander Fleming c Ernst Boris Chain
 - 3 What are doctors very worried about today?
 - a new bacteria b bacteria that isn't killed by antibiotics c a lack of antibiotics
- 3 Watch again. Number the things (A-H) in the order that you see them.
 - A ____ women in a medicine factory
 - B a surgeon in an operating theatre
 - C ____ a scientist in a modern laboratory
 - D ____ a scientist in an old-fashioned laboratory
 - E ___ the exterior of a hospital
 - F ___ an old microscope
 - G ____ Alexander Fleming
 - H ___ a doctor talking to a patient
- 4 Watch again. Match the two halves of the sentences.
 - Alexander Fleming worked at
 - a resistant to antibiotics. 2 Fleming discovered b St Mary's Hospital in London.
 - 3 Fleming couldn't produce
- c many lives.
- 4 Howard Florey worked at
- d enough penicillin to treat infections.

5 Ernst Boris Chain left

- e Germany to come to England. f a way to produce lots of penicillin.
- 6 Florey and Chain invented 7 Their discovery saved
- g Oxford University.
- 8 Nowadays, some bacteria have become
 - h a mould called Penicilium that could kill bacteria.

Round up

5 SPEAKING Work in groups. Answer the question.

What do you think is the most important scientific discovery? Why?

- 6 Stevens Choose the correct adjectives.
 - 1 Fleming was stunned / frustrated to discover that the mould was killing the bacteria.
 - Doctors today are thrilled / alarmed by bacteria that can resist antibiotics.
 - 3 The scientists were distilusioned / thrilled to win the Nobel Prize.
 - 4 Fleming was frustrated / stunned that he couldn't produce enough penicillin to help people.
 - 5 The scientists were disappointed / thrilled when the government stopped giving them money to do their research.
 - 6 They are disillusioned / anxious with the results of the tests. They were convinced that they were right.
- 7 Complete the sentences with the words below. There is one extra word.

a	infection	antibiotics	bacteria	discovered	research	surgery	treatment
1	Lots of rest	t and water is	usually th	e best	for	flu.	
2	I got	in m	y leg when	a dog bit me	on holiday	last year.	
3	Sir Richard	Doll was the	dactor wh	o	that sme	sking caus	es cancer.
4	It usually to	akes scientist	s years of _		to find a cu	re for a di	sease.
5	It's import.	ant to wash y	rour hands	before you ea	at to remov	e any nast	y .

6 In the future, we're going to need many more _______ to kill dangerous bacteria.

Extension

- 8 Work in groups. Make a presentation that talks about the positive and negative effects of using antibiotics. Think about the following:
- how antibiotics can help people who have an infection
 - · why doctors use them after an operation
 - · what's wrong with using them all the time
- · what might happen in the future
- 9 Give your presentation to the class. Use the key phrases for introducing an argument.

introducing an argument

It can be argued that ...
No one can deny that ...
It's also true that ...
However, ...
On the other hand, ...
Having said that, ...

Arizona State University

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 Where is the nearest university to where you live?

	Would you like to go there when you leave school? Why? / Why not? Would you like to study abroad? Why? / Why not?
	Comprehension check
2	■ Watch the DVD clip. Choose the correct answers. 1 How many foreign students study in the USA? a less than half a million b more than 800,000 c over a million 2 How many foreign students study at Arizona State University? a about 160 b about 400 c about 4,000 3 Why do US universities spend so much money on college sports? a to help students get fit b to improve their reputation c to stop students getting bored
3	Watch again. Tick the places that you see. a a library e an athletics track i a tennis court canteen f a gym j a boxing ring c laboratory g a football stadium k a climbing wall d basketball court h a golf course l a swimming pool
4	Watch again. Complete the sentences with the correct words. Use one word in each gap. 1 About 4% of students in the USA are from
5	SPEAKING Work in groups. Answer the question.

Would you like to go to Arizona State University? Why? / Why not?

- 6 STOYEE Choose the American word to complete the sentences.
 - You shouldn't ride your bike on the sidewalk / pavement.
 - I've spent the whole morning baking biscuits / cookles.
 - 3 If you're going camping, don't forget to take a torch / flashlight.
 - 4 It's silly to buy bottled water when you can get it from the faucet / tap.
 - 5 Could you please hang up your clothes in your wardrobe / closet?
 - 6 I'm starting university in the autumn / fall.

