



# high note 2

## Student's Book

Rob Hastings | Stuart McKinlay  
Rod Fricker | Dean Russell | Beata Trapnell



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# CONTENTS

| UNIT                                                                                                          | GRAMMAR                                                                                                                         | VOCABULARY                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>01</b> <i>Close to you</i>                                                                                 | pp4–5 Present Simple and Present Continuous<br><b>Grammar Video</b> ▶<br>p8 Reflexive pronouns<br>p9 Indefinite pronouns        | pp4–5 Family members, weddings pp6–7 Friendship<br>p8 Family, personality p10 Language learning<br>pp12–13 The roles of hosts and guests<br>pp14–15 <b>Word List</b>                                                              |
| <b>02</b> <i>Learn to play</i>                                                                                | pp18–19 Past Simple <b>Grammar Video</b> ▶<br>p19 <b>Pronunciation:</b> Past Simple regular verb endings<br>p21 <i>Used to</i>  | pp18–19 Classroom collocations p20 Education<br>pp22–23 Sports and games, sports collocations<br>p24 Sports competitions, people in sport<br>pp28–29 <b>Word List</b>                                                             |
| <b>LIFE SKILLS</b> How to give a presentation <b>Life Skills Video</b> ▶ pp32–33                              |                                                                                                                                 |                                                                                                                                                                                                                                   |
| <b>03</b> <i>Far from home</i>                                                                                | pp34–35 Past Continuous and Past Simple<br><b>Grammar Video</b> ▶<br>p38 Relative pronouns                                      | pp34–35 Holiday activities, travel verbs<br>p36 Travelling p37 Places for passengers<br>p39 At the airport<br>pp40–41 Long-distance travel<br>pp42–43 Positive travel adjectives<br>pp44–45 <b>Word List</b>                      |
| <b>04</b> <i>A good buy</i>                                                                                   | pp48–49 Comparison of adjectives <b>Grammar Video</b> ▶<br>p51 Quantifiers<br>p57 Articles with singular countable nouns        | pp48–49 Adjectives to describe food<br>p50 Food and drink <b>Pronunciation:</b> The vowels /ʌ/, /e/ and /æ/<br>pp52–53 Shopping p54 Fashion<br>pp56–57 Customer service<br>pp58–59 <b>Word List</b>                               |
| <b>LIFE SKILLS</b> How advertising works pp62–63                                                              |                                                                                                                                 |                                                                                                                                                                                                                                   |
| <b>05</b> <i>Fit and well</i>                                                                                 | pp64–65 Modal verbs <b>Grammar Video</b> ▶<br>p67 Past modal verbs                                                              | pp64–65 Furniture and decorations, places for things<br>p66 Household chores p69 Fitness and training<br>pp70–71 Healthy lifestyle pp72–73 Illness<br>pp74–75 <b>Word List</b>                                                    |
| <b>06</b> <i>A new you</i>                                                                                    | pp78–79 Future arrangements and intentions<br><b>Grammar Video</b> ▶<br>p82 Future predictions: <i>going to</i> and <i>will</i> | pp78–79 Appearance pp80–81 Phrasal verbs<br>p82 Stages of life p83 Personality, feelings<br>p84 Feelings and emotions <b>Pronunciation:</b> Diphthongs<br>pp88–89 <b>Word List</b>                                                |
| <b>LIFE SKILLS</b> How to plan your time pp92–93                                                              |                                                                                                                                 |                                                                                                                                                                                                                                   |
| <b>07</b> <i>A job for life?</i>                                                                              | pp94–95 Present Perfect (1) <b>Grammar Video</b> ▶<br>p96 Present Perfect (2)                                                   | pp94–95 Work collocations p97 Working conditions<br>p98 Workplaces <b>Pronunciation:</b> Word stress<br>pp100–101 Career prospects<br>pp102–103 Part-time jobs, job application, personal qualities<br>pp104–105 <b>Word List</b> |
| <b>08</b> <i>Switch on</i>                                                                                    | pp108–109 Verb patterns: the infinitive and the <i>-ing</i> form<br><b>Grammar Video</b> ▶<br>p114 The first conditional        | pp108–109 Science and scientists<br>p110 Computers <b>Pronunciation:</b> Vowels and diphthongs<br>pp112–113 Social media p115 Gaming<br>pp116–117 Electrical devices<br>pp118–119 <b>Word List</b>                                |
| <b>LIFE SKILLS</b> How to choose a future career pp122–123                                                    |                                                                                                                                 |                                                                                                                                                                                                                                   |
| <b>09</b> <i>Art lovers</i>                                                                                   | pp124–125 Past Perfect <b>Grammar Video</b> ▶<br>p127 Reported speech                                                           | pp124–125 Adjectives to describe art<br>p126 The performing arts, creative jobs<br>p127 Types of TV show pp128–129 Music<br>p131 Literature<br>pp134–135 <b>Word List</b>                                                         |
| <b>10</b> <i>Crimewatch</i>                                                                                   | pp138–139 The passive <b>Grammar Video</b> ▶<br>p142 The second conditional                                                     | pp138–139 Crime collocations p140 Types of crime<br>p141 Law and justice pp144–145 Burglary<br>pp148–149 <b>Word List</b>                                                                                                         |
| <b>LIFE SKILLS</b> How to use online resources pp152–153                                                      |                                                                                                                                 |                                                                                                                                                                                                                                   |
| pp154–157 Culture Spot pp158–161 Literature Spot pp162–171 Watch and Reflect ▶ (Documentary Video worksheets) |                                                                                                                                 |                                                                                                                                                                                                                                   |



| READING                                                                                                                                       | LISTENING                                                                                                        | SPEAKING                                                                                                          | WRITING                                          | REVISION                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------|
| <b>pp6–7</b> <i>The greatest gift of life</i><br><b>Documentary Video</b> ▶                                                                   | <b>p10</b> A radio programme about trilingual teenagers<br><b>Active Listening:</b> Finding specific information | <b>p11</b> Expressing interest<br><b>Communication Video</b> ▶<br><b>Pronunciation:</b> Intonation                | <b>pp12–13</b> An informal email of introduction | <b>pp16–17</b><br>Revision 01<br><a href="#">Use of English &gt; p184</a>   |
| <b>pp22–23</b> <i>Playing for the blues</i><br><b>Active Reading:</b> Predicting<br><b>Documentary Video</b> ▶                                | <b>p24</b> A radio programme about sports cheats                                                                 | <b>p25</b> Apologising<br><b>Communication Video</b> ▶                                                            | <b>pp26–27</b> A biography                       | <b>pp30–31</b><br>Revision 02<br><a href="#">Use of English &gt; p184</a>   |
| <b>pp40–41</b> <i>Graham Hughes and the Odyssey Expedition</i><br><b>Documentary Video</b> ▶                                                  | <b>p39</b> A conversation about travel problems<br><b>Active Listening:</b> Predicting                           | <b>p37</b> Asking for information<br><b>Communication Video</b> ▶<br><b>Pronunciation:</b> Weak vowels            | <b>pp42–43</b> A blog post                       | <b>pp46–47</b><br>Revision 03<br><a href="#">Use of English &gt; p185</a>   |
| <b>pp52–53</b> <i>Mystery shopper</i><br><b>Active Reading:</b> Understanding the main idea<br><b>Documentary Video</b> ▶                     | <b>p54</b> A conversation about shopping for second-hand clothes                                                 | <b>p55</b> Opinions<br><b>Communication Video</b> ▶                                                               | <b>pp56–57</b> A formal letter of complaint      | <b>pp60–61</b><br>Revision 04<br><a href="#">Use of English &gt; p185</a>   |
| <b>pp70–71</b> <i>Blue Zones</i><br><b>Pronunciation:</b> Word stress<br><b>Documentary Video</b> ▶                                           | <b>p69</b> A podcast about setting up a home gym<br><b>Active Listening:</b> The meaning of new words            | <b>p68</b> Permission<br><b>Communication Video</b> ▶                                                             | <b>pp72–73</b> A note/short message              | <b>pp76–77</b><br>Revision 05<br><a href="#">Use of English &gt; p186</a>   |
| <b>pp80–81</b> <i>Confessions of a procrastinator</i><br><b>Active Reading:</b> The meaning of new words<br><b>Documentary Video</b> ▶        | <b>p83</b> A talk about optimism and pessimism                                                                   | <b>p85</b> Expressing probability<br><b>Communication Video</b> ▶                                                 | <b>pp86–87</b> An informal invitation            | <b>pp90–91</b><br>Revision 06<br><a href="#">Use of English &gt; p186</a>   |
| <b>pp100–101</b> <i>International Volunteer Day</i><br><b>Documentary Video</b> ▶                                                             | <b>p97</b> A radio programme about dangerous jobs<br><b>Active Listening:</b> Understanding the main idea        | <b>pp98–99</b> Describing photos<br><b>Communication Video</b> ▶                                                  | <b>pp102–103</b> A formal email of application   | <b>pp106–107</b><br>Revision 07<br><a href="#">Use of English &gt; p187</a> |
| <b>pp112–113</b> <i>The ups and downs of social media</i><br><b>Active Reading:</b> Telling facts from opinions<br><b>Documentary Video</b> ▶ | <b>p115</b> Three short recordings about video games                                                             | <b>p111</b> Explanations<br><b>Communication Video</b> ▶                                                          | <b>pp116–117</b> An opinion essay                | <b>pp120–121</b><br>Revision 08<br><a href="#">Use of English &gt; p187</a> |
| <b>pp128–129</b> <i>He broke a £1m violin</i><br><b>Documentary Video</b> ▶                                                                   | <b>p131</b> A conversation about a novel                                                                         | <b>p130</b> Informal invitations<br><b>Communication Video</b> ▶<br><b>Pronunciation:</b> Intonation in questions | <b>pp132–133</b> A short review                  | <b>pp136–137</b><br>Revision 09<br><a href="#">Use of English &gt; p188</a> |
| <b>pp144–145</b> <i>How does it feel?</i><br><b>Active Reading:</b> Finding specific information<br><b>Documentary Video</b> ▶                | <b>p141</b> A radio programme about superheroes                                                                  | <b>p143</b> Asking for and giving advice<br><b>Communication Video</b> ▶<br><b>Pronunciation:</b> Silent letters  | <b>pp146–147</b> A story                         | <b>pp150–151</b><br>Revision 10<br><a href="#">Use of English &gt; p188</a> |

# 01

## Close to you

|                   |                                                                                                                             |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>VOCABULARY</b> | Family and friends, personality, language learning                                                                          |
| <b>GRAMMAR</b>    | Present Simple and Present Continuous, reflexive pronouns, indefinite pronouns <a href="#">Use of English &gt; page 184</a> |
| <b>SPEAKING</b>   | Expressing interest                                                                                                         |
| <b>WRITING</b>    | An informal email of introduction                                                                                           |
| <b>VIDEO</b>      | Grammar  Documentary  Communication                                                                                         |

### LEO'S PHOTO BLOG

#### SOME OF MY PHOTOS FROM SATURDAY!

*I'm Leo. I'm taking all the photographs today, but I don't mind - it's my hobby.*



**9 a.m.** It often rains in April but it isn't raining this morning! It's a beautiful day. Mum's feeling nervous right now. She wants it to be a perfect day.



My big brother Liam is staying with us! He lives in Italy, so we don't see him very often. He still doesn't know how to put on a tie!



**2 p.m.** Nathan is Joe's cousin. He comes from New York. He says he doesn't like speaking in public but he's making a really funny speech.



My sister Sara usually wears trainers but today she's wearing really expensive shoes. Is her boyfriend Joe wearing elegant shoes too?



**4 p.m.** All the children agree – the cake tastes delicious!



**11 a.m.** Sara and Dad often argue about little things. But at the moment they're trying hard to be nice.



**8 p.m.** All the guests are dancing now – even the people that hate dancing! Does Mum like Joe? I think she does. They're dancing together!



## 1A GRAMMAR AND VOCABULARY

1 **SPEAKING** In pairs, ask and answer the questions.

- What kind of things do you like taking photos of?
- How do you share photos with your friends and family?

2 **THINK BACK** In pairs, look at Leo's photo blog. Say who people 1–4 are, using the family words from the box. Then use the words from the box to talk about your family and friends.

aunt boyfriend brother cousin girlfriend  
grandfather grandmother nephew niece sister  
uncle

- Sara is Leo's sister.
- Liam is Leo's \_\_\_\_\_.
- Joe is Sara's \_\_\_\_\_.
- Nathan is Joe's \_\_\_\_\_.

*My girlfriend's name is Angela. She's got four nieces!*

## 3 What do you think the special occasion is in Leo's photo blog? Discuss in groups. Then look at the photo on page 189 to check your ideas.

*It's a wedding.*

## Present Simple and Present Continuous

## 4 Match sentences 1–4 with their meanings a–d.

- ☒ It often rains in April.
  - ☒ It isn't raining this morning.
  - ☒ Sara and Dad often argue.
  - ☒ Liam is staying with us.
- a habit or routine
  - a fact that doesn't change
  - something happening now
  - a temporary situation

## 5 Study the Grammar box and Watch out! and find more examples of the Present Simple and Present Continuous in Leo's photo blog.

## Present Simple and Present Continuous

We use the Present Simple for:

- facts that don't change
- routines and habits

**Time expressions:** never, hardly ever, sometimes, often, usually, every day/week, most days

We use the Present Continuous for:

- things happening now
- temporary situations

**Time expressions:** at the moment, (right) now, these days, today, this morning/year

Grammar Reference and Practice > page 172

## WATCH OUT!

## State and action verbs

With action verbs, we use simple and continuous tenses:  
*She **speaks** three languages. She's **speaking** to me now.*

With state verbs (e.g. *agree, believe, hate, know, like, love, mean, see, taste, think, want*), we only use simple tenses:  
*It **tastes** great. NOT ~~It is tasting~~ great.*

6 **1.2** Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets. Listen and check.

- Agnes How <sup>1</sup>are the kids doing (do) at school this year?  
Jane They <sup>2</sup>\_\_\_\_\_ (do) really well. I'm so happy!  
Agnes You know, I <sup>3</sup>\_\_\_\_\_ (not usually eat) soup but this chicken soup <sup>4</sup>\_\_\_\_\_ (taste) delicious.  
<sup>5</sup>\_\_\_\_\_ you \_\_\_\_\_ (agree)?  
Jane No, I <sup>6</sup>\_\_\_\_\_. To be honest, I <sup>7</sup>\_\_\_\_\_ (make) better soup at home.  
Agnes Oh! Well, I <sup>8</sup>\_\_\_\_\_ (like) it.

7 **1.3** Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs from the box. Listen and check.

come dance look not dance see study think

- Megan Sara, <sup>1</sup>do you see that girl with the red hair? She <sup>2</sup>\_\_\_\_\_ with your dad. Who is she?  
Sara It's Nathan's girlfriend, Gemma. She's a dancer.  
Megan She <sup>3</sup>\_\_\_\_\_ very well right now, is she?  
Sara No, she isn't. But she <sup>4</sup>\_\_\_\_\_ really beautiful.  
Megan Yes, I <sup>5</sup>\_\_\_\_\_ so. <sup>6</sup>\_\_\_\_\_ she \_\_\_\_\_ from Boston?  
Sara No, she's from Chicago, but she <sup>7</sup>\_\_\_\_\_ in France at the moment.

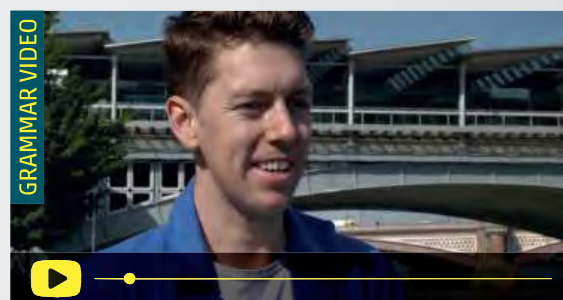
## 8 Check you understand the highlighted words. Are the statements about weddings in the UK true for weddings in your country?

- These days most people don't **get married** until they're about thirty years old.
- It's normal to **invite** about 100 **guests** to a wedding.
- Most couples send written **invitations** to their wedding.
- The **bride** and **groom** exchange **rings**.
- The guests give **gifts** to the **newlyweds**.
- The bride doesn't always wear a white **wedding dress**.
- A typical **wedding reception** lasts five or six hours.
- The best man usually **gives a** funny **speech** at the reception.

9 **SPEAKING** In pairs, ask and answer questions. Student A, go to page 189. Student B, go to page 191.

**1** Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

- How are you feeling today?
- How do you usually feel when the weather is good?



## 1B READING AND VOCABULARY

- 1 **SPEAKING** In groups, look at the photo on page 7 and the quotes below. Which ones do you agree with? Which do you not agree with? Say why.

“A friend is someone who knows all about you and still loves you.  
Elbert Hubbard (American writer)”

“Friendship isn't a big thing, it's a million little things. Anonymous”

“I do not need a friend who changes when I change, who nods when I nod. My shadow does that much better.  
Plutarch (Greek biographer)”

“The only way to have a friend is to be one.  
Ralph Waldo Emerson (American poet)”

- 2 Read the article quickly. What does the author do?

- a She tells a story about two women in a café.
- b She describes her friends.
- ☒ c She tries to define what a friend is.
- d She gives advice on how to make friends.

- 3 Read the article again and match headings A-I with paragraphs 1-8. There is one extra heading.

- A A helping hand
- B Closer than close
- C Similar to ourselves
- D How to keep it going
- E If you like me, I like you
- F An example of friendship
- G Let's get the party started!
- H It's fantastic but what is it?
- I When is a friend not a friend?

- 4 Read the article again and complete the notes with 1-3 words in each gap.

- 1 Psychologists believe that people who wear glasses often stay close together.
- 2 If someone you meet wants to be friends, you often want to \_\_\_\_\_ with them.
- 3 According to the text, it's not easy to find \_\_\_\_\_.
- 4 Online contacts may not actually be \_\_\_\_\_.
- 5 It's important to \_\_\_\_\_ if you want to stay friends with someone who lives abroad.

- 5 Look at these statements from the text. In pairs, say if you agree or disagree with them. Say why.

- 1 Opposites attract.
- 2 We all like people to like us.
- 3 Good friends are fun to be with, but they are hard to find.
- 4 True friendships last for a lifetime.
- 5 A friend in need is a friend indeed.

- 6 Use the highlighted words and phrases for types of friends from the text to write sentences about your life. Then in pairs, compare your sentences.

Marcos is my best friend.  
I've got seventy-five Facebook contacts.

- 7 Complete the statements with the verbs from the box. Then in pairs, say if the statements are true for you.

be get keep let ~~make~~ rely share spend turn

- 1 I find it easy to make friends with people.
- 2 I on well with everyone.
- 3 I more time with my friends than with my family.
- 4 I don't usually in touch with my classmates during the holidays.
- 5 I never my back on anyone when they need help.
- 6 You can't help everyone but I never my friends down.
- 7 I think it's easier to open with friends than family.
- 8 My best friend and I our feelings.
- 9 I don't think I can on all my friends.

- 8 Do the quiz on page 7. Then in groups, compare your results.

- 9 **SPEAKING** In groups, discuss what you can do in these situations.

- 1 Your best friend is moving to another country. What can you do to keep in touch?
- 2 A friend copies from you in an exam. The teacher thinks it's your fault and gives you a zero. Your friend says nothing. What can you do?
- 3 Your best friend wants to stay out late. He tells his parents he's sleeping over at your house but he isn't. He asks you to lie to his parents if they call your house. What do you say?