7 Match the two halves of the sentences.

- Our team always competes
- 2 A good education can make 3 You should try and gain
- 4 Our country enjoyed
- 5 Our school provided us with
- 6 Winning the Nobel Prize boosted
- a the opportunity to study in France for a term
- b the reputation of the scientists.
- c great success at the last Olympics.
- d a big difference to your life.
- e at the highest level.
- f a good degree before you start work.

Extension

B Work in groups. Make a presentation about the school system in your country. Include the following:

- how old children are when they start at primary school, secondary school and when they leave school
- · how long the school day lasts
- the subjects everyone has to study and can study
- the different types of schools there are
- 9 Give your presentation to the class. Use the key phrases for paraphrasing.

Paraphrasing

I'm not sure how to say... in English.
I don't know what It's called in English.

In other words, ...

What I mean is ...



The native cultures of Australia and New Zealand

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 What do you know about Australia and New Zealand?
 - 2 What famous sights are there in Australia and New Zealand?
 - 3 What languages do they speak there? Do you know why?

Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 When was Australia discovered?
 - a 1717 b 1770 c 1970
 - 2 Who was the first European in New Zealand?
 - a Abel Tasman b Captain Cook c Captain Zeeland
 - 3 Who have lived in Australia for thousands of years?
 - a the Maoris b the Europeans c the Aborigines
- 3 Watch again. Tick the types of holiday that you see.
 - a a city break
 b a cruise on a lake
 - e an adventure holiday
 f a winter sports holiday
 - c a cycling holiday g backpacking
 - d a beach holiday h a camping holiday
- 4 Match again. Put the events (A-F) in the table next to the date when they happened.
 - A Captain James Cook discovered Australia.
 - B Over 7 million tourists visited Australia.
 - C Aboriginal Australians settled in Australia.
 - D Maoris first arrived in New Zealand.
 - E Europeans began settling in New Zealand.
 - F New Zealand became a British colony.

60,000 years ago	1
800 years ago	2
1642	Abel Tasman sailed along the coast of New Zealand.
1770	3
19th century	4
1840	5
1901	Australia became part of the British Empire.
2015	6

Round up

5 SPEAKING Work in groups. Answer the question.

Would you like to visit Australia or New Zealand one day? Why? / Why not?

- 6 THE VIEW Choose the correct verbs,
 - 1 Ellie and Sam are going to pamper / broaden themselves at a luxury hotel in Sydney next week.
 - When I go to New Zealand, I want to go off / enjoy the beaten track.
 - 3 Did you try / stay in campsites or youth hostels when you went backpacking in New Zealand?
 - 4 I think it's really important to enjoy / broaden your horizons and travel when you're young.
 - 5 Don't forget to try / take the local fish dishes when you go to north Australia.

 - 6 We really enjoyed / got away the views from our balcony over the Sydney Harbour.
- 7 Complete the text with the words below.

colonies customs explorers indigenous settlers

The origins of the USA

For thousands of years, several differen	nt groups of people lived on th
continent of North America following	g their traditional 2, But from th
early 16th century, European 3	set sail in ships looking for new places
in North America, and in 1565 the Sp	sanish founded a small settlement in what is
now Florida. In 1607, English 4	established Jamestown, Virginia, and
began growing tobacco. Throughout	the 17th century many more English people
settled in North America, and soon th	ere were English 5 throughout
the country.	

Extension

- 8 Work in groups. You are planning a backpacking holiday in Australia or New Zealand. Do some research on the following topics for both countries. Make a presentation saying which country you would prefer to travel around and why. Include the following:
 - the sights
 - adventure holidays
 - the local food
 - how to get around
- 9 Give your presentation to the class. Use the key phrases for making a selection.

Making a selection

We think we'll choose ... mainly because ... We're opting for ... and that's because ..., The best option would be ... because ...

We wouldn't go for ... basically because ...

The reason we're not choosing ... is that ...

Two great lives

Before you watch

- 1 SPEAKING Work in pairs. Look at the photos below and answer the questions.
 - 1 Who are these two men?
 - 2 Where were they from and what did they do?
 - 3 Do you know any other famous protesters in history?





Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 Where was Martin Luther King born?
 - a Washington DC **b** Boston c Atlanta
 - 2 What happened at the Washington Monument?
 - a Martin Luther King died. b King made an important speech. c King was arrested.
 - 3 How long did Nelson Mandela spend in prison?
 - a 63 years b 43 years c 27 years
- 3 Watch again. Match the events (a-f) with the dates (1-6) when they happened.
 - a Martin Luther King gave his 'I have a dream' speech. 1 In 1929
 - 2 In 1955
 3 In August 1963
 b Martin Luther King was murdered.
 c Nelson Mandela became president.

 - 4 In 1968 d Nelson Mandela went to prison.
 - 5 In 1963
 - e Martin Luther King joined the civil rights movement.
 - 6 In 1994 f Martin Luther King was born.
- 4 Watch again. Complete the sentences with the correct words.
 - 1 Martin Luther King was the of the civil rights movement in the USA.
 - in Boston. 2 He went to
 - 3 250,000 attended a at the Washington Monument.
 - 4 In South Africa at that time, white people had all the
 - 5 Black people couldn't vote in
 - 6 Nelson Mandela believed that was sometimes necessary to change the world.
 - 7 Today, South African society still isn't
 - 8 The in South Africa is now improving.

Round up

5 SPEAKING Work in groups. Answer the question.

What do you think are the biggest social problems in your country?

- 6 SERVICE Choose the correct words or phrases.
 - 1 I think it's important that you respect / admire everyone you meet, even if you don't like them.
 - Nelson Mandela looked down on / had a lot in common with Martin Luther King.
 - 3 But they didn't see eye to eye / admire each other about everything and disagreed about some things.
 - 4 For hundreds of years, white people respected / looked down on black people in the USA.
 - 5 Mandela's supporters talked / turned him into running for president.
 - 6 Tadmire / have a lot in common with people who try and make the world a better place.
- 7 Complete the text with the words below.

citizens election inequalities poverty speech

The welfare state in the UK

During the Second World War, there were huge ' the poor and many people in Britain lived in '	
able to get a proper education, poor families lived in very	
facilities, it was difficult to find a job, and too many peop	le were still dying
from diseases.	
In a 3 in 1942, the politician William Beverid wanted to see after the war, and said that there were five needed to change. He suggested that the country needed	important things that
its 4 free kealthcare, schools, good quality h	•
and jobs for everyone. In 1945, the Labour Party won the	general sand
began to build this welfare state.	

Extension

- 8 Work in groups. Go online and find a photo of an important moment in the history of your country. Find out about:
 - the people in the photo and what you think they are doing and feeling
 - when it was taken
 - What was happening at the time
 - · why it was important
- 9 Present your photo to the class. Use the key phrases for speculating and deducing.

Speculating and deducing

He/She must be ...

He/\$he might / could / may be ...

It looks as if ...

Judging by their expressions, I'd say that ...



Healthy cities

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 What are the best and worst things about living in a big city?
 - 2 In the future, would you prefer to live in a big city or a small town? Why?
 - 3 What do you like and dislike about the capital city in your country?

Comprehension check

	comprehension check
2	What is the population of the city of Seoul? a 10 million b 15 million c 70 million Where is Songdo? a under the sea b in Seoul c near Seoul
	3 How many people already live in Songdo? a 50,000 b 65,000 c 90,000
3	Watch again. Tick the things that you see.
	a skyscrapers
4	Watch again. Complete the sentences with the words below. businesses crowded empty energy tallest technology temperature spaces
	1 Seoul is more than London and New York. 2 Songdo uses to keep the city clean and healthy. 3 There are lots of open in the new city.
	4 Korea's building is in the centre of Songdo. 5 Sensors in the city monitor and traffic in the city.
	6 People's rubbish will generate in the future.
	7 At the moment, there aren't many in the city. 8 Many of the apartments are

Round up

5 SPEAKING Work in groups. Answer the question.

Would you like to live in a place like Songdo? Why? / Why not?

5	RECYCLE	Choose the correct word to complete the compound adjectives in the sentences.	There are two
	extra wo	ords	

C	rowded	blowing	based	populated	respected	known	needed	breaking
1	Samsur	ng is one o	f the bes	t	technolog	gy compa	nies in the	world.
2	The city	y centre ge	ts really	over	on a S	aturday n	ight.	
3	They ha	ive made s	ome mu	ch-	improve	ments to	the city li	brary recently.
4	Seoul h	as record-		interne	t speeds.			
5	Manila	in the Phil	ppines is	the most de	nsely	ci	ty in the w	rorld.
6	The Sor	ngdo proje	ct is a mi	nd	develop	ment.	30	

7 Complete the text with the words below.

congestion outskirts planners pollution traffic

The cleanest city in the world

In 2015, Calgary, in Canada, was named as the world's cleanest city. But how do they measure what is clean and what isn't? There are five important factors, including the levels of air 'and the amount of traffic 'and in the city centre.

Calgary has an excellent public transport system that connects the 'and with the city, which means there is less 'and driving through its centre.