**2 WATCH AND REFLECT** Go to page 162. Watch the documentary *Friendship between generations* and do the exercises.





# THE GREATEST GIFT OF LIFE

01

Psychologist Nicky Wood takes a look at friendship  1.4



- 1 ☐ Two women are sitting in a café together. They're drinking coffee and sharing a piece of chocolate cake. One woman is talking. The other woman is listening carefully. The first woman seems sad. She starts crying. The other woman doesn't speak; she just hands her **companion** a tissue and gently touches her arm. The first woman stops crying, smiles and hugs her friend.
- 2 ☐ American politician Hubert Humphrey said, 'the greatest gift of life is friendship.' But what exactly is friendship? What is a friend? How do we make friends? How do we keep them? Why do we need them?
- 3 ☐ According to psychologists, we get on with people who share the same background, opinions, interests, personality and even physical appearance. People with glasses often sit next to other people with glasses. The saying that 'opposites attract' appears not to be true. If you love dancing, your friends probably love dancing too.
- 4 ☐ Scientific studies show that we all like people to like us. And if they like us, we like them. If they spend time with us or tell us their secrets, we want to do the same. So you often become friends with someone who wants to be your friend.
- 5 ☐ **Good friends** are fun to be with but they're hard to find. It's true you can make lots of **contacts** on social media, but are they real friends or just **acquaintances**? Can you be open with them? Can you rely on them? Sometimes we don't even know if an online 'friend' is a real person or someone with a fake identity.
- 6 ☐ True friendships last for a lifetime, but to have a real friendship you need to do things together and share your feelings and opinions. Studies show that true friendship survives even when friends are in different countries. But only if you keep in touch. If you don't, friendships can die.
- 7 ☐ An old proverb tells us that 'a friend in need is a friend indeed'. That means you can tell who your real friends are when you're in trouble. Real friends stay with you and help you when you need them. They never let you down or turn their back on you.
- 8 ☐ Finally, what's the difference between a good friend and your **best friend**? Well, a good friend knows about your life; your best friend lives your life with you. Best friends know what you're thinking and how you feel. They understand you, perhaps better than you understand yourself. You don't have to pretend when you're with your best friend; you can be yourself. Sometimes you don't even need to speak. Just like that woman in the café.

## HOW SIMILAR ARE YOU AND YOUR FRIEND?

- Think of a **close friend** and answer the questions.
- Count up how many questions you answer 'yes' to.
- Go to page 189 to find out how similar you are to your friend.

- 1 Do you go to the same school?
- 2 Are you the same sex?
- 3 Are you the same nationality?
- 4 Are you the same age? (plus or minus twelve months)
- 5 Are you the same height? (plus or minus ten centimetres)
- 6 Do you weigh the same? (plus or minus ten kilos)
- 7 Is your hair more or less the same colour?
- 8 Are your eyes more or less the same colour?
- 9 Do you both wear (or both not wear) glasses?
- 10 Do you live near each other? (no more than ten minutes on foot)
- 11 Do you like the same sports?
- 12 Do you listen to the same kind of music?
- 13 Do you wear the same kind of clothes?
- 14 Do you laugh at the same things?
- 15 Do you want to do something similar when you leave school?

# 1C VOCABULARY | Family, personality

- 1** Complete the fragments from Chloe's diary with the family words from the box. Then in pairs, use the words to talk about people you know.

adopted ~~divorced~~ half-sister single mother  
stepfather twin widow/widower

Ian's parents aren't together anymore, they're <sup>1</sup>divorced, but now Ian has a new family. Jude is his <sup>2</sup>\_\_\_\_\_ (his mum's new husband). Ian's mum and Jude have a baby daughter, Kelly. She's his <sup>3</sup>\_\_\_\_\_.

Madge has got an identical <sup>4</sup>\_\_\_\_\_ sister called Meg. Meg is a <sup>5</sup>\_\_\_\_\_ (her husband's dead) and she has two <sup>6</sup>\_\_\_\_\_ children. It's not easy being a <sup>7</sup>\_\_\_\_\_ but Madge helps her a lot.

- A** My friend Dell's parents are divorced.  
**B** My grandmother has a twin sister.

- 2** Read the descriptions from Chloe's diary below. Which people do the photos show?

- 3** Find the personality adjectives from the box in the descriptions. In pairs, decide if they are positive, negative or neutral. Then add more personality adjectives to the box.

bossy ~~generous~~ gentle helpful kind nervous  
rude selfish shy strict sweet vain

- 4** In pairs, take turns to choose positive or neutral personality adjectives to describe your partner. Say if you agree or not.

- A** You're helpful and kind.  
**B** Thanks a lot! You're a bit shy.  
**A** No, I don't agree. I'm nervous but I'm not shy.

- 1** My uncle Mark isn't very generous. He buys himself lots of things but he never remembers my birthday. I think he's selfish and rude.
- 2** My stepmother is kind and helpful but she's really nervous. She talks to herself when she's doing something difficult.
- 3** My stepfather is a bit bossy – he's always telling me what to do. He's strict, too – he never lets me do anything I want to do. And he's really vain – he looks at himself in the mirror when he's driving!
- 4** Meg's daughter Rose loves to be by herself. She's gentle and shy but I like her. She's sweet.

☐ I can describe my family using personality adjectives and reflexive pronouns.

- 5** Study *Watch out!* and find four sentences with reflexive pronouns in the descriptions.

## WATCH OUT!

### Reflexive pronouns

I – myself      we – ourselves  
you – yourself      you – yourselves  
he – himself      they – themselves  
she – herself  
it – itself

Grammar Reference and Practice > page 172

- 6** Complete the questions with reflexive pronouns. Then in pairs, ask and answer the questions.

- 1** Do you prefer to do your homework by yourself or with a friend?  
**2** Does your dad ever talk to \_\_\_\_\_? Where? When?  
**3** Can your mum install apps by \_\_\_\_\_ or does she need your help?  
**4** How often do your friends look at \_\_\_\_\_ in the mirror? What about you?  
**5** When I'm unhappy, I buy \_\_\_\_\_ something nice. Do you?  
**6** What can we do by \_\_\_\_\_ to improve our English?  
**7** Does your phone ever switch \_\_\_\_\_ off?

- 7** **SPEAKING** In groups, use personality adjectives and/or reflexive pronouns to talk about people you like or dislike a lot.

*I don't like my sister's boyfriend – he's rude and selfish but he thinks he's great. He talks about himself all the time.*

**A**



**B**







When you want to go somewhere with someone but they don't want to go with you



Everything has beauty but not everyone sees it



That moment you're telling your friends a story and you realise that nobody is listening



That feeling when you have fifty Facebook friends but there isn't anyone online

## 1 SPEAKING In pairs, ask and answer the questions.

- Are you a fan of memes?
- What are the memes you like about – celebrities, relationships, politics?

## 2 In pairs, look at memes 1–4. Which one do you like best?

## Indefinite pronouns

### 3 Study the Grammar box and find six examples of indefinite pronouns in the memes.

#### Indefinite pronouns

We use:

- somebody (someone), nobody (no one), anybody (anyone)** and **everybody (everyone)** to talk about people
- something, nothing, anything** and **everything** to talk about things
- somewhere, nowhere, anywhere** and **everywhere** to talk about places

#### Affirmative

**Everybody** needs **somebody** to love.

I've got **something** to tell you.

Tell me **everything**!

He's living **somewhere** in England at the moment.

#### Negative

There's **nobody** to talk to./There **isn't anybody** to talk to.

I've got **nothing** to do./I **haven't got anything** to do.

There's **nowhere** to go./There **isn't anywhere** to go.

#### Questions

Is there **anybody** sitting in that seat?

Is there **anything** to eat?

Is there **anywhere** to buy tickets?

Grammar Reference and Practice > page 173

## 4 Choose the correct pronouns to complete the sentences. Then in pairs, go to page 190 and match the sentences to the photos to make memes.

- They say there are lots of fish in the sea ... but is there **anybody** / **everybody** for me?
- I hate Sundays. There's **anything** / **nothing** to do and **nowhere** / **somewhere** to go.
- I'm still waiting for **anyone** / **someone** special in my life.
- Everyone** / **No one** is strange in my family. I'm the only normal one.

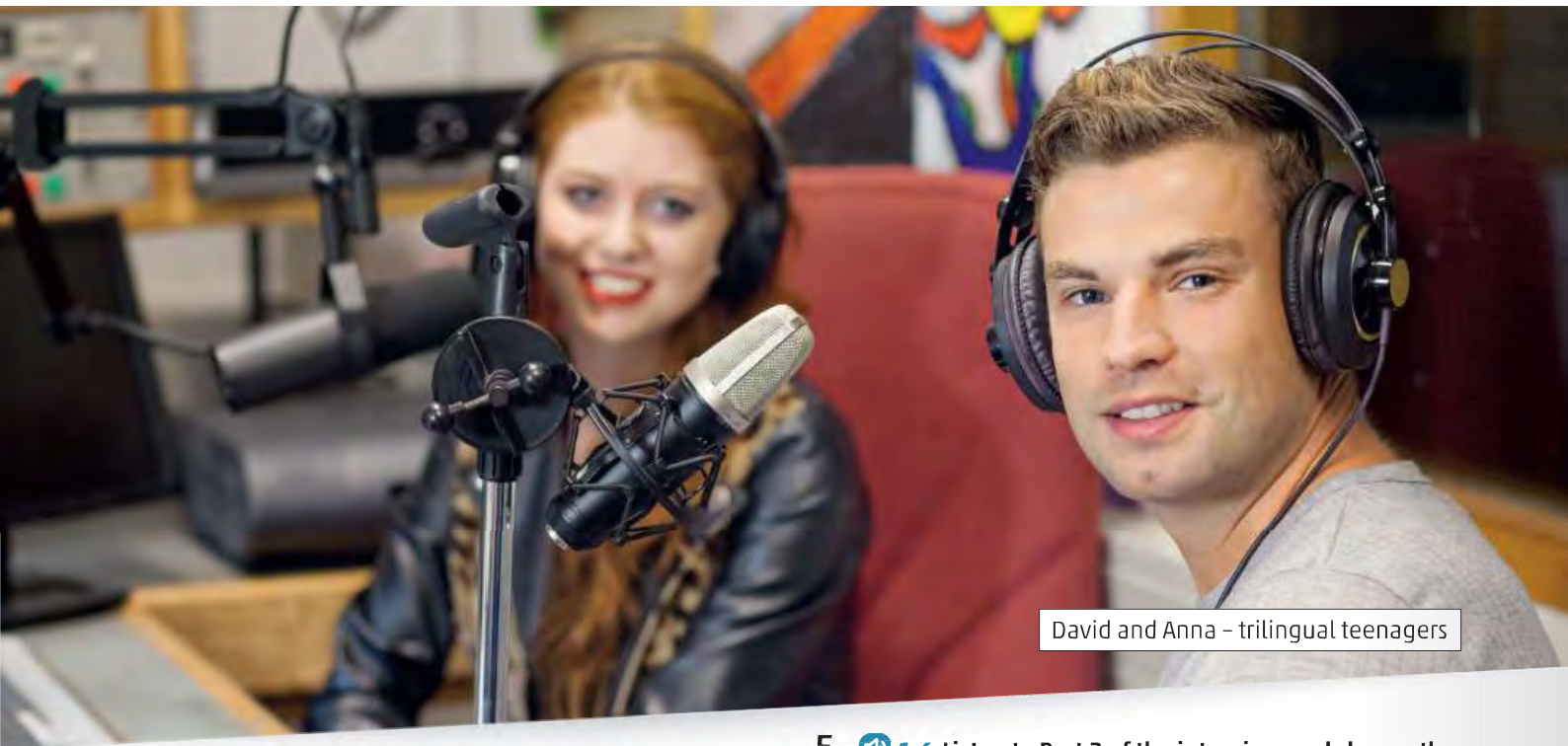
## 5 Complete the sentences with the pronouns from the box.

anyone anything **anywhere** everyone nothing  
somebody something

- Do you know where my phone is? I can't find it **anywhere**.
- \_\_\_\_\_** loves Eva. It's not surprising. She's really nice.
- I'm looking for **\_\_\_\_\_** to give to Mum on her birthday but I can't find **\_\_\_\_\_**!
- Does **\_\_\_\_\_** want to go with me to the match tonight?
- I'm really bored. I've got **\_\_\_\_\_** to do.
- \_\_\_\_\_** is phoning me but I don't recognise the number.

## 6 SPEAKING In pairs, say which of these statements you agree with.

- Everybody needs somebody to love.
- Family is everything.
- Nobody's perfect. Everyone makes mistakes.
- There isn't anyone I love more than my mother.
- No one knows everything but everyone knows something.
- Today when money talks, everyone listens.



David and Anna – trilingual teenagers

## 1E LISTENING AND VOCABULARY

### 1 **SPEAKING** In pairs, ask and answer the questions.

- How many languages do you speak? Which ones?
- Which languages would you like to learn? Why?
- At what age do children in your country start learning a foreign language? Is it the right age in your opinion?
- Is it a good idea for parents to speak a foreign language with their kids? Say why.

### 2 You are going to listen to an interview with trilingual teenagers. Read questions 1–3 and match them with the kind of information from the box that you need to answer them.

- ☐ a date   ☒ a number   ☐ a place   ☐ a time  
☐ someone's name   ☐ the name of a language

- How old are David and Anna?
- Where do they live?
- Which languages do they speak?

### 3 **1.5** Listen to Part 1 of the interview and answer questions 1–3 in Exercise 2.

### 4 Study Active Listening. Then in pairs, say if you usually do these things or not. Be honest!

- A** *I don't always read the question before I listen.*  
**B** *When I don't understand something, I usually stop listening.*

### ACTIVE LISTENING | Finding specific information

- Read each question carefully and decide what kind of information you need to answer each question – a number, a place, a date, etc.
- Don't worry if you don't understand everything – you can get the key details even if you don't understand every word.

### 5 **1.6** Listen to Part 2 of the interview and choose the correct answers.

- Anna and David
  - speak Scottish, French and Spanish.
  - are French.
  - have their home in Spain.
- Anna speaks to her father in English because
  - he doesn't speak Spanish very well.
  - she chooses different languages for different people.
  - she needs to practise her English pronunciation.
- David and Anna agree that
  - they both make mistakes when speaking French.
  - they both have trouble with French pronunciation.
  - they both speak perfect French.
- When they have a problem communicating in one language, they sometimes
  - use words from another language.
  - have extra language lessons.
  - change to using only English.

### 6 Check you understand the highlighted phrases related to language learning. Then in pairs, ask and answer the questions.

- Do you know any bilingual or trilingual people? Who? Which **languages** do they **speak**?
- Would you like to be **bilingual** or **trilingual**? Say why.
- Do you agree that it's good to **learn languages**? Say why.
- Is your English **pronunciation** perfect? If not, how can you **improve**?
- Why is it so hard to **understand English** in songs and films?
- What do you do when you can't **find the right word** in English?
- What do you do when you **make a mistake** in English?
- Do you ever **mix up languages**? For example, do you use English words when you're speaking your own language?



## 1F SPEAKING

- 1 What do you usually talk about when you meet someone for the first time? Discuss in pairs.
- 2 Read the situation below. In pairs, agree on three sentences that are not appropriate for the situation. Say why.  
Evan sits next to a girl at his cousin's wedding. He doesn't know her but he would like to talk to her. He starts a conversation.
  - 1 ☐ My name's Evan. I'm Sara's cousin.
  - 2 ☐ My family's very rich.
  - 3 ☐ I love weddings.
  - 4 ☐ Sara and I are exactly the same age.
  - 5 ☐ I like looking at myself in the mirror.
  - 6 ☐ I'm really into music.
  - 7 ☐ Sssh! I'm listening to a song on my phone.
- 3 1.7 Listen to a conversation and check your answers to Exercise 2.
- 4 1.8 Listen to an alternative version of the same conversation. What's the difference between them?
- 5 3 1.9 Study the Speaking box and look at the photo. Then watch or listen to Part 1 of another conversation and tick the expressions you hear. Is Cait interested in meeting the new guy? How do we know?

## SPEAKING | Expressing interest

## Echo questions

- ☐ 'He loves animals.' 'Does he?'
- ☐ 'My sister's really into music.' 'Is she?'
- ☐ 'We've got a band.' 'Have you?'

## Other expressions

- ☒ Awesome!
- ☐ Cool!
- ☐ Wow!
- ☐ Really?
- ☐ Amazing!
- ☐ That's (really) interesting!

- 6 4 1.10 Watch or listen to Part 2 of the conversation. Is Cait's meeting with the guy a success?
- 7 1.11 Reply to the statements below with echo questions from the Speaking box. Listen and check.
  - 1 I've got a twin sister.  
*Have you?*
  - 2 We come from Canada.
  - 3 My sister's really into football.
  - 4 She supports Manchester City.
  - 5 Our parents play in a rock group.
  - 6 I'm teaching myself Chinese.
  - 7 I collect nineteenth-century banknotes.
- 8 1.12 PRONUNCIATION Listen again to the girl's answers in Exercise 7. Repeat with the same intonation.
- 9 In pairs, take turns to read the sentences and express interest with a phrase from the Speaking box.
  - 1 We speak Italian at home.
  - 2 My dad runs marathons.
  - 3 Everyone in my family is vegetarian.
  - 4 My mum's an artist.
  - 5 I live in a loft apartment.
  - 6 My dad collects matchboxes.
  - 7 We've got two hamsters.
  - 8 My granddad is really into in-line skating.
  - 9 My mum comes from Senegal.
  - 10 I'm interested in Russian history.

A *We speak Italian at home.*  
B *Do you? Amazing!*
- 10 Check you understand the phrases in the box. Write six sentences about your hobbies and interests using the box to help you. Then in pairs, read your sentences and express interest with phrases from the Speaking box.

I'm interested in ... I love ... I'm really into ...  
I'm a big fan of ... I collect ... I support ...

A *I'm interested in mountain biking.*

B *Are you? Awesome!*





To Martin  
Subject Your stay in Varese

---

Hi Martin,

Thanks for your nice email. We're really excited about your visit in December!

I'm seventeen years old and I'm in the second year of high school. My favourite subject is English and I'm also really into painting and drawing. I love travelling, so I'm hoping to study Art abroad after high school. I'm also a big fan of electronic music, so we definitely have something in common. ;-)  
Like you, I'm quite open and friendly and I get on well with everyone. At the moment, I'm really busy because I'm revising for my exams.

My mum's a doctor and my dad is a supermarket manager. We live in an apartment near the centre of Varese. Varese isn't the most famous town in Italy but it's beside a beautiful lake. It's an amazing place for walking or mountain biking because it's near some awesome mountains. Bring your walking boots!

Two important things you should know. First, Varese can be cold and wet in winter. It can even snow! So pack a warm sweater. Also, we have a Labrador puppy called Baggio – he's sweet but a bit silly.

We're really looking forward to meeting you.

All the best,

Lorenzo





- 1 Work in pairs. Does your school have an exchange programme with a school in another country? Do you think it's a good idea? Say why.
- 2 In pairs, look at the photos. Does Varese look like an interesting place to visit? Say why.
- 3 Read the email and answer the questions in pairs.
  - 1 What's the relationship between Lorenzo and Martin?
  - 2 Why is Lorenzo writing to him?
  - 3 When is Martin planning to visit?
  - 4 Do Martin and Lorenzo have anything in common?
  - 5 What is happening in Lorenzo's life at the moment?
  - 6 What does Lorenzo say about his family?
  - 7 What information does he give about Varese?
  - 8 Which two things does Lorenzo tell Martin to bring?
- 4 Look at the email again. In which order does Lorenzo write about these things?

- ☒ age   ☐ favourite school subject   ☐ interests  
☐ parents/family   ☐ personality   ☐ recent news  
☐ school   ☐ the town/region

- 5 Study the Writing box and find the expressions from the box in Lorenzo's email.

## WRITING | An informal email of introduction

### Paragraph 1

Greet your friend and thank him/her for his/her email:

How are you?

I hope you're well.

Thanks for your (nice) email.

### Paragraph 2

Introduce yourself and mention recent news:

I'm in the first/last year of high school.

I'm into/I'm interested in/I'm a big fan of skiing.

My favourite subject/singer/team is ...

I'd like to study at university/become a singer.

People say I'm sweet/bossy/...

I'm working on/revising for ... at the moment.

### Paragraph 3

Mention your family and where you live:

My sister Edina is studying in England.

We live in an apartment/small house in the suburbs/  
town centre/countryside.

It's a great place for walking/shopping/relaxing.

### Paragraph 4

Mention any other important information for a visitor:

We're all vegetarian, Dad's a great cook.

It can be very hot/cold, so bring ...

### Informal beginning and ending

Remember to begin and end your letter with informal expressions:

Hi ...,/Dear ...,

I'm looking forward to meeting you.

I can't wait to meet you.

Lots of love, .../All the best, ...

- 6 Find examples of *so* and *because* in Lorenzo's email. Then choose the correct words in the sentences below.

- 1 I love animals, *so* / *because* I think I'd like to become a vet in the future.
- 2 I'm really excited *so* / *because* I'm starting driving lessons!
- 3 We're decorating the apartment at the moment, *so* / *because* I'm sleeping in the living room.
- 4 Brighton is a university town, *so* / *because* it's a great place for nightlife.
- 5 Bring a lot of light clothes *so* / *because* Istanbul can be really hot in May.

- 7 In groups, study the list in the box and agree on three good reasons for a visitor to come to your town/region.

buildings countryside culture food nightlife  
people shops sports and leisure

*There aren't many interesting buildings here but the countryside is fantastic.*

- 8 When you welcome a visitor to your home, you are the host and your visitor is a guest. In pairs, decide who does these things: the host, the guest, or both?

arrange the visit   give you a gift/some flowers  
 introduce you to his/her family   invite you to dinner  
 offer you a drink   pay you a visit   ring the doorbell  
 say hello   show you round the house/town  
 talk about their trip

*Both the host and the guest arrange the visit.*

- 9 REFLECT | Culture In pairs, answer the questions. Then compare your answers with other pairs.

- 1 What kind of gifts do guests bring when visiting people in their homes for the first time?
- 2 What's a good gift from your country for a host in another country?
- 3 What can you do and where can you go when you have a guest from another country in your home?

- 10 WRITING TASK Write an email of introduction to a student in Britain who is planning to visit you on a school exchange. Use the Writing box, *so* and *because*. Mention the things below.

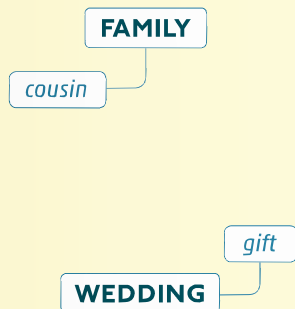
your school   your hobbies/interests  
 your personality   your family   recent news  
 your hometown and things to do there



# Word List

## REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.



- 2 Which preposition completes these sentences?

- 1 We definitely have something \_\_\_\_ common: we both love sport.
- 2 I'm interested \_\_\_\_ mountain biking.
- 3 He says he doesn't like speaking \_\_\_\_ public.

- 3 Which verb from the word list completes these phrases?

|  |                                  |
|--|----------------------------------|
|  | friends<br>a speech<br>a mistake |
|  | married<br>on well with sb       |

- 4 Complete the sentences with the correct verbs. Then check with the word list.

- 1 My friends can always \_\_\_\_\_ on me.
- 2 It's cold outside, so please \_\_\_\_\_ on a warm sweater.
- 3 How does Leo \_\_\_\_\_ on with his older sister?
- 4 The team is \_\_\_\_\_ on a new project at the moment.

## ACTIVE VOCABULARY | Maps

A vocabulary map is a visual way to group related words together. You can see two examples of such maps in Exercise 1. Look at the word list and make a new vocabulary map for a different topic.

## 1A GRAMMAR AND VOCABULARY

### 5.1

|                                                        |
|--------------------------------------------------------|
| agree (v) /ə'ɡri:/                                     |
| argue about sth /'ɑ:gju: ə'baʊt ,sʌmθɪŋ/               |
| at the moment /,æt ðə 'məʊmənt/                        |
| aunt (n) /ɑ:nt/                                        |
| best man (n) /best 'mæn/                               |
| boyfriend (n) /'bɔɪfrend/                              |
| bride (n) /braɪd/                                      |
| cake (n) /keɪk/                                        |
| chicken soup (n) /'tʃɪkɪn 'su:p/                       |
| come from /'kʌm frəm/                                  |
| couple (n) /'kʌpəl/                                    |
| cousin (n) /'kʌzən/                                    |
| delicious (adj) /dɪ'lɪʃəs/                             |
| exchange rings /ɪk'stʃeɪndʒ 'rɪŋz/                     |
| fact (n) /fækt/                                        |
| family gathering (n) /,fæməli 'ɡæðərɪŋ/                |
| feel (v) /fi:l/                                        |
| funny (adj) /'fʌni/                                    |
| get married /get 'mærid/                               |
| gift (n) /ɡɪft/                                        |
| girlfriend (n) /'ɡɜ:lfrɛnd/                            |
| give/make a speech /,ɡɪv/,'meɪk ə 'spi:tʃ/             |
| groom (n) /ɡru:m/                                      |
| guest (n) /ɡest/                                       |
| hardly ever /,'hɑ:dli 'evə/                            |
| hobby (n) /'hɒbi/                                      |
| I don't mind /,aɪ dəʊnt 'maɪnd/                        |
| invitation (n) /,ɪnvɪ'teɪʃən/                          |
| invite guests /ɪn,'vaɪt 'ɡests/                        |
| look beautiful /lʊk 'bju:təfəl/                        |
| most days /,məʊst 'deɪz/                               |
| nephew (n) /'nefju:/                                   |
| newlyweds (n) /'nju:liwedz/                            |
| niece (n) /ni:s/                                       |
| perfect (adj) /'pɜ:fɪkt/                               |
| photo blog (n) /'fəʊtəʊ ,blɒɡ/                         |
| put on /,pʊt 'ɒn/                                      |
| share photos with sb /ʃeə 'fəʊtəʊz wɪð ,sʌmbədi/       |
| speak in public /,spi:k ɪn 'pʌblɪk/                    |
| special occasion /,speʃəl ə'keɪʒən/                    |
| stay with sb /'steɪ wɪð ,sʌmbədi/                      |
| study (v) /'stʌdi/                                     |
| take photos/photographs /,teɪk 'fəʊtəʊz/ 'fəʊtəgrɑ:fs/ |
| taste (v) /teɪst/                                      |

these days /,ði:z 'deɪz/

tie (n) /taɪ/

to be honest /tə ,bi 'ɒnəst/

trainers (n) /'treɪnəz/

uncle (n) /'ʌŋkəl/

wear (v) /weə/

wedding (n) /'wedɪŋ/

wedding dress (n) /'wedɪŋ dres/

wedding reception (n) /'wedɪŋ rɪ'sepʃən/

## 1B READING AND VOCABULARY

### 5.2

a friend in need is a friend indeed

/ə ,frend ɪn 'ni:d ɪz ə frend ɪn'di:d/

acquaintance (n) /ə'kwetɪnəns/

appear (v) /ə'piə/

background (n) /'bækgraʊnd/

be open with sb /,bi 'əʊpən wɪð ,sʌmbədi/

be yourself /,bi jə'self/

best friend /,best 'frend/

classmate (n) /'kla:smet/

close/good friend /,kləʊs/,'ɡʊd 'frend/

companion (n) /kəm'pænjən/

contact (n) /'kɒntækt/

fake (adj) /feɪk/

friendship (n) /'frendʃɪp/

fun (n) /fʌn/

gently (adv) /'dʒentli/

get on (well) with sb /,get ɒn ('wel) wɪð ,sʌmbədi/

give advice /,ɡɪv əd'vaɪs/

hand (v) /hænd/

helping hand /,helpɪŋ 'hænd/

identity (n) /aɪ'dentɪti/

interest (n) /'ɪntrɪst/

keep in touch /,ki:p ɪn 'tʌtʃ/

keep sth going /,ki:p ,sʌmθɪŋ 'ɡəʊɪŋ/

let sb down /,let ,sʌmbədi 'daʊn/

lifetime (n) /'laɪftaɪm/

make friends with sb /,meɪk 'freɪndz wɪð ,sʌmbədi/

nationality (n) /,næʃə'nælɪti/

nod (v) /nɒd/

opinion (n) /ə'pɪnjən/

opposites attract /,ɒpəzəts ə'trækt/

personality (n) /,pɜ:sə'nælɪti/

physical appearance (n) /,fɪzɪkəl ə'piərəns/

pretend (v) /prɪ'tend/



**proverb** (n) /'prɒvɜːb/

**psychologist** (n) /saɪˈkɒlədʒɪst/

**rely on** /rɪˈlaɪ ɒn/

**share your feelings** /ʃeər jə ˈfiːlɪŋz/

**similar** (adj) /ˈsɪmɪlə/

**sleep over at sb's house** /sliːp ˈəʊvə ət ˌsʌmbədɪz haʊs/

**social media** (n) /ˌsəʊʃəl ˈmiːdiə/

**spend time with sb** /spend ˈtaɪm wɪð ˌsʌmbədɪ/

**stay out late** /ˌsteɪ aʊt ˈleɪt/

**survive** (v) /səˈvaɪv/

**tissue** (n) /ˈtɪʃuː/

**trouble** (n) /ˈtrʌbl/

**turn your back on** /ˌtɜːn jə ˈbæk ɒn/

## 1C VOCABULARY 5.3

**adopted** (adj) /əˈdɒptɪd/

**app** (n) /æp/

**bossy** (adj) /ˈbɒsi/

**by yourself** /baɪ jəˈself/

**divorced** (adj) /dɪˈvɔːst/

**generous** (adj) /dʒenərəs/

**gentle** (adj) /ˈdʒentl/

**half-sister** (n) /ˈhɑːf ˌsɪstə/

**helpful** (adj) /ˈhelpfəl/

**install** (v) /ɪnˈstɔːl/

**kind** (adj) /kaɪnd/

**let sb do sth** /let ˌsʌmbədɪ ˈduː ˌsʌmθɪŋ/

**mirror** (n) /ˈmɪrə/

**nervous** (n) /ˈnɜːvəs/

**prefer** (v) /prɪˈfɜː/

**rude** (adj) /ruːd/

**selfish** (adj) /ˈselfɪʃ/

**shy** (adj) /ʃaɪ/

**single mother** (n) /ˌsɪŋɡəl ˈmʌðə/

**stepfather** (n) /ˈstepfɑːðə/

**strict** (adj) /strɪkt/

**sweet** (adj) /swiːt/

**switch off** /swɪtʃ ˈɒf/

**twin** (n, adj) /twɪn/

**vain** (adj) /veɪn/

**widow/widower** (n) /ˈwɪdəʊ/ˈwɪdəʊə/

## 1D GRAMMAR 5.4

**celebrity** (n) /sɪˈlebrəti/

**memo** (n) /miːm/

**politics** (n) /ˈpɒlɪtiks/

**recognise** (v) /ˈrekəɡnaɪz/

**relationship** (n) /rɪˈleɪʃənʃɪp/

**surprising** (adj) /səˈpraɪzɪŋ/

**there are lots of fish in the sea** /ˌðeər ə ˈlɒts əv ˈfɪʃ ɪn ðə siː/

## 1E LISTENING AND VOCABULARY

### 5.5

**bilingual/trilingual** (adj) /baɪˈlɪŋɡwəl/ ˌtraɪˈlɪŋɡwəl/

**detail** (n) /ˈdiːteɪl/

**enjoy doing sth** /ɪnˌdʒɔɪ ˈduːɪŋ ˌsʌmθɪŋ/

**find the right word** /faɪnd ðə raɪt ˈwɜːd/

**improve** (v) /ɪmˈpruːv/

**learn/speak/study/understand/use a language** /ˈlɜːn/ˈspiːk/ˈstʌdi/ˌʌndəˈstænd/ ˈjuːz ə ˌlæŋɡwɪdʒ/

**make a mistake** /ˌmeɪk ə məˈsteɪk/

**mix up languages** /ˌmɪks ˈʌp ˌlæŋɡwɪdʒɪz/

**pronunciation** (n) /prəˌnʌnsiˈeɪʃən/

**understand** (v) /ˌʌndəˈstænd/

## 1F SPEAKING 5.6

**amazing** (adj) /əˈmeɪzɪŋ/

**appropriate** (adj) /əˈprəʊpriət/

**artist** (n) /ˈɑːtɪst/

**awesome** (adj) /ˈɔːsəm/

**banknote** (n) /ˈbæŋknoʊt/

**be into sth** /bi ˈɪntə ˌsʌmθɪŋ/

**century** (n) /ˈsentʃəri/

**collect** (v) /kəˈlekt/

**fan of sth** /fæn əv ˌsʌmθɪŋ/

**hamster** (n) /ˈhæmstə/

**in-line skating** /ɪnˌlaɪn ˈsketɪŋ/

**interested in** /ɪnˌtrəstəd ɪn/

**loft apartment** (n) /lɒft əˈpɑːtmənt/

**marathon** (n) /ˈmæərəθən/

**matchbox** (n) /ˈmætʃbɒks/

**mountain biking** (n) /ˈmaʊntən ˌbaɪkɪŋ/

**start a conversation** /ˌstɑːt ə ˌkɒnvəˈseɪʃən/

**support** (v) /səˈpɔːt/

**vegetarian** (adj) /ˌvedʒɪˈteəriən/

## 1G WRITING 5.7

**abroad** (adv) /əˈbrɔːd/

**apartment** (n) /əˈpɑːtmənt/

**arrange the visit** /əˈreɪndʒ ðə ˈvɪzɪt/

**busy** (adj) /ˈbɪzi/

**centre** (n) /ˈsentə/

**countryside** (n) /ˈkʌntrisaɪd/

**decorate** (v) /ˈdekeɪreɪt/

**driving lesson** (n) /ˈdraɪvɪŋ ˌlesən/

**give sb a gift** /ɡɪv ˌsʌmbədɪ ə ˈɡɪft/

**have sth in common** /həv ˌsʌmθɪŋ ɪn ˈkɒmən/

**hope** (v) /həʊp/

**host** (n) /həʊst/

**introduce sb to sb** /ɪnˌtrəˈdjuːs ˌsʌmbədɪ tə ˌsʌmbədɪ/

**invite sb to sth** /ɪnˈvaɪt ˌsʌmbədɪ tə ˌsʌmθɪŋ/

**leisure** (n) /ˈleɪʒə/

**looking forward to meeting you** /lʊkɪŋ ˌfɔːwəd tə ˈmiːtɪŋ jə/

**lots of love** /lɒts əv ˈlʌv/

**manager** (n) /ˈmænɪdʒə/

**nightlife** (n) /ˈnaɪtlaɪf/

**offer sb a drink** /ɒfə ˌsʌmbədɪ ə ˈdrɪŋk/

**pack** (v) /pæk/

**pay sb a visit** /peɪ ˌsʌmbədɪ ə ˈvɪzɪt/

**reason** (n) /ˈriːzən/

**region** (n) /ˈriːdʒən/

**relax** (v) /rɪˈlæks/

**revise for something** /rɪˈvaɪz fə ˌsʌmθɪŋ/

**ring the doorbell** /rɪŋ ðə ˈdɔːbel/

**say hello** /seɪ heˈləʊ/

**school exchange** (n) /ˈskuːl ɪksˌtʃeɪndʒ/

**show sb round sth** /ʃəʊ ˌsʌmbədɪ ˈraʊnd ˌsʌmθɪŋ/

**silly** (adj) /ˈsɪli/

**suburbs** (n) /ˈsʌbːbz/

**sweater** (n) /ˈswetə/

**talk about sth** /ˈtɔːk əˈbaʊt ˌsʌmθɪŋ/

**town centre** (n) /taʊn ˈsentə/

**university town** (n) /ˌjuːnəˈvɜːsəti taʊn/

**vet** (n) /vet/

**visitor** (n) /ˈvɪzɪtə/

**walking boots** (n) /ˈwɔːkɪŋ buːts/

**work on something** /ˈwɜːk ɒn ˌsʌmθɪŋ/

## VOCABULARY AND GRAMMAR

- 1 Complete the text with the words from the box. There is one extra word.**

best close cousins divorced friendship husband  
kids niece single uncles widow

### My family and friends

I've got three brothers and two sisters. My big sister Kelly is married. Her <sup>1</sup>husband's name is Calvin. They've got two lovely little <sup>2</sup>\_\_\_\_\_ – my nephew Paul and my <sup>3</sup>\_\_\_\_\_ Penny. My parents have lots of brothers and sisters and my aunts and <sup>4</sup>\_\_\_\_\_ have lots of children. I've got nineteen <sup>5</sup>\_\_\_\_\_! I've got five or six <sup>6</sup>\_\_\_\_\_ friends but Mattie is my <sup>7</sup>\_\_\_\_\_ friend. Our <sup>8</sup>\_\_\_\_\_ is very important to me. Mattie's dad died, so her mum is a <sup>9</sup>\_\_\_\_\_. It's not easy being a <sup>10</sup>\_\_\_\_\_ mother but Mattie helps her a lot.

- 2 Complete the sentences with personality adjectives.**

- Aunt Jenny always gives us great birthday presents. She's very generous.
- Bill spends hours looking at himself in the mirror. He's really v\_\_\_\_\_.
- Rebecca isn't polite. She shouts a lot and never listens to other people. She's r\_\_\_\_\_.
- Neil is really s\_\_\_\_\_ with girls. His face goes red and he can't speak.
- Talk to Harry if you have a problem with your homework. He's kind and h\_\_\_\_\_.
- Simon only thinks of himself. He doesn't care about other people. He's very s\_\_\_\_\_.

- 3 Choose the correct forms to complete the sentences.**

- Do you know / Are you knowing* what time it is?
- Hello? *Do you listen / Are you listening* to me? It's very important.
- John always *comes / is coming* for lunch on Sundays.
- Let's go out. It *doesn't rain / isn't raining* now.
- This butter *smells / is smelling* bad. Throw it out.
- This month at school we *study / are studying* the present tenses.
- We *don't visit / are not visiting* our grandparents very often because they live abroad.

- 4 Complete the conversation with the correct forms of the verbs in brackets.**

- A** My sister Lily <sup>1</sup>spends (spend) most of her time in bed. She <sup>2</sup>\_\_\_\_\_ (not go) out with friends and she never <sup>3</sup>\_\_\_\_\_ (go) to school.  
**B** <sup>4</sup>\_\_\_\_\_ (she/suffer) from an illness at the moment?  
**A** No, she <sup>5</sup>\_\_\_\_\_.  
**B** What <sup>6</sup>\_\_\_\_\_ (she/do) now?  
**A** She <sup>7</sup>\_\_\_\_\_ (drink) milk. She <sup>8</sup>\_\_\_\_\_ (love) milk.  
**B** <sup>9</sup>\_\_\_\_\_ (you/ever/worry) about her?  
**A** No, we <sup>10</sup>\_\_\_\_\_.  
**B** Why not?  
**A** Because Lily is only six months old!

- 5 Choose the correct pronouns to complete the sentences.**



**No, anybody / nobody / somebody knows I'm a dog.**

- Sometimes I feel that I don't know *anything / nothing / something*.
- Don't worry – *anyone / everyone / no one* makes mistakes.
- I want to go *anywhere / everywhere / somewhere* new and exciting.
- Hello? Is there *anyone / everyone / no one* here?
- This is weird – there are spiders *anywhere / everywhere / nowhere*!