'and the city have also designed a huge network of over 600 km of paths for walking and cycling, helping people to stay fit and healthy.

Extension

- 8 Work in groups. Make a presentation about what you could do to make your city cleaner, greener and a healthier place to live. Include the following:
 - · reducing traffic congestion
 - · reducing air pollution
 - · encouraging people to use their cars less
 - · ways to make the city centre cleaner
- 9 Give your presentation to the class. Use the key phrases to check other groups' ideas.

Asking for clarification
Sorry, do you think you could repeat that?
What do you mean by ...?
Is that something like ...?
Is that the same as ...?

7

Representing reality

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 What was the last film that you saw?
 - 2 What was it about?
 - 3 Did you think it was realistic? Why? / Why not?

Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 According to the clip, who has created the USA's most famous myths?
 - a politicians b the movie industry c gangsters
 - Film-makers often use tricks to save:
 a time.
 b money.
 c energy.
 - lass the Code of sold that mean additions
 - 3 Jean-Luc Godard said that every edit was a:
 - a lie. b story. c mistake.

3 Watch again. Tick the things that you s	see.
---	------

a a cartoon	e a special effect	
b a poster	f a light	
c a cinema	g actors in a studio	
d a film	h editing a film on computer	Г

4 Watch again. Complete the sentences with the correct words.

1	Characters like cowboys and gang	sters appeal to large	30
2	Popular stories and characters help	spread a certain	to audiences
3	The film-makers are using a	in New York to m	nake their film.
4	can change the orde	r of a film to tell a partic	ular story.

5 A film is never a clear reflection of ______.

6 Most audiences want to be honest.

Round up

5 SPEAKING Work in groups. Answer the question.

What do you like and dislike about Hollywood movies?

- 6 SHOWLE Choose the correct words.
 - 1 It's a film about a sports team that cheats / deceives in order to win an Olympic medal.
 - Some Hollywood films distorted / deceived people into thinking something that wasn't true.
 - 3 The documentary distorts / passes off the truth. It makes you think the police officer shot the criminal.
 - 4 In the film, the politician tells a number of myths / lies to the interviewer.
 - 5 James Bond often passes himself off / owns up as someone else so he can get into buildings and find out information.
 - 6. A lot of Hollywood films are very good at cheating / manipulating people into believing in the American dream.

r Complete the sentences with the words below.			
	edit footage production props scriptwriter studio		
	1 When a film is set in the 19th century, it's Important that all of the the characters use are also frow that time.		
	2 They filmed most of the scenes for the James Bond film in a large outside London.		
3 The director didn't like the story the had written and wanted to change everythin			
	4 They shot about ten hours of for the film, but they need to It so it's only ninety minutes long.		
	5 The film has been in for over three months, but it's going to be amazing when it's finished.		

for over three months, but it's going to be amazing when it's finished.

Extension

- 8 Work in pairs. Make a presentation about a film that you know well. Think about the following:
 - the characters
 - · the plot
- · how realistic and truthful you think it is
- whether you'd recommend the film
- 9 Give your presentation to the class. Use the key phrases for talking about films.

Talking about films

It takes place in ...

The special effects are ...

The plot is a little far-fetched at times, but ...

It's a really fast-moving story,

8

vInspired

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 Is volunteering popular among young people in your country?
 - 2 Have you ever done any volunteering? If yes, what did you do?
 - 3 Why do you think people volunteer?

Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 What is vinspired?
 - a an award b a charity c a magazine
 - 2 Young people in the UK are thought to be:
 - a unemployed. b lazy. c really kind.
 - 3 How can young people find out about vinspired?
 - a from school b from attending a group c from a website
- 3 Watch again. Number the activities (A-H) in the order that you see them.
 - a volunteer helping children
 - B ____ young people playing in an orchestra
 - C ___ volunteers on a farm
 - D ____ teenagers playing computer games
 - E ___ a volunteer preparing food
 - a volunteer working in a shop
 volunteers picking up rubbish on a beach
 - tennager playing neel
 - H ____ teenagers playing pool
- 4 Watch again. Complete the summary with the words below.

VInspire	d organises 1	to help young peop	le find 2 work. Ti	ney also give
3	to young v	olunteers. These are importa	nt because they ensure young	g people's efforts get
4	Lots of pe	ople think young people can'	t find a job because they are	5, but this
isn't true	e. Youth 6	is very high in the UK v	which makes it quite hard to b	e a young person. Young
people i	can find out about	VInspired from their 7	It has over 2,500 8	on it with

awards campaigns charities lazy recognised unemployment voluntary website

Round up

5 SPEAKING Work in groups. Answer the question.

volunteering projects across the country.