- 6 Complete the sentences with the correct reflexive pronouns.**

- He's only three but he gets dressed by himself.
- It turns \_\_\_\_\_ off after ten seconds to save energy.
- They take a lot of photos of \_\_\_\_\_.
- We're learning French by \_\_\_\_\_ with a phone app.

## USE OF ENGLISH

- 7 Choose the correct words a–d to complete the text.**

### STRATEGY | Multiple choice cloze

When you are choosing the correct options to complete the text, look at the words before and after the gaps. They give you clues about which option is correct. Look for linkers, pronouns, adjectives and adverbs.

We often invite Marek and Alison <sup>1</sup>\_\_\_\_\_ dinner. They always <sup>2</sup>\_\_\_\_\_ us beautiful gifts. We get <sup>3</sup>\_\_\_\_\_ very well with them. Alison and Jane spend a lot of <sup>4</sup>\_\_\_\_\_ together and Marek <sup>5</sup>\_\_\_\_\_ the same football team as I do. He's Polish but he <sup>6</sup>\_\_\_\_\_ English at night school. He speaks English very well. He doesn't usually make many <sup>7</sup>\_\_\_\_\_. But sometimes he can't find the <sup>8</sup>\_\_\_\_\_ word and he <sup>9</sup>\_\_\_\_\_ up the two languages. He likes living here. He says it's easy to make friends <sup>10</sup>\_\_\_\_\_ people.

- |                          |                   |                        |                   |
|--------------------------|-------------------|------------------------|-------------------|
| <b>1</b> a at            | <b>b</b> in       | <b>c</b> to            | <b>d</b> out      |
| <b>2</b> a bring         | <b>b</b> have     | <b>c</b> make          | <b>d</b> take     |
| <b>3</b> a down          | <b>b</b> in       | <b>c</b> on            | <b>d</b> up       |
| <b>4</b> a contacts      | <b>b</b> feelings | <b>c</b> money         | <b>d</b> time     |
| <b>5</b> a 's collecting | <b>b</b> collects | <b>c</b> 's supporting | <b>d</b> supports |
| <b>6</b> a 's learning   | <b>b</b> learns   | <b>c</b> 's speaking   | <b>d</b> speaks   |
| <b>7</b> a homework      | <b>b</b> mistakes | <b>c</b> speeches      | <b>d</b> words    |
| <b>8</b> a last          | <b>b</b> nice     | <b>c</b> normal        | <b>d</b> right    |
| <b>9</b> a makes         | <b>b</b> mixes    | <b>c</b> speaks        | <b>d</b> thinks   |
| <b>10</b> a for          | <b>b</b> from     | <b>c</b> to            | <b>d</b> with     |

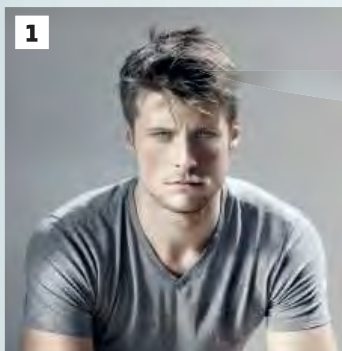


## READING

**8** Read the text and match people 1–4 with most suitable offers A–F. There are two extra offers.

### STRATEGY | Multiple matching

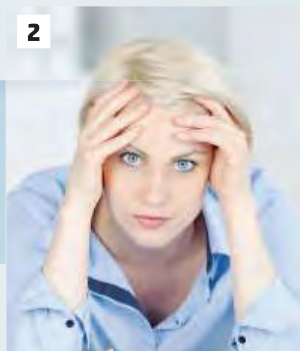
In this task you need to match descriptions of people with different texts. Start by reading the descriptions and underlining important information. Then do the same with the texts.



**1**

☐ Guy is a big sports fan. He's into mountain biking and marathon running. He's interested in trying some more extreme sports during the spring break.

☐ Twenty-six-year-old Jessica works hard and enjoys a busy social life, but she's often nervous and worried. She wants to find something to help her relax.



**2**



**3**

☐ Nineteen-year-old Rudy is very shy. He'd like to meet some new people. He's interested in history and loves walking in the countryside.



**4**

☐ Alba does Spanish and German at school but this summer her parents want to visit Portugal. She'd like to be able to talk to local people while she's there.

## SPEAKING

**9** In pairs, take turns to ask and answer the questions.

- 1** Where do you live?
- 2** How do you get to school?
- 3** What do you think of your home town or city?
- 4** Do you enjoy studying English? Say why.
- 5** Tell me about a good friend you have.

### A A week in the past

Join the Bristol Archaeology Club on our spring camping trip to a 2,000-year-old Roman villa. You can help discover the secrets of the past, make new friends and enjoy the beautiful scenery of the Cotswolds. Open to young people 16–26.

### B Dance the day away

Learn to dance Brazilian samba, Spanish sevillanas, Cuban salsa and more in one crazy day. It's not easy but if you want to have fun and push your body and your mind, then join us at WorldDanceDay. All ages welcome.

### C Native speaker wanted

I'm a nineteen-year-old bilingual Chinese/Portuguese student and I'd like to exchange conversation classes with a native English speaker. You can learn one (or both!) of my languages if you help me improve my English. Contact Amber on 030653287.

### D Study languages abroad

It's time to perfect your language skills and to learn what it's like to live in another country. Contact InterComEx – four hours of language classes every morning, fun activities and super-friendly families in France, Germany, Italy and Spain.

### E Adventure time

Do you enjoy pushing your body to its limits? Do you find it relaxing to take risks? Then come to the Avalon Adventure Camp in northeast Portugal. Mountain climbing, whitewater rafting, paragliding, triathlon training and lots more.

### F Chinese chillout

Qigong is an ancient form of Chinese yoga that is more than 4,000 years old. You learn to breathe, to stand and to sit and you do exercises to be healthy, to feel good and to find calm and quiet inside yourself.

## WRITING

**10** Read the fragment of an email from Dean, an exchange student from Ireland.

I'm really looking forward to visiting you for the first time and to meeting you in person. But do you think you could write back telling me more about you, your friends and your school?

Write a letter answering Dean's questions.

# 02

## Learn to play

**VOCABULARY** Education, sport

**GRAMMAR** Past Simple, *used to* [Use of English > page 184](#)

**SPEAKING** Apologising

**WRITING** A biography

**VIDEO** Grammar Documentary Communication

### EPIC TEACHER FAILS

Tell us about a time something embarrassing happened to you in the classroom.

1

Ellie

25 October 7.42 p.m.

A few weeks ago a school inspector observed my class. I gave him my chair and he went to the back of the classroom. I was really nervous but my students were great: they weren't noisy, they paid attention, they didn't shout and they put their hands up to ask questions. After a while I asked them to do some pair work and I sat down. Unfortunately, I forgot my chair wasn't in its usual place and I fell on the floor!

Peter

25 October 7.55 p.m.

Did you hurt yourself?

Ellie

25 October 7.56 p.m.

No, I didn't. I was a little embarrassed but I wasn't hurt.

2

Jill

25 October 8.15 p.m.

My Year 6 class did some projects for me last month. I told them their posters were fantastic and I wanted to put them up on the wall, so I took some drawing pins and stood on my chair. But the chair had wheels. It started to move. My pupils watched in silence as I rode my chair across the room.

Ellie

25 October 8.33 p.m.

Were you OK?

Jill

25 October 8.36 p.m.

Yes, I was. I didn't fall. I got down from the chair and then I told the kids it was OK to laugh.

3

Chris

25 October 8.44 p.m.

Yesterday my last class was in the laboratory on the third floor. I handed out a worksheet to my students but then I saw a fly on the window. I picked up a textbook and tried to hit the fly. I missed it but I hit the window and it broke. Just then the head teacher walked into the room.

Peter

25 October 8.52 p.m.

What did he say?

Chris

25 October 8.58 p.m.

He didn't say anything but he wasn't very happy.

### Past Simple

#### 3 Read the forum again and answer the questions.

- Are the three stories about things in the present or things in the past?
- How do the forum users write sentences a-g in the past?

##### Present

- I'm really nervous.
- Are you OK?
- He isn't very happy.
- I pick up a textbook.
- Do you hurt yourself?
- No, I don't.
- They don't shout.

##### Past

- I was really nervous.
- \_\_\_\_\_ you OK?
- He \_\_\_\_\_ very happy.
- I \_\_\_\_\_ up a textbook.
- \_\_\_\_\_ you \_\_\_\_\_ yourself?
- No, I \_\_\_\_\_.
- They \_\_\_\_\_.

## 2A GRAMMAR AND VOCABULARY

- THINK BACK** Work in groups of three. Use the personality adjectives on page 8 to say what makes a good teacher.
- In pairs, describe the photo above. What's happening? How are the people feeling? Then read the forum and match the photo with one of the stories 1-3.





- 4 Study the Grammar box and find more examples of the Past Simple in the stories.

### Past Simple

We use the Past Simple to talk about things that started and finished in the past.

#### To be

|      | I • He • She • It                                                      | We • You • They                                                          |
|------|------------------------------------------------------------------------|--------------------------------------------------------------------------|
| +    | It <b>was</b> funny.                                                   | We <b>were</b> quiet.                                                    |
| -    | He <b>wasn't</b> happy.                                                | They <b>weren't</b> scared.                                              |
| ?    | <b>Was</b> it cold?<br>Yes, it <b>was</b> ./<br>No, it <b>wasn't</b> . | <b>Were</b> you OK?<br>Yes, we <b>were</b> ./<br>No, we <b>weren't</b> . |
| Wh-? | Why <b>was</b> she angry?                                              | Where <b>were</b> you?                                                   |

#### Regular and irregular verbs

|      | I • You • He • She • It • We • They                                               |
|------|-----------------------------------------------------------------------------------|
| +    | They <b>laughed</b> . I <b>left</b> the room.                                     |
| -    | You <b>didn't cry</b> . We <b>didn't say</b> much.                                |
| ?    | <b>Did</b> he <b>say</b> anything?<br>Yes, he <b>did</b> ./No, he <b>didn't</b> . |
| Wh-? | What <b>did</b> they <b>learn</b> ?                                               |

**Time expressions:** yesterday, last night/week/Monday, when I was six, two weeks ago, in 2010, one day

Grammar Reference and Practice > page 174

- 5 Write the Past Simple forms of the verbs in the box below. Which are irregular?

ask be break do fall forget get give go happen have hit miss pay put ride see sit stand start take tell try want

be – was/were, ...

- 6 **1.13 PRONUNCIATION** Listen and put the regular verbs from Exercise 5 in the correct column.

| /d/                   | /t/                         | /ɪd/                 |
|-----------------------|-----------------------------|----------------------|
| filled, observed, ... | pushed, watched, asked, ... | handed, decided, ... |

- 7 **1.14 PRONUNCIATION** Listen and check your answers to Exercise 6. Then practise saying the verbs.

- 8 **1.15** Complete the conversation with the correct forms of the verbs in brackets. Listen and check.

Eric Last Monday I <sup>1</sup>did (do) a Physics experiment with my class but it all <sup>2</sup>\_\_\_\_\_ (go) wrong.  
Fay How? What <sup>3</sup>\_\_\_\_\_ (you/do)?  
Eric I <sup>4</sup>\_\_\_\_\_ (fill) a glass with water and I <sup>5</sup>\_\_\_\_\_ (put) a card on the glass. Then I quickly <sup>6</sup>\_\_\_\_\_ (turn) the glass upside down.  
Fay <sup>7</sup>\_\_\_\_\_ (it/work)?  
Eric No, it <sup>8</sup>\_\_\_\_\_. I <sup>9</sup>\_\_\_\_\_ (make) a mistake and the water <sup>10</sup>\_\_\_\_\_ (fall) on the floor!

- 9 **1.16** Listen and write down nine questions in the Past Simple. Then in pairs, answer the questions.

A *When did the school inspector observe Ellie's class?*  
B *He observed Ellie's class a few weeks ago.*

- 10 Study **Watch out!** and make questions for the sentences below. Ask about the underlined part.

1 The school inspector sat at the back of Ellie's class.  
*Who sat at the back of Ellie's class?*  
2 Her students did some pair work.  
3 Something happened after Jill stood on the chair.  
4 Jill said it was OK to laugh.  
5 A fly landed on the window in Chris's class.  
6 Chris broke the window.

### WATCH OUT!

#### Subject questions

When we ask about the subject, we don't use the Past Simple auxiliary *did* or the Present Simple auxiliary *do/does*:

How many people **came**? NOT ~~How many people did come?~~  
Who **wants** a cake? NOT ~~Who does want a cake?~~

- 11 Make classroom collocations using a verb from box A and a word or phrase from box B. You can use some of the verbs more than once. Then in pairs, ask and answer questions in the Past Simple.

A do check compare hand out open pay put up take work

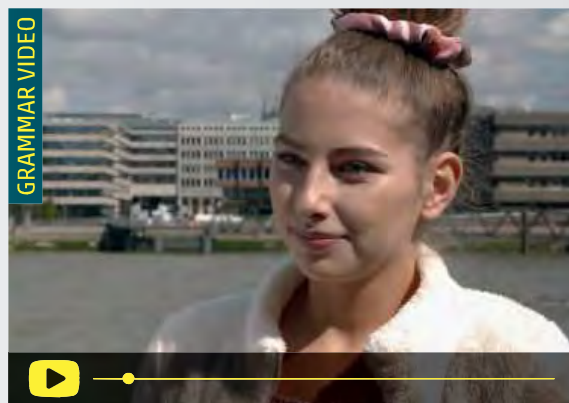
B a poster on the wall a project a worksheet an exercise an experiment attention in pairs/groups notes your answers your hand your textbook

A *Did you work in pairs in the English class yesterday?*  
B *Yes, we did and we worked in groups, too.*

- 12 **SPEAKING** In groups, tell stories in which something embarrassing happened.

**5** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What did you do last weekend?



## 2B VOCABULARY | Education

- Which do you think is better: a) to leave school to become a top sports star or b) to study to get a university degree? Is it possible to do both?
- In pairs, look at photos A-C. Which people do you recognise? Then read the article. Whose story do you find particularly surprising?
- Read the article again. In pairs, decide if statements 1-4 are true.
  - ☐ Natalie Portman studied at Harvard before she was in the *Star Wars* films.
  - ☐ Venus Williams was never a student and tennis player at the same time.
  - ☐ The musicians in Coldplay met when they were at university in London.
  - ☐ One of the celebrities studied something that helped his/her career.

- Find three synonyms for *intelligent* in the article.

c\_\_\_\_\_ b\_\_\_\_\_ s\_\_\_\_\_

- Study *Watch out!* and say these sentences in a more polite way.

- She's unintelligent.  
*She's not very bright.*
- I'm a slow student.
- You're bad at sport.
- He's ugly.

### WATCH OUT!

It's more polite to use positive adjectives to say negative things:

*He's not very clever* sounds more polite than *He's stupid*.

- Complete the phrases in the box. Use the article to help you.

be good/bad at something  
get bad/good/t\_\_\_\_\_ marks (in ...)  
g\_\_\_\_\_/h\_\_\_\_\_ a degree in (a subject)  
go to/a\_\_\_\_\_/s\_\_\_\_\_ a class  
learn by heart  
prepare/revise f\_\_\_\_\_ exams  
study a subject (at college/university)  
take/p\_\_\_\_\_/fail an exam/test

- In pairs, use the vocabulary from Exercise 6 to ask and answer questions about education.

*Does anybody in your family have a degree?*

*Did you get a good mark in the last ... test?*

*Which sports are you good at?*

- REFLECT | Society** In your opinion, which celebrities are the best role models for young people? Discuss in pairs.

# VIPs = VERY INTELLIGENT PEOPLE?

We know them today because they're famous actors, musicians or sports stars. But many celebrities used to have promising academic careers. *High Note Magazine* looks at some very clever VIPs.



Brainy actor **Natalie Portman** was very good at Science at school and always got top marks. She didn't go to the premiere of her first major film (*Star Wars: The Phantom Menace*), because she wanted to revise for school exams. Natalie has a degree in Psychology from Harvard University and used to publish her scientific research.

Tennis star **Venus Williams** used to be world number 1. She's still a top player but she's also very smart. In 2011, Venus began to study at Indiana University. It wasn't easy to pass exams while playing professional tennis, but Venus studied online in her free time and in 2015 she got a degree in Business Administration.



The guys in **Coldplay** started the band when they were at university. They met because they used to live in the same student accommodation in London. Singer Chris studied Greek and Latin, drummer Will studied Anthropology and guitarist Jonny used to study Mathematics. Did they use to skip classes? Yes, they did. They didn't use to attend all their classes because they were busy with their music.



- 1 Do you have any plans or ideas about what you would like to do after you finish high school? Discuss in pairs.  
*I'm not sure but I'd like to study .../work as a ...*

## Used to

- 2 Read this sentence from the article on page 20 and decide which explanation is correct: a, b or c.  
Natalie Portman used to publish her scientific research.
- Natalie regularly published her scientific research in the past and she still does so.
  - Natalie regularly published her scientific research in the past but now she doesn't.
  - Natalie published her scientific research once.
- 3 Study the Grammar box and **Watch out!** and find all the examples of **used to** in the article.

| Used to                                                                                                |                                                                                      |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| We use <b>used to</b> to talk about a regular habit or state in the past which doesn't happen anymore. |                                                                                      |
|                                                                                                        | I • You • He • She • It • We • They                                                  |
| +                                                                                                      | We <b>used to</b> study German at school.                                            |
| -                                                                                                      | He <b>didn't use to</b> be an actor.                                                 |
| ?                                                                                                      | Did they <b>use to</b> be famous?<br>Yes, they <b>did</b> ./No, they <b>didn't</b> . |
| Wh-?                                                                                                   | What <b>did</b> they <b>use to</b> study?                                            |
| Grammar Reference and Practice > page 174                                                              |                                                                                      |

## WATCH OUT!

We can't use **used to** if something happened only once:  
Natalie **didn't go** to the premiere.  
NOT ~~Natalie didn't use to go to the premiere.~~

- 4 Look at the underlined verbs in the texts on page 20. Which ones could you replace with **used to**?
- 5 Where possible, replace the underlined verbs below with a phrase with **used to**.
- Before he became an actor, George Clooney sold shoes.  
*Before he became an actor, George Clooney used to sell shoes.*
  - When she was younger, actress Kate Beckinsale dreamed of being a writer. She won the WH Smith Young Writers' competition twice in her teens.
  - Rowan Atkinson, the actor who plays Mr Bean, studied Electrical Engineering at Oxford University.
  - Rap star Kanye West studied English at Chicago State University. His mother worked there as a professor. But in 1997 he left the university without a degree.
  - Rock star Sting taught English at a primary school. But in those days people didn't call him Sting. What did they call him? They called him 'Mister Sumner' or just 'Sir'!

- 6 Read the information below and look at the pictures. Make sentences about the changes in Declan's life using **used to** or **didn't use to**.

Declan **stopped** getting bad marks/revising for tests at the last minute/behaving badly in class/counting the days until the holidays.

Declan **started** getting top marks in Maths/doing all his homework/going to classes on time/showing his school report to his parents.

*Declan used to get bad marks. He didn't use to get top marks in Maths.*



- 7 **SPEAKING** Think about your life when you were at primary school. In pairs, ask and answer the questions.

Did you use to ...

- like painting and drawing?
- do much homework?
- cycle to school?
- live near your friends?
- love listening to stories?
- enjoy singing?
- write the name of your favourite bands on your pencil case?
- be scared of older children?