What kind of volunteering would you most like to do? Why?

- 6 SHOWLE Choose the correct words.
 - Thousands of people protested / shouted about youth unemployment.
 - 2 vinspired doesn't sign / shout slogans to get its message across.
 - 3 Instead of holding / holding up a rally to change people's opinions of teenagers, vinspired run national awards to celebrate the work young people do.
 - 4 They march / organise campaigns to help unemployed young people find volunteer work.
 - 5 With corruption / unemployment so high, it's really difficult for young people to find a job at the moment.
- 7 Complete the text with the words below.

carers community scheme society youth group

The Riverside Club

It seems that we live in a 1	that often forgets about its youngest and uldest members. The				
Riverside Chib is a *	_ that organises lots of events that try and get young people involved	in the			
local 3One 4	that it runs trains young people to be 5 for eld	erly			
people. The elderly people benefit from the help they receive, while the younger people can learn a lot from					
spending time with someone with many more years of life experience.					

Extension

- B Work in groups. Make a presentation that gives your opinion on which volunteer project for your class to get involved with is the most important and why:
 - · helping at an old people's home
 - picking up rubbish from the socal park and cleaning the local river
 - teaching your language to new immigrants in your o'ty
 - cooking meals for homeless people
 - helping young children to read at the local primary school
 - helping at an animal shelter
- 9 Give your presentation to the class. Use the key phrases for expressing a firm opinion.

Expressing a firm opinion

I'm of the opinion that ... I feel quite strongly that ...

It's clear to me that ...

I firmly believe that ...



Shopping in London

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 How often do you go shopping?
 - 2 Where do you go shopping when you want to splash out?
 - 3 What was the last thing that you bought?

Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 What can you find in Camden Lock?
 - a chain stores b vintage items c expensive jewellery
 - 2 What kind of things can you buy at the Burlington Arcade?
 - a luxury items b vintage clothes c mass-produced goods
 - 3 What do the owners of the Burlington Arcade want to do?
 - a Close it down. b Organise art exhibitions there. c Turn it into an art gallery.
- 3 Watch again. Match the items with the place that you see them on sale.

CDs and records hats jewellery London souvenirs perfume second-hand jackets shoes vintage dresses

Camden Town	Burlington Arcade	

	Complete the centence		

	20% of tourist		

- 2 Camden is an area of London with lots of m
- 3 Camden Lock specialises in u______items.
- 4 Some stalls also sell works of a ______.
- 5 The Burlington Arcade was one of the world's first s_
- 6 At the moment, the owners of the arcade want to m___
- 7 You can now find global b_____like Lulu Guinness and Jimmy Choo there.
- 8 Camden and the Burlington Arcade sell things that you won't find on the h_

Round up

5 SPEAKING Work in groups. Answer the question.

Where would you prefer to go shopping, Camden Lock or the Burlington Arcade?

- 6 WAYNE Match the two halves of the sentences.
 - 1 The Burlington Arcade is a good place to splash out
 - 2 Talways haggle
 - 3 He's rolling in
 - 4 Where's the best place to pick up
 - 5 It's a good idea to shop around
 - 6 Isnapped up

- a the last pair of viotage shoes at that market stall.
- b a bargain in London?
- over the prices at Camden Markets.
- d to find the cheapest price of things.
- on a luxury dem.
- f it after he won the lottery.

7 Complete the text with the words below.

brands chain stores mass-produced retailers stalls

The Oxford Covered Market

The Covered Market in Oxford is one	e of the oldest indoor markets in Engl	and and has been open since
1770. There ere over 40 '	_ in the market, from small independ	ent shops salling handmade
jewellery and famous luxury '	to traditional market :	where you can buy fresh
fruit and vegetables. Every shop is in	dependent and unique, so you won't	find any 1selling
5 wares. And if you visit	in December, you'll get à risal taste o	f Christmas.

Extension

- 8 Work in groups. Make a presentation that shows your plans for a new shopping centre for your city. Draw a plan of your shopping centre and decide on the following things:
 - · where it will be
 - the types of shops it will have
 - whether it will sell luxury items, bargains, or a mixture of both
 - · what other facilities it will have to attract visitors
- 9 Give your presentation to the class. Use the key phrases for justifying your opinion.

Justifying your opinion

The main reason we chose ... is ...

We definitely thirth that _. is a good choice because _

For one thing, ...

On top of that, ...



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DVD Worksheets

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