A *Did you use to enjoy singing?*

B *Yes, I did. I sang in the school choir.*

## 2D READING AND VOCABULARY

- 1 **SPEAKING** What are the oldest and most famous universities in the world? Would you like to study at any of them? Say where and why.
- 2 Look at the photos on page 23 and read the title of the article. What do you think the article is about?
- 3 Study Active Reading and read the first paragraph of the article. What do you think the article is about now?
  - a the history of university cricket competitions
  - b how the rules of cricket developed over time
  - c the story of two famous competitive universities
  - d why Oxford produce better sports teams than Cambridge

### ACTIVE READING | Predicting

You can make a text easier to understand by predicting what it is going to be about before you read it. Always:

- look at the pictures
- read the title
- read the first paragraph
- read the last paragraph.

- 4 Read the last paragraph. Do you want to change your answer to Exercise 3?
- 5 Read the article and match headings A–G with paragraphs 1–6. There is one extra heading.
  - A A prize for second place
  - B All sorts of sports
  - C How it all started
  - D How the blues began
  - E The best in the world?
  - F Time for a laugh
  - G What are the blues?
- 6 Read the article again and answer the questions.
  - 1 How long ago was the first sports event between the universities of Oxford and Cambridge?  
*over 190 years ago*
  - 2 How long can a cricket match between different countries be?
  - 3 Traditionally, what are the three principal sports at Oxford and Cambridge?
  - 4 Which team won the second Boat Race?
  - 5 What are the blues at Oxbridge?
  - 6 Which celebrity was unlucky in 1980?
  - 7 Who won the Boat Race in 1912?
  - 8 Why didn't they finish the rugby match in 1919?
- 7 Scan the text to find the names of twelve sports and games. Add them to the vocabulary map. Then in pairs, add as many other sports as you can to the map.

cricket

SPORTS AND GAMES

- 8 Use the correct forms of these sporting verbs from the text to complete the sentences below.

beat compete lose organise play take part win

- 1 In 2017, Garbine Muguruza beat Venus Williams and \_\_\_\_\_ her first Wimbledon title.
  - 2 My boyfriend and I often \_\_\_\_\_ against each other in chess tournaments. Last time I was better!
  - 3 Kobe Bryant \_\_\_\_\_ for Los Angeles Lakers.
  - 4 Last week my school \_\_\_\_\_ a sports photo competition. Over a hundred students \_\_\_\_\_.
  - 5 I was very disappointed when we drew with Spain 2–2. But at least we didn't \_\_\_\_\_.
- 9 In pairs, find the words in the text that complete the definitions.
    - 1 A situation in which you win a game. \_\_c\_\_o\_\_y
    - 2 A competition. c\_\_t\_\_t
    - 3 A situation in which people compete with each other for a long time. \_\_v\_\_lr\_\_
  - 10 In pairs, use the phrases from Exercises 8 and 9 to make sentences about you or somebody you know.  
*My brother plays football for a team. Last week his team won the match 3–2.*
  - 11  **1.18** Listen to two teenagers playing the game 'twenty questions'. As soon as you know who the girl is thinking of, say his/her name.
  - 12 **SPEAKING** In pairs, play 'twenty questions'. Student A, choose a sports star (or another famous person) you know a lot about and that you think your partner will know. Student B, ask questions. Remember that Student A can only answer 'Yes', 'No' or 'I don't know.' Then change roles.

- 6 **WATCH AND REFLECT** Go to page 163. Watch the documentary *The journey to university* and do the exercises.





# PLAYING FOR THE BLUES

1.17

02

## Some sporting highlights between Oxford and Cambridge

- 1 ☐ In 1827 two universities played a cricket match. It was Oxford versus Cambridge. The match lasted two days. (That's actually quite short for cricket: international games often last five days!) Oxford won the match. It was the beginning of a long and famous sporting rivalry; a rivalry which continues to this day.
- 2 ☐ The two ancient universities compete in many sports and games. You can take part in American football or windsurfing, badminton or ice hockey, cycling or volleyball, rugby or chess. In 2013 they even organised an inter-university cheerleading competition! Traditionally, the most important sports in Oxbridge (Oxford + Cambridge) are cricket, athletics and rowing. But there is one contest between the two universities that is famous all around the world – the Boat Race.
- 3 ☐ The first Boat Race between Oxford and Cambridge took place in 1829. Oxford won the race easily. The second Boat Race didn't take place in 1830, however. It was in 1836. This time Cambridge beat Oxford. The Cambridge team had a light blue ribbon on their boat that day and perhaps because of their victory, light blue became their official colour. Dark blue was the colour of Oxford. At Cambridge the three principal sports clubs began to give prizes to their most successful sportsmen. Those prizes were called 'the blues'.
- 4 ☐ Normally when you 'get the blues', it means you feel sad. But Oxbridge students who get the blues are happy because a 'blue' is the most prestigious prize a sportsperson can win. To get a full blue, you have to compete against Cambridge or Oxford. Taking part is enough: you don't need to win. You also win a full blue for competing in a national competition and a half blue for participating at a regional level.
- 5 ☐ Did you know that Hugh Laurie (TV's Dr House) won a full blue? He used to row for Cambridge and in 1980 he rowed in the Boat Race. Unfortunately, his team lost the race, but only by a few centimetres. It was the closest race of the twentieth century.
- 6 ☐ The sporting rivalry between Oxford and Cambridge is serious but there are some funny stories too. In the Boat Race in 1912 both boats sank. Some people say the Cambridge team tried to continue the race by swimming but that may not be true. The next day they raced again and Oxford won. And in 1919 the two universities played a rather strange rugby match. The weather was bad. In fact, it was so foggy that nobody could see the ball or the other players. Nobody was surprised when they didn't finish the match.



An Oxford student wearing the blues.



## 2E LISTENING AND VOCABULARY

- 1 What does it mean to be a cheat? In pairs, agree on the best definition. Then give examples of cheats you know about.

A cheat is a person who ...

- a does something dishonest to win something.
- b tells lies to look good in front of other people.
- c steals money from shops or people's homes.

- 2  **1.19** Look at the advert for a radio programme. In pairs, ask and answer the questions. Then listen to Part 1 of the interview and check.

- 1 How do you think Lance Armstrong cheated?
- 2 What happened to him in 2012?
- 3 What other sports could be mentioned in a radio programme about cheats?

- 3 In pairs, use these words and phrases from the interview to complete the sentences below.

first half goal ~~gold medal~~ red card World Cup world record

- 1 ☐ Ben Johnson won a gold medal in the Olympic Games in 1988.
- 2 ☐ He broke the \_\_\_\_\_ for the 100 metres with a time of 9.97 seconds.
- 3 ☐ Argentina played against England in the 1986 \_\_\_\_\_ in Mexico.
- 4 ☐ Maradona scored a goal with his hand after six minutes of the \_\_\_\_\_.
- 5 ☐ The referee gave Maradona a \_\_\_\_\_ for cheating.
- 6 ☐ Later Maradona scored another \_\_\_\_\_, so the final score was Argentina 2, England 0.

- 4  **1.20** Listen to Part 1 of the interview again and decide if statements 1–6 in Exercise 3 are true or false.

- 5  **1.21** Listen to Part 2 of the interview and choose the correct answers.

- 1 In 1980 Rosie Ruiz won the Boston marathon in
  - a under 2 hours.
  - b about 2½ hours.
  - c 2 hours 56 minutes.
- 2 She broke the
  - a world record.
  - b record for the Boston marathon.
  - c record for a woman in the Boston marathon.
- 3 People discovered that Rosie was a cheat
  - a just after the race.
  - b the next day.
  - c more than a week later.
- 4 Rosie
  - a took a train most of the way.
  - b took a train for the last two miles.
  - c trained hard before the race.
- 5 Children who want to play Little League baseball have to be
  - a 12 years old.
  - b 12 or younger.
  - c over 12.
- 6 In 2001 Danny Almonte
  - a won the World League.
  - b wasn't old enough to play in the World League.
  - c was older than the other players.

RADIO 9





Lance Armstrong used to be the world's best cyclist. He won the Tour de France seven times from 1999 to 2005. But he was a cheat.

**CHEATS!**  
**WHY DO THEY DO IT?**  
**RADIO 9 TONIGHT AT 8 P.M.**

- 6 Check you understand the highlighted words. Then in groups, ask and answer the questions.

- 1 Who are the champions of these competitions: Wimbledon/the Champions League/Formula 1?
- 2 Who is your favourite Olympic athlete/basketball player/cyclist/footballer/swimmer?
- 3 Who is the captain/manager of your favourite national football team?
- 4 Are you and the people in your family sports fans? Who do you support?
- 5 Would you like to be a referee? Say why.

- 7 **SPEAKING** Can you remember a time when someone cheated you? How did you feel? What did you do? Are you still friends now? Discuss in pairs.

- 8 **REFLECT | Values** Do you agree or disagree with these statements? Discuss in groups.

- 1 It's never OK to cheat.
- 2 Everybody cheats sometimes.
- 3 People cheat because it's easier than following the rules.
- 4 People cheat because they want to be famous, successful and rich.
- 5 Cheating is more common today than it used to be.
- 6 Honour codes, drug tests and technology can stop cheats.





1 In pairs, look at the photo. Who are the people? What do you think is happening?

2 **7** **1.22** Watch or listen and say which of these situations happen in the class.

- 1 ☒ arriving late for class
- 2 ☐ cheating in an exam
- 3 ☐ copying an essay from the Internet
- 4 ☐ running in the corridor
- 5 ☐ not wearing the correct school uniform
- 6 ☐ not handing in homework/projects on time
- 7 ☐ eating in class
- 8 ☐ misbehaving in class

3 **7** **1.22** Study the Speaking box. Watch or listen again and tick the expressions you hear. Then complete the sentences below with 1–3 words.

- 1 Simon I'm sorry. I completely forgot.
- 2 Emily Sorry, Miss. I \_\_\_\_\_ it was so late.
- 3 Emily Sorry, Miss, it was \_\_\_\_\_. It was an accident.
- Teacher Oh, \_\_\_\_\_.
- 4 Teacher I'm \_\_\_\_\_ sorry!
- Headmaster That's \_\_\_\_\_, Miss Smith. We all make mistakes. \_\_\_\_\_ to anyone.

### SPEAKING | Apologising

#### Saying sorry

- ☒ Sorry! ☐ I'm really sorry. ☐ I'm sorry that I (didn't) ...
- ☐ Sorry about that. ☐ It was my fault.

#### Explaining

- ☐ It was stupid/wrong of me. ☐ I (completely) forgot.
- ☐ I didn't realise (that) ... ☐ I did it by mistake.
- ☐ It was an accident.

#### Accepting an apology

- ☐ Never mind. ☐ That's OK/alright.
- ☐ Don't worry about it. ☐ It can happen to anyone.

4 **1.23** Listen to four dialogues. Write down the expressions the speaker uses to accept the apology in each situation 1–4.

1 *That's OK!*

5 In pairs, role play the situations. Take turns to tell your partner why you're angry, listen to his/her apology and accept it.

- 1 You arranged to meet your partner on Saturday. You waited twenty minutes but he/she didn't appear.
- 2 Your partner took your English textbook home by mistake and you couldn't do your homework.
- 3 Your partner is playing music very loud on his/her phone speaker. You can't concentrate on your work.
- 4 During a game of basketball, your partner hit you in the face with the ball.

A *Where were you on Saturday? I waited twenty minutes.*

B *Sorry. I completely forgot.*

A *OK, don't worry about it.*

6 Which things from Exercise 2 do you or people in your class do? Which of them are serious problems? Discuss in pairs.

*I think it's really bad to ...*

*I don't think it's a big problem to ...*

7 **REFLECT | Society** In groups, answer the questions.

- 1 The British say sorry very often. Is this true of people in your country?
- 2 Is it easy to say sorry or admit you're wrong?
- 3 When was the last time you said sorry? Why?
- 4 Did you ever say something was your fault when it wasn't?
- 5 When is it OK *not* to accept an apology?

# An inspiring LIFE

Jim Morris playing  
for the Tampa Bay  
Devil Rays

We asked you to write about people whose lives inspire you.  
This week's competition entry is by reader Olivia Bundy from Big Lake, Texas.

## I love stories where dreams come true.

That's why I'm writing about a man who used to teach at my high school and whose dream came true thanks to his students.

Jim Morris was born in Texas in 1964. He was good at baseball and his dream was to play for a Major League team. In the 1980s he played Minor League baseball. But then he hurt his arm, so he gave up his dream and became a PE teacher and baseball coach at Reagan County High.

Ten years later, Jim and his pupils made a deal. If the school team won the District Championship, Jim promised to play a trial match for the Tampa Bay Devil Rays. The kids won the competition, so Jim went to the trial. Amazingly, he played really well. Finally, on 18 September 1999, Jim played in a Major League game at last. He was thirty-five years old.

Because of his arm, Jim only played twenty-one games. After retiring from professional sport, he wrote his autobiography and Disney made a film about him called *The Rookie*. He is now a public speaker who talks about his own experiences to inspire and motivate people.

Jim's life shows it's never too late to believe in your dreams. What's more, it shows that sometimes students can inspire teachers.



A scene from the film *The Rookie*

## GLOSSARY

**Major League** – top professional baseball teams in the USA. Minor League teams play at a lower level.

**trial match** – a match to test how good the players are

**Tampa Bay Devil Rays** – a Major League team from Florida

**rookie** – a new player in a sports team, usually very young



## 2G WRITING | A biography

- 1 Look at the photos on page 26 and read the captions. What kind of story do you think the film tells?
- 2 Read the competition entry on page 26 and check your answers to Exercise 1.
- 3 Look at the underlined words in the text and find these things:
  - four words/phrases that put the events from somebody's life in order  
*then, ...*
  - two words that add more information about somebody/something
  - two words that give reasons for something that happened
- 4 Look at the text again. In which order does Olivia write about these things?

- ☐ the key thing Jim did    ☐ his early life  
☐ his later life    ☐ summing up  
☒ why she wrote about him

- 5 Study the Writing box and check your answers to Exercises 3 and 4.

### WRITING | A biography

#### Paragraph 1

Mention why you chose this person; say why he/she is famous/important/inspiring:

The person I am writing about is my hero/an inspiration.  
I am writing about a famous ...

#### Paragraphs 2-3

Talk about their early life, their talents or achievements, and what they did:

X was born in .../went to school in .../studied at .../  
got a degree in ...

She can/could ...

She is/was good at ...

She played/won .../became a .../worked as a ...

#### Paragraph 4

Talk about what the person did later (or does today):

In later life, she .../He died in .../She is now ...

#### Paragraph 5

Sum up this person's life in a few words. Perhaps mention his/her personality:

His/Her life shows/was ...

He/She is/was very intelligent/a positive role model.

#### Connect your sentences

- Explain when things happened: *ten years later, next, after, then, finally*
- Add information: *and, also, what's more*
- Give reasons: *that's why, so, because (of)*

- 6  1.24 Listen to a conversation about this Paralympic athlete. Then listen again and complete the notes.



An inspirational life - Hannah <sup>1</sup>Cockcroft

- one of Britain's greatest Paralympic athletes -  
a wheelchair racer
- has five Paralympic gold medals & three world records
- born in Halifax in <sup>2</sup>\_\_\_\_\_
- suffered brain damage at birth, couldn't walk or talk
- at school competed in swimming, athletics, wheelchair rugby and <sup>3</sup>\_\_\_\_\_
- bought her first racing chair in <sup>4</sup>\_\_\_\_\_ - called it 'Sally'
- London Paralympics, 2012: won two golds, broke world record in 100 and <sup>5</sup>\_\_\_\_\_ metres
- Rio, 2016: won three more golds, broke world record in 400 metres
- now, she's at university studying <sup>6</sup>\_\_\_\_\_ and Journalism
- to sum up: young, brave, dedicated, and an inspiration

- 7 **WRITING TASK** Write a short biography of an inspirational person. Either use the notes in Exercise 6 and write about Hannah or choose someone else, for example the celebrity you chose as a positive role model in Lesson 2B. Use the Writing box to help you.

# Word List

## REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.



- 2 Find things on the word list that you can:

- 1 hand out: \_\_\_\_\_
- 2 put up: \_\_\_\_\_
- 3 work in: \_\_\_\_\_

- 3 Which verbs from the word list collocate with these nouns?

|  |         |
|--|---------|
|  | an exam |
|  | a class |
|  | school  |

- 4 Match the two parts of the collocations. Then check with the word list.

- |                                   |                |
|-----------------------------------|----------------|
| 1 <input type="checkbox"/> beat   | a a goal       |
| 2 <input type="checkbox"/> break  | b another team |
| 3 <input type="checkbox"/> follow | c a record     |
| 4 <input type="checkbox"/> score  | d the rules    |

- 5 Do the task below.

Make a list of all the types of sport you enjoy. Then write down the names of the places and equipment that you need to play them. Use a dictionary if necessary.

## 2A GRAMMAR AND VOCABULARY

### 5.8

|                                                                                      |
|--------------------------------------------------------------------------------------|
| classroom (n) /'kla:srʊm/                                                            |
| check an exercise /tʃek ən 'eksəsaɪz/                                                |
| check/compare your answers /tʃek/kəmpeə jə 'ɑ:nsəz/                                  |
| compare in pairs/groups /kəmpeə ɪn 'peəz/ 'gru:ps/                                   |
| do an exercise/a project/an experiment /du ən 'eksəsaɪz/ə 'prɒdʒekt/ən ɪk'sperɪmənt/ |
| drawing pin (n) /'drɔ:ɪŋ pɪn/                                                        |
| embarrassing (adj) /ɪm'bærəsɪŋ/                                                      |
| epic (adj) /'epɪk/                                                                   |
| fail (n) /feɪl/                                                                      |
| fall (v) /fɔ:l/                                                                      |
| get down /get 'daʊn/                                                                 |
| hand out a worksheet /hænd ʌt ə 'wɜ:kʃi:t/                                           |
| head teacher (n) /hed 'ti:tʃə/                                                       |
| hurt (v) /hɜ:t/                                                                      |
| noisy (adj) /'nɔɪzi/                                                                 |
| observe (v) /əb'zɜ:v/                                                                |
| open your textbook /əʊpən jə 'tekstbʊk/                                              |
| pair work (n) /'peə wɜ:k/                                                            |
| pay attention /peɪ ə'tenʃən/                                                         |
| Physics (n) /'fɪzɪks/                                                                |
| pick up /pɪk 'ʌp/                                                                    |
| poster (n) /'pəʊstə/                                                                 |
| project (n) /'prɒdʒekt/                                                              |
| put up a poster on the wall /put ʌp ə 'pəʊstə ɒn ðə wɔ:l/                            |
| put up your hand /put ʌp jə 'hænd/                                                   |
| school inspector (n) /'sku:l ɪn'spektə/                                              |
| shout (v) /ʃaʊt/                                                                     |
| student (n) /'stju:dənt/                                                             |
| take notes /teɪk 'nəʊts/                                                             |
| textbook (n) /'tekstbʊk/                                                             |
| wheel (n) /wi:l/                                                                     |
| work in pairs/groups /wɜ:k ɪn 'peəz/'gru:ps/                                         |
| worksheet (n) /'wɜ:kʃi:t/                                                            |

## 2B VOCABULARY 5.9

|                                                        |
|--------------------------------------------------------|
| academic (adj) /,ækə'demɪk/                            |
| accommodation (n) /ə,kɒmə'deɪʃən/                      |
| actor (n) /'æktə/                                      |
| Anthropology (n) /,ænθrə'pɒlədʒi/                      |
| brainy (adj) /'breɪni/                                 |
| bright (adj) /braɪt/                                   |
| Business Administration (n) /,bɪznəs əd,mɪnə'streɪʃən/ |

|                                                                                      |
|--------------------------------------------------------------------------------------|
| clever (adj) /'klevə/                                                                |
| degree (n) /dɪ'ɡri:/                                                                 |
| drummer (n) /'drʌmə/                                                                 |
| famous (adj) /'feɪməs/                                                               |
| get bad/good/top marks in sth /get bæd/gʊd/ tɒp 'mɑ:ks ɪn ,sʌmθɪŋ/                   |
| get/have a degree in a subject /get/,hæv ə dɪ'ɡri: ɪn ə ,sʌbdʒɪkt/                   |
| go to/attend/skip a class /gəʊ tə/ə'tend/,skɪp ə 'kla:s/                             |
| good/bad at /'gʊd/'bæd ət/                                                           |
| Greek (n) /gri:k/                                                                    |
| guitarist (n) /ɡɪ'tɑ:rɪst/                                                           |
| intelligent (adj) /ɪn'telɪdʒənt/                                                     |
| Latin (n) /'lætɪn/                                                                   |
| learn by heart /lɜ:n baɪ 'hɑ:t/                                                      |
| leave school /li:v 'sku:l/                                                           |
| major (adj) /'meɪdʒə/                                                                |
| Mathematics (n) /,mæθə'mæ'tɪks/                                                      |
| musician (n) /mju:'zɪʃən/                                                            |
| particularly (adv) /pə'tɪkjələli/                                                    |
| premiere (n) /'premiə/                                                               |
| prepare/reverse for exams /prɪ,peə/ɪvəɪz fər ɪg'zæməz/                               |
| professional (adj) /prə'feʃənəl/                                                     |
| promising (adj) /'prɒmɪsɪŋ/                                                          |
| Psychology (n) /saɪ'kɒlədʒi/                                                         |
| role model (n) /'rəʊl ,mɒdl/                                                         |
| Science (n) /'saɪəns/                                                                |
| singer (n) /'sɪŋə/                                                                   |
| smart (adj) /smɑ:t/                                                                  |
| sports star (n) /'spɔ:ts stɑ:/                                                       |
| study a subject at college/university /,stʌdi ə ,sʌbdʒɪkt ət 'kɒlədʒ/,ju:nə'vɜ:səti/ |
| take/pass/fail an exam/test /teɪk/,pɑ:s/,feɪl ən ɪg'zæm/'test/                       |
| tennis (n) /'tenɪs/                                                                  |
| top player (n) /tɒp 'pleɪə/                                                          |
| scientific (adj) /saɪən'tɪfɪk/                                                       |
| unintelligent (adj) /ʌnɪn'telɪdʒ(ə)nt/                                               |
| university (n) /ju:nɪ'vɜ:səti/                                                       |

## 2C GRAMMAR 5.10

|                                          |
|------------------------------------------|
| at the last minute /æt ðə ˌlɑ:st 'mɪnət/ |
| band (n) /bænd/                          |
| behave badly /bɪ,heɪv 'bædli/            |
| cycle (v) /'saɪkl/                       |
| electrical (adj) /ɪ'lektrɪkəl/           |
| engineering (n) /,endʒɪ'nɪərɪŋ/          |



go to class on time /gəʊ tə ˈklɑːs ɒn ˈtaɪm/

high school (n) /ˈhaɪ skuːl/

paint (v) /peɪnt/

pencil case (n) /ˈpensəl keɪs/

primary school (n) /ˈpraɪməri skuːl/

rap (n) /ræp/

scared of /ˈskeəd əv/

school choir (n) /ˌskuːl ˈkwaɪə/

school report (n) /ˌskuːl rɪˈpɔːt/

scientific (adj) /ˌsaɪənˈtɪfɪk/

sing (v) /sɪŋ/

## 2D READING AND VOCABULARY

### 5.11

American football (n) /əˌmerɪkən ˈfʊtbɔːl/

ancient (adj) /ˈeɪnfənt/

athletics (n) /æθˈletɪks/

badminton (n) /ˈbædmɪntən/

beat (v) /biːt/

boat (n) /bəʊt/

cheerleading (adj) /ˈtʃiəˌliːdɪŋ/

chess (n) /tʃes/

compete in /kəmˈpiːt ɪn/

competition (n) /ˌkɒmpəˈtɪʃən/

contest (n) /ˈkɒntest/

cricket (n) /ˈkrɪkɪt/

cycling (n) /ˈsaɪklɪŋ/

draw (v) /drɔː/

foggy (adj) /ˈfɒgi/

game (n) /geɪm/

get the blues /ˌget ðə ˈbluːz/

ice hockey (n) /ˈaɪs ˈhɒki/

international (adj) /ˌɪntəˈnæʃənəl/

inter-university (adj) /ɪnˌtɜː juːnəˈvɜːsəti/

lose (v) /luːz/

match (n) /mætʃ/

medal (n) /ˈmedl/

national (adj) /ˈnæʃənəl/

official (adj) /əˈfɪʃəl/

organise (v) /ˈɔːɡənaɪz/

participate in /pɑːˈtɪsəpeɪt ɪn/

play for a team /ˌpleɪ fər ə ˈtiːm/

player (n) /ˈpleɪə/

prestigious (adj) /preˈstɪdʒəs/

principal (adj) /ˈprɪnsɪpəl/

prize (n) /praɪz/

race (n) /reɪs/

regional (adj) /ˈriːdʒənəl/

ribbon (n) /ˈrɪbən/

rivalry (n) /ˈraɪvəlri/

rowing (n) /ˈrəʊɪŋ/

rugby (n) /ˈrʌɡbi/

serious (adj) /ˈsɪəriəs/

sink (v) /sɪŋk/

sportsperson (n) /ˈspɔːtsˌpɜːsən/

strange (adj) /streɪndʒ/

successful (adj) /səkˈsesfəl/

take part in /ˌteɪk ˈpɑːt ɪn/

team (n) /tiːm/

traditionally (adj) /trəˈdɪʃənəli/

versus (prep) /ˈvɜːsəs/

victory (n) /ˈvɪktəri/

volleyball (n) /ˈvɒlibɔːl/

win (v) /wɪn/

windsurfing (n) /ˈwɪndzɜːfɪŋ/

## 2E LISTENING AND VOCABULARY

### 5.12

baseball (n) /ˈbeɪsbɔːl/

basketball player (n) /ˈbɑːskɛtbɔːl ˌpleɪə/

break the world record /ˌbreɪk ðə ˈwɜːld ˈrekɔːd/

captain (n) /ˈkæptɪn/

champion (n) /ˈtʃæmpɪən/

cheat (n, v) /tʃiːt/

cyclist (n) /ˈsaɪklɪst/

dishonest (adj) /dɪsˈɒnɪst/

drug test (n) /ˈdrʌɡ test/

final score (n) /ˈfaɪnəl ˈskɔː/

first half (n) /ˈfɜːst ˈhɑːf/

follow the rules /ˌfɒləʊ ðə ˈruːlz/

footballer (n) /ˈfʊtbɔːlə/

goal (n) /ɡəʊl/

gold medal (n) /ɡəʊld ˈmedl/

honour code (n) /ˈɒnə kəʊd/

look good in front of sb /ˌlʊk ˈɡʊd ɪn frʌnt əv ˌsʌmbədi/

manager (n) /ˈmænɪdʒə/

national football team (n) /ˌnæʃənəl ˈfʊtbɔːl tiːm/

Olympic athlete (n) /əˌlɪmpɪk ˈæθliːt/

radio programme (n) /ˈreɪdiəʊ ˌprəʊɡræm/

red card (n) /ˌred ˈkɑːd/

referee (n) /ˌrefəˈriː/

score (v) /skɔː/

sports fan (n) /ˈspɔːts fæn/

support (v) /səˈpɔːt/

swimmer (n) /ˈswɪmə/

take a train /ˌteɪk ə ˈtreɪn/

technology (n) /tekˈnɒlədʒi/

train (v) /treɪn/

World Cup/League (n) /ˈwɜːld kʌp/liːg/

world record (n) /ˈwɜːld ˈrekɔːd/

## 2F SPEAKING 5.13

accident (n) /ˈæksɪdənt/

apologise (v) /əˈpɒlədʒaɪz/

apology (n) /əˈpɒlədʒi/

arrive late for class /əˌraɪv ˌleɪt fə ˈklɑːs/

cheat in an exam /tʃiːt ɪn ən ɪɡˈzæm/

copy (v) /ˈkɒpi/

corridor (n) /ˈkɒrɪdɔː/

essay (n) /ˈeseɪ/

fault (n) /fɔːlt/

hand in homework/a project /ˌhænd ɪn ˈhəʊmwɜːk/ə ˈprɒdʒekt/

headmaster (n) /ˌhedˈmɑːstə/

misbehave in class /ˌmɪsbɪˈheɪv ɪn ˈklɑːs/

realise (v) /ˈriːlaɪz/

school uniform (n) /skuːl ˈjuːnəfɔːm/

## 2G WRITING 5.14

achievement (n) /əˈtʃiːvmənt/

autobiography (n) /ˌɔːtəˈbaɪɒɡrəfi/

brain damage (n) /ˈbreɪn ˌdæmɪdʒ/

brave (adj) /breɪv/

coach (n) /kəʊtʃ/

dedicated (adj) /ˈdedɪkətəd/

district (n) /ˈdɪstrɪkt/

inspire (v) /ɪnˈspaɪə/

inspiring (adj) /ɪnˈspaɪərɪŋ/

journalism (n) /ˈdʒɜːnəlɪzəm/

make a deal /ˌmeɪk ə ˈdiːl/

motivate (v) /ˈməʊtɪveɪt/

P.E. (n) /ˌpiː ˈiː/

paralympic athlete (n) /ˌpærəˌlɪmpɪk ˈæθliːt/

public speaker (n) /ˌpʌblɪk ˈspiːkə/

racer (n) /ˈreɪsə/

rookie (n) /ˈruːki/

suffer (v) /ˈsʌfə/

talent (n) /ˈtælənt/

trial (n) /ˈtraɪəl/

wheelchair (n) /ˈwiːltʃeə/

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with the correct forms of the verbs from the box.

answer cheat check copy ~~do~~ get fail hand in  
pass pay put up take work

- We had to do a Geography project about Ireland but I forgot, so I didn't \_\_\_\_\_ the project on time.
- 'Did you \_\_\_\_\_ the Physics exam?' 'Yes, I \_\_\_\_\_ a good mark - 65%. But unfortunately, I \_\_\_\_\_ the Maths exam.'
- Now \_\_\_\_\_ in pairs. Read the text and ask and \_\_\_\_\_ the questions. Then \_\_\_\_\_ your answers with another pair.
- Which is the worst thing to do: to \_\_\_\_\_ an essay from the Internet, or to \_\_\_\_\_ in an exam?
- Good students \_\_\_\_\_ attention in class, \_\_\_\_\_ notes and \_\_\_\_\_ their hands when they want to ask a question.

### 2 Label the sports.



1 windsurfing



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

### 3 Complete the sentences with the correct forms of the words from the box. There are two extra words.

beat competition match medal ~~player~~ prize  
race record score take part team win

- There are five players in an ice hockey \_\_\_\_\_.
- Michael Schumacher won ninety-one Formula One \_\_\_\_\_.
- The first international football \_\_\_\_\_ was Scotland vs. England in 1872.
- The International Cheer Union organises cheerleading \_\_\_\_\_.
- At the 1988 Seoul Olympics Ben Johnson broke the world \_\_\_\_\_ and won the gold \_\_\_\_\_ - but he cheated.
- In the 2014 World Cup, Germany \_\_\_\_\_ Brazil 7-1. The Germans \_\_\_\_\_ five goals in the first half.
- Twenty-three countries \_\_\_\_\_ in the 1960 Paralympics.

### 4 Write the Past Simple forms of the verbs from the box.

~~ask~~ break do forget happen hit laugh push  
put see take tell want

ask - asked

### 5 Complete the conversation with the correct forms of the verbs in brackets.

Dad <sup>1</sup>Did you have (you/have) a nice day at school?

Mia No, I <sup>2</sup>\_\_\_\_\_.

Dad Why? What <sup>3</sup>\_\_\_\_\_ (happen)?

Mia We <sup>4</sup>\_\_\_\_\_ (be) late for Geography, so we <sup>5</sup>\_\_\_\_\_ (run) along the corridor and my bag <sup>6</sup>\_\_\_\_\_ (fall).

Dad <sup>7</sup>\_\_\_\_\_ (be) your lunch in your bag?

Mia Yes, it <sup>8</sup>\_\_\_\_\_. There <sup>9</sup>\_\_\_\_\_ (be) yoghurt everywhere! I <sup>10</sup>\_\_\_\_\_ (go) to the toilet to clean it up, so I <sup>11</sup>\_\_\_\_\_ (arrive) late for the class. Mrs Bates <sup>12</sup>\_\_\_\_\_ (be) really angry.

Dad What <sup>13</sup>\_\_\_\_\_ (she/do)?

Mia She <sup>14</sup>\_\_\_\_\_ (give) me extra homework.

### 6 Where possible, replace the underlined verbs with a phrase with *used to*.

- Footballer Robert Lewandowski <sup>1</sup>played used to play for Polish club Lech Poznań. He <sup>2</sup>moved to Borussia Dortmund in 2010. He <sup>3</sup>wasn't the captain of Poland then but he <sup>4</sup>became captain in 2013.
- American gymnast Simone Biles <sup>5</sup>won four gold medals at the Rio Olympics in 2016. When she was younger, she <sup>6</sup>didn't go to high school. Where <sup>7</sup>did she study? She <sup>8</sup>studied at home.

## USE OF ENGLISH

### 7 Choose the correct words a-c to complete the texts.

#### STRATEGY | Multiple choice cloze - short texts

The short texts in this task come from different sources, e.g. emails, notices, advertisements, signs or instructions. In order to understand the main message, find the key words in each text first.

- Dear Mrs Jones,  
I'm afraid that Gareth continues to misbehave in class. This morning he was so bad I sent him to speak to the \_\_\_\_\_.

a head teacher b manager c pupil

- It's time to study at Dunford University!  
You can get a \_\_\_\_\_ in Arts, Business or Science.

a college b degree c subject

- And remember, next Friday is the last day to hand in your History \_\_\_\_\_. Don't be late and make them as colourful and attractive as you can!

a posters b textbooks c worksheets



## LISTENING

- 8 1.25 You are going to hear five short recordings. Read questions 1–5 and study the pictures. Then listen and choose the correct answer for each recording.

### STRATEGY | Multiple choice task with picture options

Look at the pictures and questions very carefully to check that you understand what the pictures show. This will give you an idea of what sort of information to listen for.

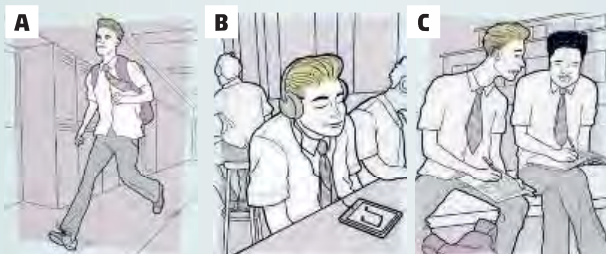
- 1 When could women first get degrees from Oxford University?



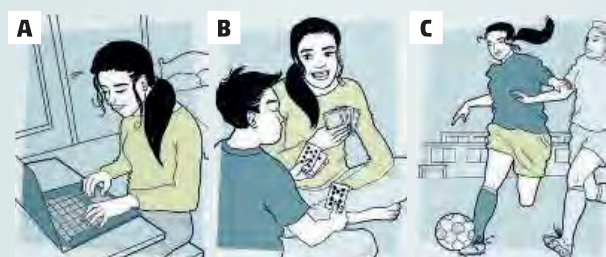
- 2 Which sportsperson did the girl write about for her school project?



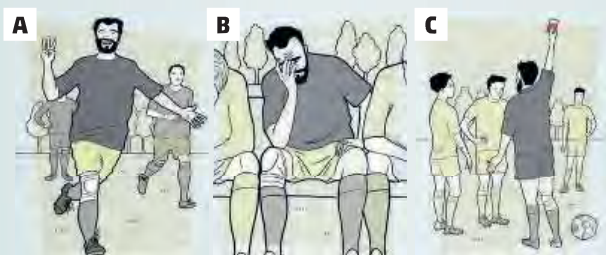
- 3 Why did the boy apologise to his teacher?



- 4 In which situation does the girl cheat?



- 5 Which picture shows Lucas' father?



- 9 1.26 Listen to a recording about Spanish basketball player Pau Gasol. Then listen again and write down what you hear.

### STRATEGY | Dictation

Use the time during the first reading of the dictation to get to know the topic and pick out some key words.

## SPEAKING

- 10 In pairs, role play the situation below. Then change roles and do the task again.

#### Student A

You are preparing to run a mini-marathon. You did not go to the last training session and your coach wants to know why. Student B is your sports coach.

- Say why you missed the session and apologise.
- Explain why there was a problem.
- Apologise again. Offer to do an extra training session.
- Suggest a day and time for the training.
- End the conversation.

#### Student B

You are a sports coach. Student A did not come to the last training session and you want to know why. Use the phrases below to help you.

- *Hello (name). Please, come in. Do you know why I wanted to see you?*
- *You usually come to every training session. What happened?*
- *OK, I understand. Please tell me next time when there is a problem.*
- *That sounds like a good idea. When can you do this?*

## WRITING

- 11 You see this ad in your school magazine.

# INSPIRING!

**Tell us about the life of an inspirational member of your family.** Explain why he/she is inspirational, write about their early life, personality, talents and achievements. You can win a weekend break for a family of four!

Write your entry for the competition.



# The four Ps to a perfect presentation

At some point in life, everyone has to stand up and speak in front of a group of people. For most of us this can be extremely stressful, but there's some good news. Although not everyone can be a great public speaker like Barack Obama or Oprah Winfrey, giving a presentation is definitely a skill you can learn. Here are four steps to a successful presentation.

### 1 PLAN

When you first start to plan a presentation, ask yourself these questions:

- Who is your audience? At school, you're talking to your teacher and classmates, but an official exam is a more serious and formal situation.
- Why are you giving the presentation? What is the message of your speech? Decide if you want to make the listeners laugh, inform them about something, or maybe persuade them to agree with your ideas.
- How much time have you got? This will help you decide how much information to share with your audience.

### 2 PREPARE

At this stage you should:

- Research your topic. Make sure you understand your subject well. Decide what you want to say and try to make it interesting for your audience.
- Organise your ideas into a clear introduction, main body and conclusion. You can start with a joke, some surprising facts, a personal anecdote or a question to get the listeners' attention.
- Create note cards to help you remember what to say. Don't try to learn your presentation by heart word for word. Instead, put two or three key points on note cards and follow your plan.

### 3 PRACTISE

Practising helps you feel more confident when you speak in public. It's a good idea to:

- Practise in front of a mirror and watch your body language. Remember that you can use your body and facial expressions to help the audience understand your message. It is also a good idea to move during the presentation to keep the audience's attention.
- Time your speech. Read through your presentation and see if you can keep to the time limit. You can also record yourself speaking to observe how you use your voice.
- Practise in front of an audience, for example family and friends. This will help you deal with stress and prepare to answer any questions.

### 4 PRESENT

The big day is now here. For your actual presentation:

- Wear clothes which are comfortable but appropriate for the occasion. Think about whether your audience will wear formal or informal clothes and wear something similar.
- Look at the listeners as you speak. Smile at the audience and breathe deeply as this will help you feel less nervous. Never read the presentation from a page but speak directly to the people in your audience.
- Use your own words and don't speak too fast. Speak clearly and try to sound confident.



### 1 In pairs, answer the questions.

- Describe the last time you gave a presentation. What was it about? How did you feel?
- In which situations in your life could public speaking skills be useful? Say why.

### 2 In pairs, discuss the opinions about giving presentations. Choose the options that you think are correct. Say why.

- Giving an exam presentation is *different from* / *similar to* a classroom presentation.
- It is a *good* / *bad* idea for a speaker to start a presentation by saying something funny.
- The way a presenter uses their body during a talk *can* / *cannot* change the message.
- It is *OK* / *not OK* for a presenter to speak longer than scheduled.
- The best way to prepare for a presentation is to practise it *alone* / *with someone else*.
- It is *OK* / *not OK* for presenters to read from a page so they don't forget what to say.

### 3 Read the text and check your answers to Exercise 2.

### 4 Which three tips from the text do you think are the most useful? In pairs, explain why.

### 5 1.27 Watch or listen to a student giving two presentations and answer the questions.

- What are the topics of Jenny's presentations?
- What pros and cons does she mention about the issues?

#### LIFE SKILLS VIDEO



1



2

### 6 1.27 Watch or listen again and look at photos 1-2. For each presentation (P1 and P2), rate aspects A-E below from 1 to 5 (1 = poor, 5 = excellent).

|                                                                                                             | P1 | P2 |
|-------------------------------------------------------------------------------------------------------------|----|----|
| <b>Ideas and organisation</b>                                                                               |    |    |
| A The beginning of the presentation was interesting                                                         |    |    |
| B The presentation had a clear structure.                                                                   |    |    |
| <b>Presenting</b>                                                                                           |    |    |
| C The presenter communicated his ideas in an effective way (eye contact, body language, facial expression.) |    |    |
| D The presenter spoke strongly and clearly.                                                                 |    |    |
| E The presenter looked confident and relaxed.                                                               |    |    |

### 7 Study the box below. Which of the phrases could you use to begin a presentation (B) and which to end it (E)?

#### SPEAKING | Giving presentations

- ☒ E Do you have any questions?
- ☐ The subject/topic of my talk today is ...
- ☐ I'd like to start by talking about ...
- ☐ That brings me to the end of my presentation.
- ☐ To summarise, .../To conclude, ...
- ☐ Before I start, it might surprise you to learn that ...
- ☐ Well, that's it from me. Thank you for listening.
- ☐ Today I'd like to talk about ... But first, did you know that ...?

### 8 Read the quote. In pairs, explain what it means using your own words.



All great speakers were bad speakers at first.  
Ralph Waldo Emerson (American poet)



### 9 Do the task below.

#### LIFE SKILLS | Project

Prepare a two-minute presentation on a subject you find interesting.

- Follow the tips from this lesson (Plan, Prepare, Practise, Present). Use some of the phrases from Exercise 7 to help you.
- Give your presentation in front of the class and listen to presentations from other students.
- Give each other feedback. Say what you liked about the presentation and what you could improve.

# 03

## Far from home

**VOCABULARY** Holiday activities, travelling, transport

**GRAMMAR** Past Continuous and Past Simple, relative pronouns [Use of English > page 185](#)

**SPEAKING** Asking for information

**WRITING** A blog post

**VIDEO** Grammar ▶ Communication ▶ Documentary ▶

### Magical Moments

#### PHOTO COMPETITION

Send in a photo of your most magical holiday moment. Where was it? What were you doing? Write a text of no more than eighty words to tell us about it.

You can win fantastic prizes.



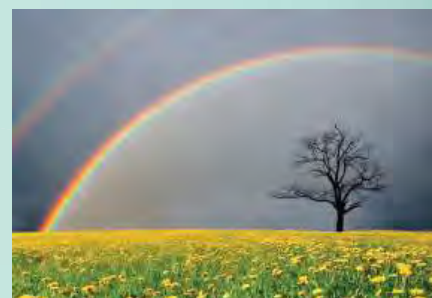
#### Wild horses *Steve Curry, New York*

Last summer we were staying in a hotel in Scotland. One evening, we went for a drive. At about 7 p.m. we were going along a very quiet road. I wasn't looking at the countryside, I was playing a video game. Suddenly, my dad stopped the car. Right in front of us were lots of wild horses. They were running straight at our car. As they were going past, I took this photo. It was amazing!



#### Swimming in the rain *Kerry Kane, London*

We were sunbathing on a beach in Cornwall. I was eating an ice cream when suddenly it started to rain. My parents ran to a café but my sister Lara said, 'Let's go for a swim! We're wet anyway.' While we were swimming, I took this photo. The rain stopped and the sun came out. We felt great. The only problem was that our towels were really wet!



#### A double rainbow *Adam Clark, Dublin*

I was staying with my uncle on his farm in Canada. One evening it wasn't raining, so I went for a walk. As I was walking, I noticed it was getting very dark. Then I saw two rainbows over the fields! It was beautiful. I took lots of photos. It started to rain when I was going home but I didn't care.



- 1 In pairs, check you understand the holiday activities in the box. Then think of some more things we typically do on holiday.

climb a mountain go for a swim/drive  
lie/sunbathe on the beach make a trip pack your bag  
see the sights watch the sun rise/set visit relatives

- 2 **SPEAKING** In pairs, use the vocabulary in Exercise 1 to talk about the things you did during your last holiday.

A Did you see the sights the last time you went on holiday?

B No, I didn't. I just lay on the beach all day.

- 3 Look at the 'Magical Moments' photos and read the stories. Which one is your favourite? Say why.

## Past Continuous and Past Simple

- 4 Match sentences 1–2 with the uses of the Past Continuous a–b.

- 1 ☐ At about 7 p.m. we were going along a quiet road.  
2 ☐ I was staying with my uncle on his farm in Canada.

- a to give the background to a story  
b to say that someone was in the middle of an action at a specific time

- 5 Read this sentence from one of the stories and answer the questions.

While we were swimming, I took this photo.

- 1 Did these actions happen  
a one after another? b at the same time?  
2 Which action was shorter and which tense do we use to talk about it?

- 6 Read the Grammar box and find more examples of the Past Continuous and Past Simple in the stories.

### Past Continuous and Past Simple

We use the Past Continuous:

- to give the background to a story
- to talk about an unfinished action at a time in the past
- to show that a long activity was interrupted by a short one (in the Past Simple)

|      | I • He • She • It                               | We • You • They                                         |
|------|-------------------------------------------------|---------------------------------------------------------|
| +    | I <b>was swimming</b> .                         | They <b>were running</b> .                              |
| –    | She <b>wasn't dancing</b> .                     | We <b>weren't walking</b> .                             |
| ?    | <b>Was</b> he <b>sunbathing</b> ?               | <b>Were</b> they <b>singing</b> ?                       |
|      | Yes, he <b>was</b> ./<br>No, he <b>wasn't</b> . | Yes, they <b>were</b> ./<br>No, they <b>weren't</b> .   |
| Wh-? | Whose car <b>was</b> he <b>driving</b> ?        | What <b>were</b> you <b>doing</b> yesterday at 10 p.m.? |

Linkers: when, while, as

Grammar Reference and Practice > page 175

- 7 Look at the photos and stories again and correct the sentences.

- 1 Kerry was eating lunch when it started to rain.  
*No, she wasn't eating lunch. She was eating an ice cream.*  
2 Lara was looking at the camera when Kerry took the photo.  
3 Steve's mum was driving the car when the horses appeared.  
4 The horses were running away from Steve's car.  
5 Adam was staying in a hotel in Canada.  
6 The sun was coming up when Adam saw the rainbows.

- 8 What do you think your partner was doing at these times? Ask and check if your guesses were correct.

ten o'clock last night six o'clock this morning  
last Saturday at 8 p.m. last Sunday at 11 a.m.

A Were you sleeping at ten o'clock last night?

B No, I wasn't. I was studying Maths.

- 9 **1.28** Complete the text with the Past Simple or Past Continuous. Listen and check.

We <sup>1</sup>**were travelling** (travel) to France on a car ferry.  
I <sup>2</sup>**\_\_\_\_\_** (feel) a bit sick, so I <sup>3</sup>**\_\_\_\_\_** (go) outside to get some air. While I <sup>4</sup>**\_\_\_\_\_** (look) down at the sea, I <sup>5</sup>**\_\_\_\_\_** (see) a dolphin. It <sup>6</sup>**\_\_\_\_\_** (swim) next to the ship. As I <sup>7</sup>**\_\_\_\_\_** (watch), it <sup>8</sup>**\_\_\_\_\_** (jump) high out of the sea. I <sup>9</sup>**\_\_\_\_\_** (get) a wonderful photo.

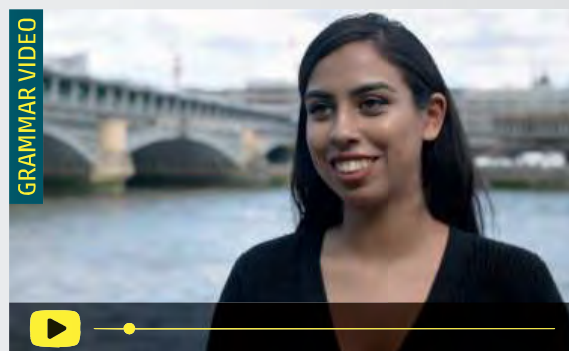
- 10 Complete the sentences with the correct forms of the travel verbs from the box. Then in pairs, say if the sentences are true for you.

**catch** drive ride sail wait

- 1 I was running to **catch a bus** to school when I realised it was a holiday.  
2 The first time I **\_\_\_\_\_ the car**, my dad was sitting beside me with his eyes closed.  
3 I met my boyfriend/girlfriend while I **\_\_\_\_\_ at a bus stop**.  
4 I **\_\_\_\_\_ my bike** when I saw our teacher.  
5 While we **\_\_\_\_\_ on a ferry**, there was a storm.

- 9** Read the sentence below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Tell me about a magical moment that happened to you on holiday.



## 3B VOCABULARY | Travelling

- 1 THINK BACK** In pairs, talk about the kind of transport you can/can't take in/from your town or region.  
*You can't take the underground in our town but you can take a bus.*  
*You can take a plane from ... airport.*
- 2 Check you understand the highlighted words. Then in groups, say which holidays you would/wouldn't like to go on and why.**
  - 1 a one-day **excursion** to a theme park
  - 2 a weekend **city break** in London or Paris
  - 3 a **school trip** to an outdoor centre in Wales
  - 4 a **package holiday** to a Greek island
  - 5 a three-week **cruise** in the Caribbean
  - 6 a scientific **expedition** to the Antarctic
  - 7 an **adventure holiday** in an African safari park
  - 8 a nine-month **journey** around the world
- 3 Read the holiday reviews below. What kinds of holiday from Exercise 2 do they describe? Which trip do you prefer? Say why.**
- 4 In pairs, complete the table using the highlighted verbs from the reviews. Add words and phrases from the reviews to make collocations. Then use a dictionary to help you make more collocations.**

|               |                                                                                    |
|---------------|------------------------------------------------------------------------------------|
| Transport     | <u>go/travel</u> by train, <b>coach</b> , ...<br><b>take the underground</b> , ... |
| Accommodation | <u>stay in</u> a five-star hotel, <b>a budget hotel</b> , ...                      |
| Activities    | <u>go</u> climbing,<br><b>put on</b> your sunscreen, ...                           |

- 5 Study Watch out! and choose the correct verbs to complete the sentences. Use the holiday reviews to help you.**
  - 1 Did you **go** / **take** by train or coach?
  - 2 We **got** / **went** a taxi to the airport.
  - 3 I **stayed** / **travelled** in the worst hotel in London.
  - 4 Two days later we left **for** / **to** Moscow.
  - 5 As the plane was **checking in** / **taking off**, I shut my eyes.
  - 6 I fell asleep while we were **flying** / **landing** over the Atlantic Ocean.
  - 7 We **arrived** / **left** at the airport three hours before the flight.
  - 8 What time did you arrive **in** / **at** the station?
  - 9 We **boarded** / **missed** the plane early.
  - 10 It took us five minutes to **put on** / **put up** the tent.
  - 11 Yesterday we arrived **in** / **at** Thailand.

### WATCH OUT!

We say **arrive in** a city/country or **at** a station/airport, etc., NOT **arrive to**.

We say **leave for** a place, NOT **leave to**.

When travelling by plane, **take off** = **leave** and **land** = **arrive**.

- 6 SPEAKING** Think about a holiday or school trip you went on. In pairs, ask and answer the questions. Use the vocabulary from Exercises 4 and 5.
  - 1 How did you get there?
  - 2 Where did you stay?
  - 3 What did you do?
  - 4 Was it a good trip?

## HOLIDAY REVIEWS

[CLICK HERE](#) to write a review of your holiday



1

Destination: Brecon Outdoor Centre, Wales  
Review by: Joe Queen, Norwich

### ●●●●○ GETTING THERE

We **went by** coach to Wales. We had a lot of fun on the way but the trip took five hours and it was too hot. I was glad when we **arrived at** the campsite.

### ●●●●○ ACCOMMODATION

It wasn't easy to **put up** the tents but they were big, so there was plenty of space for our backpacks and boots. Unfortunately, there were no beds, so we had to put our sleeping bags on the ground.

### ●●●●● ACTIVITIES

We **went** kayaking on the river, windsurfing on a lake, mountain biking and hiking in the mountains. We were always doing something. It was brilliant!

### ●●●●○ YOUR VERDICT

A great school trip, especially the activities. I really recommend it. I was sorry to **leave**.



2

Destination: Heraklion, Crete  
Review by: Helen Green, Oxford

### ●○○○○ GETTING THERE

We **missed** the bus, so we **got** a taxi to the train station. Then we **travelled by** train to London and **took** the underground to the airport. We **boarded** the plane on time but there was a delay before we **took off**. Although we **flew** directly to Crete, we **landed** an hour late. I was exhausted when we finally **checked in**.

### ●●●●● ACCOMMODATION

We **stayed in** a budget hotel but it was fantastic! Big swimming pool, excellent food and my room had a double bed. I'm not surprised the hotel was fully booked.

### ●●●●○ ACTIVITIES

We went sightseeing every morning and **visited** lots of museums. In the afternoons I just **put on** my sunscreen and sunbathed by the pool!

### ●●●○○ YOUR VERDICT

It was our first package holiday. I loved the hotel and Crete is a great place to visit but the journey was a nightmare.





- 1 Where do most tourists to your country come from? What kind of things do they like doing? Discuss in pairs.

- 2 Match the places from the box with the descriptions.

Left Luggage taxi rank tourist office travel centre  
tube station waiting-room

A place where you can ...

- a sit and wait for a bus/train *waiting room*
- b get a taxi
- c catch an underground train
- d leave heavy bags for a few hours
- e ask about timetables, buy tickets
- f find out travel information, book hotels, get maps/leaflets

- 3 10 1.29 Look at the photo, watch or listen to the conversation and answer the questions.

- 1 Where do the tourists want to go? *to Glasgow*
- 2 What information do they want?
- 3 What problem do they have?
- 4 Why are they surprised at the end?

- 4 10 1.29 Study the Speaking box. Watch or listen again and tick the expressions you hear.

### SPEAKING | Asking for information

- ☒ Excuse me, what time is the next train to ...?
- ☐ Which platform does the train leave from?
- ☐ Where's the nearest tube station/bus stop/taxi rank?
- ☐ Is there a bus/tram we can catch to ...?
- ☐ Is there a restaurant/bank/Travel Centre near here?
- ☐ How far is it to ...?
- ☐ Pardon me, I didn't hear that.
- ☐ I'm sorry, I didn't catch that.

- 5 1.30 Complete the conversations with one word in each gap. Listen and check. Then in pairs, practise the conversations.

Hazel Excuse me. What time is the <sup>1</sup>*next* train to Glasgow?

Man Five fifty-nine.

Hazel I'm sorry, I didn't <sup>2</sup>\_\_\_\_\_ that. Can you <sup>3</sup>\_\_\_\_\_ it again, please?

Joe Which <sup>4</sup>\_\_\_\_\_ does the train leave from?

Lee 8B.

Joe How <sup>5</sup>\_\_\_\_\_ is it to the Brunswick Centre?

Alda It's not far. It's about ...

Hazel Is <sup>6</sup>\_\_\_\_\_ a bus we can catch to get there?

Joe Or maybe we can take a cab. Where's the <sup>7</sup>\_\_\_\_\_ taxi rank?

Alda The taxi rank is over there. But you can <sup>8</sup>\_\_\_\_\_. It's only five minutes.

Joe <sup>9</sup>\_\_\_\_\_ is the Left Luggage?

Alda Next to Platform 16.

### WATCH OUT!

British English  
tube/underground  
lift  
taxi

American English  
subway  
elevator  
cab

- 6 1.31 PRONUNCIATION Listen to questions 1–4 and repeat. Pay attention to the underlined words.

- 1 How far is it to the bus station?
- 2 Is there a map of the underground?
- 3 What time is the next coach to Leeds?
- 4 Is there a tram we can catch to the Old Town?

- 7 1.32 Listen and write down the answers to the questions in Exercise 6. Then in pairs, practise the conversations.

- 8 In pairs, role play the situations. Student A, go to page 189. Student B, go to page 191.

## 3D GRAMMAR



### QUIZ

## Things to KNOW before you GO!

England is a country that a lot of people visit, but what do you know about it? Read the clues below and find the answers!

- 1 A graffiti artist who likes to be anonymous.
- 2 A young woman that has a great voice.
- 3 A detective whose residence is at 221B Baker Street, London.
- 4 A prehistoric monument which is over 4,000 years old.
- 5 A company that started making very expensive cars in Manchester in 1906.
- 6 A train station which is famous for Platform 9¾.
- 7 The town where William Shakespeare was born.
- 8 A drink we love in England.



- 1 In one minute, write down everything you know about England. Then in pairs, compare your lists.
- 2 1.33 In pairs, read the quiz. Do you know the answers? Listen and check.

### Relative pronouns

- 3 Look at the quiz and answer the questions.

Which of the underlined words refer to ...

- a things? which and \_\_\_\_\_
- b people? \_\_\_\_\_ and \_\_\_\_\_
- c places? \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- d possessions? \_\_\_\_\_

- 4 Look at clues 7-8 in the quiz and answer the questions.

- 1 What comes after *where* when we define a place – a noun/pronoun or a verb?
- 2 When can we leave out *who*, *which* and *that* – when the next word is a noun/pronoun or a verb?

- 5 Study the Grammar box and check your answers to Exercises 3 and 4.

### Relative pronouns

*Which* and *that* refer to things and places.

*Who* and *that* refer to people.

We also use *where* for places when the next word is a noun or pronoun.

*Whose* refers to possessions.

We can leave out *who/which/that* when the next word is a noun or pronoun.

Grammar Reference and Practice > page 175

- 6 Choose the correct relative pronouns. There may be more than one correct answer. Tick two sentences where you can leave out the relative pronoun.

- 1 ☐ Breakfast was the only meal *that / who / whose* I liked.
- 2 ☐ Old Trafford is the stadium *what / where / who* Manchester United play.
- 3 ☐ London is a city *where / which / who* has some great museums.
- 4 ☐ Coldplay is a group *which / who / whose* songs make me sad.
- 5 ☐ Benny Hill was an English comedian *that / which / who* my parents loved.

- 7 1.34 In pairs, complete the questions with relative pronouns and try to answer them. Listen and check.

What's the name of ...

- 1 the place where the Queen of England lives?
- 2 the city \_\_\_\_\_ is famous for the Beatles?
- 3 the woman \_\_\_\_\_ wrote the Harry Potter books?
- 4 the singer \_\_\_\_\_ songs include 'Castle on the Hill' and 'Shape of You'?

- 8 **SPEAKING** Think of three interesting facts about your country (a person, a place, a product, food or drink) and share them with the class. Use relative pronouns.



## 3E LISTENING AND VOCABULARY

### 1 SPEAKING In pairs, answer the questions.

- How do you feel when you travel (e.g. relaxed, bored, nervous)?
- Do you prefer to travel by coach, plane or train? Say why.
- The last time you travelled, did you arrive at the airport or station early, on time or late? Talk about the trip.

### 2 In pairs, match the airport vocabulary from the box with the definitions.

arrivals boarding pass book a flight budget airline  
cancelled check-in (desk) delayed departure lounge  
gate ~~hand luggage~~ security trolley

- A bag or case that you take onto the plane with you.  
*hand luggage*
- A company that sells cheap flights.
- A thing that you put your bags on.
- A thing that you need to get on the plane.
- A place with lots of shops and restaurants.
- The place where they check you and your luggage.
- The place where you first show your ticket.
- The place where you go after you land.
- The place where you wait to board the plane.
- To buy a plane ticket.
- Bad news: your flight is late.
- Worse news: your flight is not taking off.

### 3 1.35 Complete the text with the correct forms of the words and phrases from Exercise 2. Listen and check.

I <sup>1</sup>*booked* my flight to New York online with a <sup>2</sup>\_\_\_\_\_ airline. It was a bargain! I printed my <sup>3</sup>\_\_\_\_\_ at home, so I didn't need to go to the <sup>4</sup>\_\_\_\_\_. I just went straight to <sup>5</sup>\_\_\_\_\_. I checked a monitor in the <sup>6</sup>\_\_\_\_\_ and saw that my flight was <sup>7</sup>\_\_\_\_\_ by half an hour. I wasn't happy but at least it wasn't <sup>8</sup>\_\_\_\_\_! My <sup>9</sup>\_\_\_\_\_ was heavy, so I got a <sup>10</sup>\_\_\_\_\_ and went round the shops. I bought a present for Caitlin. Then I went to the <sup>11</sup>\_\_\_\_\_ to board the plane. The flight was fine. I went to sleep thinking about Caitlin waiting for me in <sup>12</sup>\_\_\_\_\_ at JFK.

### 4 1.36 Study Active Listening and read the questions in Exercise 5. Then choose the correct answers in the summary below. Listen to the conversation and check.

This is a conversation between <sup>1</sup>*two / three* people on a <sup>2</sup>*plane / train*. They're talking about the <sup>3</sup>*fun / problems* you can have when you travel.

### ACTIVE LISTENING | Predicting

- Look at the visuals to help you decide what the context of the audio recording is.
- Try to guess what the people are talking about. That will help you activate the vocabulary you need.
- Listen for key words from the questions. They can confirm that your predictions are right or wrong.



03

### 5 1.36 Listen to the conversation again and choose the correct answers.

- Why did Tom almost miss the flight?  
a He didn't know his seat number.  
b He had a problem at security.  
c He spent too long in the café.
- Why did he miss his flight to New York?  
a Because of the weather.  
b He got to the airport late.  
c He didn't have his passport with him.
- Kate's dad was flying to  
a Istanbul. b Edinburgh. c Frankfurt.
- Her dad missed his flight because he  
a was talking on the phone.  
b had a problem with his computer.  
c didn't hear them calling his name.
- How much did Tom's ticket cost?  
a £150 b £115 c £500
- Where is the plane going?  
a To an island in the Caribbean.  
b To a city in Spain.  
c We don't know.

### 6 SPEAKING Think of a time you had a problem when you were travelling. What happened? In pairs, tell your stories. Use the prompts below to help you.

you miss your train   you can't get a seat  
it's too crowded   it's fully booked  
you can't find your ticket   you feel ill on the coach  
your flight/bus is delayed   you get on the wrong bus

### 7 In pairs, discuss how to avoid/solve the problems in Exercise 6. Use the ideas below or your own.

allow plenty of time for your journey   book a seat  
book your ticket early   check for up-to-date travel news  
not travel in the high season  
make a list and pack carefully   pay attention

*You should reserve a seat before you travel.*

## 3F READING AND VOCABULARY

### 1 SPEAKING In pairs, answer the questions.

- 1 Do you like travelling? Say why.
- 2 What countries would you like to visit?

### 2 Look at the photo, the map and the title of the text. Then read the first and last paragraph. What is the text about?

- a A man who travelled alone from England to South America.
- b** A man who travelled around the world without using planes.
- c A man who broke the world record for a round-the-world trip.

### 3 Read the text and choose the correct answers.

- 1 Which sentence is true?
  - a Graham planned to travel by air and sea.
  - b** Graham made the journey for more than one reason.
  - c Graham wanted to do dangerous things.
  - d Graham reached his destination in less than 12 months.
- 2 In which part of the world did Graham have the most problems?
  - a South America    **b** the Caribbean    c Europe
  - d** Africa
- 3 Where did he get the visa for Mauritania?
  - a on a bus    **b** at the border    c in Morocco
  - d** in Mauritania
- 4 What was the worst thing that happened to Graham?
  - a He fell ill.
  - b** Someone stole his passport.
  - c The police arrested him.
  - d** Nothing bad happened to him.
- 5 The woman on the bus in Iran
  - a couldn't speak English.
  - b** was worried about her grandson.
  - c asked Graham what time the bus arrived.
  - d** invited Graham to meet her family.
- 6 Why was South Sudan important for Graham?
  - a It was the first country on his list in 2009.
  - b** It was the last country he visited.
  - c It was the only country he didn't visit.
  - d** It became a country after he visited it.

### 4 Match the highlighted words from the text with the definitions.

- 1 A country or nation. *state*
- 2 A line between two countries.
- 3 Not by sea or air.
- 4 A stamp in a passport that lets you visit a country.
- 5 Legal, authentic, acceptable.
- 6 Start a journey.
- 7 Alone.
- 8 Travel in another person's vehicle.
- 9 Welcoming to visitors or guests.

### 5 Complete the questions with words from Exercise 4. Then in pairs, ask and answer the questions.

- 1 Is it a good idea to *hitchhike* on your own at night?
- 2 Have you got a \_\_\_\_\_ passport? When did you get it?
- 3 Are people in your country \_\_\_\_\_?
- 4 What countries has your country got a \_\_\_\_\_ with?
- 5 How do you feel when you \_\_\_\_\_ on a long journey?
- 6 Do you need a \_\_\_\_\_ in your passport to visit the UK?
- 7 Can you travel \_\_\_\_\_ from your country to Norway?
- 8 Do you prefer to travel \_\_\_\_\_ or with someone else?
- 9 Is Scotland an independent \_\_\_\_\_?

### 6 1.38 Listen to a description of the charity that Graham was collecting money for. Complete the notes with 1-2 words in each gap.

#### WaterAid

Objective: It provides people around the world with *1 clean water*, safe toilets and hygiene education.

President: Prince Charles

Works in *2* \_\_\_\_\_ countries in Africa, Asia, Central America and the Pacific.

Started in *3* \_\_\_\_\_. Main office is in London but also has offices in Australia, Japan, Sweden and *4* \_\_\_\_\_

Organises sports activities to raise money.

Publishes 'Oasis' Magazine *5* \_\_\_\_\_ a year.

Website: *6* \_\_\_\_\_

### 7 In pairs, find information about another charity. Then present your charity to the rest of the class.

- 1 What does it do?
- 2 Where does it operate?
- 3 When did it begin?
- 4 How does it raise money?
- 5 Does it publish a magazine?

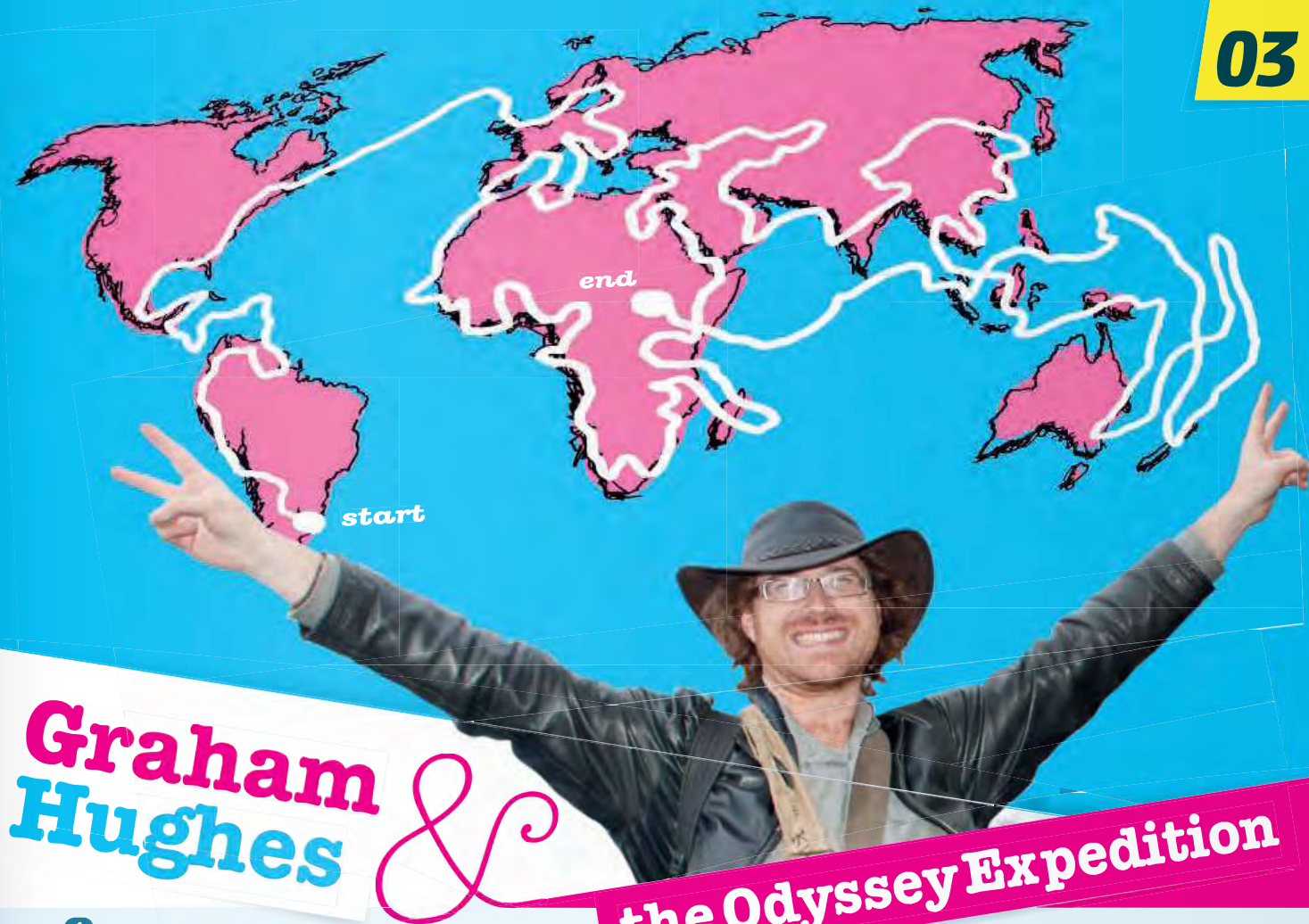
### 8 REFLECT I Values In pairs, discuss the questions.

- 1 Why are charities important?
- 2 Would you like to join a charity? Say why.

### 11 WATCH AND REFLECT Go to page 164. Watch the documentary *A great adventure* and do the exercises.







# Graham Hughes

## & the Odyssey Expedition

1.37

On 1 January 2009, Graham Hughes from Liverpool, England, sailed across the River Plate from Argentina to Uruguay on a ferry. He was **setting out** on an incredible **solo** journey. He was going to visit every country in the world. And he was going to be the first person to do it without flying.

He was doing it to set a Guinness World Record and to collect money for the charity WaterAid. But he also wanted to show that the world isn't such a dangerous place.

Graham hoped to complete the trip in under a year. In the end it took him almost four years.

It started well. He visited all twelve countries in South America in only two weeks. But then in the Caribbean, he met his first big problem – islands! You can't travel **overland** to every country in the world, often there are no ferries between islands and Graham can't walk on water. He solved his problem by **hitchhiking** on other people's boats.

From North America, he sailed to Iceland on a container ship. Europe was easy. He got a railway ticket which allowed him to travel everywhere in Europe by train. It only took him a few weeks to visit fifty countries. Then he arrived in Africa.

He was planning on just three months there. It took him almost three years! He had problems with transport and also with politics. For example, he had a **valid**

passport, but he also needed a **visa** to enter Mauritania. Unfortunately, they weren't selling visas at the **border**.

So, he travelled 1,250 miles by bus all the way back to the place where he knew that he could get a visa – Morocco. When he returned to Mauritania a week later, he couldn't believe his eyes. They were selling visas at the border. And they were \$5 cheaper than the visas in Morocco!

During his journey Graham was never seriously ill. And nobody stole anything particularly valuable from him. However, he was arrested twice. Once in Cape Verde, when the police thought he was transporting immigrants. And again in the Congo, for being a spy! On both occasions he spent six days in jail.

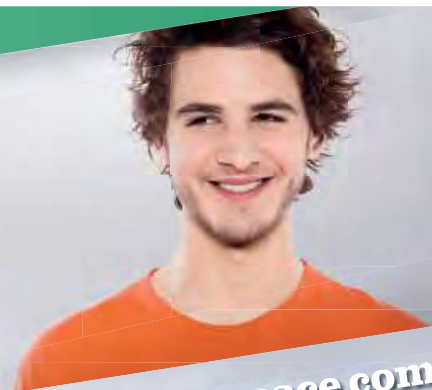
He had some bad times but many more good times. Above all, he learned how **hospitable** people can be. One time when he was travelling on a night bus in Iran, he saw an old woman who was talking on her phone. She handed it to him. It was the woman's grandson. 'My grandmother's worried because the bus arrives very early,' he explained in English. 'She wants to invite you home to make you breakfast.' Graham accepted the invitation.

Finally, after three years, ten months and twenty-one days Graham arrived in the 21<sup>st</sup> and final country on his odyssey. It was South Sudan, the newest **state** in the world, a country that didn't even exist when he started his journey.



# The World is your oyster

[www.youroyster.blogspot.com](http://www.youroyster.blogspot.com)



***I'm Dominykas, I'm nineteen and I'm from Lithuania. I write about culture, food and, above all, travelling! The name of my blog comes from Shakespeare: I can do anything I want to, the world's my oyster. It means 'use all the opportunities that the world offers you' – that's my philosophy in life!***

## **15th May. A wonderful trip to Wales.**

My cousin Lukas recently invited me to the small seaside town where he studies – Aberystwyth in Wales.

I flew to Birmingham. Lukas was waiting for me at the airport. From Birmingham, we caught a train to Aberystwyth. The train journey was slow but very scenic. It was raining when we arrived, so we went straight to the house that Lukas shares with five friends. Everyone was very welcoming.

The next day we explored Aberystwyth. We had a walk along a beach, I took some fantastic photos and we visited the castle, too. It was too cold to swim but some brave people were windsurfing! On the third day, we climbed Cader Idris – a big mountain north of the town. It was snowing when we got to the top but the view was spectacular. On the last day, we went for an enjoyable drive along the coast.

Like Lithuania, Wales is a small country but people are very open and friendly. For example, everyone smiles and says 'hello' when you pass them on the street – it made a really positive impression. Overall, I had a brilliant time and made some great new friends!



**1** Look at Dominykas' blog. Would you like to visit the place in the photo? Say why.

**2** Read the blog post and answer the questions in pairs.

- 1 Where does Dominykas come from? *Lithuania*
- 2 Who is Lukas?
- 3 How did Dominykas travel to Wales?
- 4 How many days did he stay there?
- 5 What was the weather like during his stay?
- 6 Did he enjoy himself?

**3** Read the blog post again and tick the things Dominykas writes about.

- ☒ how he got there
- ☐ what he did
- ☐ what the people were like
- ☐ history of the place
- ☐ overall impression
- ☐ how much it cost

**4** Find at least eight positive adjectives in the blog post. Then match the adjectives from the box with their synonyms.

enjoyable scenic ~~spectacular~~ welcoming

- 1 amazing *spectacular*
- 2 attractive
- 3 fun
- 4 hospitable

**5** Replace the underlined adjectives in the sentences below with more interesting ones. Use Exercise 4 to help you.

- 1 The local people we met were nice. *hospitable*
- 2 The journey through the mountains was great.
- 3 The weather was good all week.
- 4 There were attractive views of the sea.
- 5 I thought the country was nice.

**6** REFLECT I Culture In pairs, answer the questions.

- 1 According to Dominykas, how do people in Wales greet strangers?
- 2 How do people in your country greet people they know/don't know? Use the prompts below.

avoid eye contact bow ignore kiss (on the cheek/hand) say 'hi' shake hands (with) smile wave

*In our country we generally only greet people we know but sometimes we say 'hello' to people hiking in the mountains ...*

- 3 Why are greetings important?

Aberystwyth



**7** Study the Writing box and put paragraphs A-E in the correct order. Then in pairs, say which of the things in Exercise 3 the author mentions.

- ☐ **A** After we checked into the hotel, we took the underground to the centre and walked along the Champs-Élysées. It was really beautiful.
- ☐ **B** It was my first trip abroad and it made a positive impression. The people aren't so friendly and it's expensive but I had a really enjoyable time.
- ☒ **C** I visited Paris on a school trip last May.
- ☐ **D** The next day was brilliant. We visited museums, ate some fantastic food and even spoke some French (very badly!) On the third day, we took a boat ride on the river Seine and climbed to the top of the Eiffel Tower. The view was spectacular.
- ☐ **E** We took the train to France through the Channel Tunnel. The journey was a bit dull because it was raining, so we couldn't enjoy the scenery.

## WRITING | A blog post

### Paragraph 1

Mention where you went:

*I recently visited ...*

*My cousin/friend invited me ...*

*I stayed with my aunt in ...*

*It's a seaside town/a tourist centre/a small town in the mountains.*

### Paragraph 2

Mention how you got there and what the journey was like:

*We flew to ... /caught the train to ...*

*The journey was slow/(un)comfortable/tiring/pleasant/scenic.*

### Paragraph 3

Talk about how you spent your time:

*On the first/last/second/third day, ...*

*(On) the next day ...*

*We swam, sunbathed, went sightseeing/mountain biking.*

*I had a(n) amazing/magical/enjoyable/fantastic time.*

### Paragraph 4

Sum up your overall experience:

*... made a positive impression.*

*People were welcoming/great/friendly/interesting.*

*Overall, I had a wonderful/enjoyable time.*

*It was great fun.*

**8** WRITING TASK Write a blog post about a trip (real or imaginary) you made to a town.

- Describe the town you visited and when the trip took place.
- Give and justify your opinion about the town.
- Recommend one place that is especially interesting.
- Describe a problem that occurred during your visit and the way you solved it.

## REMEMBER MORE

### 1 Complete the text with one word from the word list in each gap.

Our <sup>1</sup>f\_\_\_\_\_ was at 5 p.m., so we arrived at the <sup>2</sup>a\_\_\_\_\_ at 3 p.m. We went to the <sup>3</sup>c\_\_\_\_\_ desk and then through security. The plane was on <sup>4</sup>t\_\_\_\_\_ and we <sup>5</sup>t\_\_\_\_\_ o\_\_\_\_\_ at five o'clock exactly. Our <sup>6</sup>d\_\_\_\_\_? Orlando in Florida!

### 2 Match the two parts of the collocations. Then check with the word list.

- |                                 |              |
|---------------------------------|--------------|
| 1 <input type="checkbox"/> pack | a a souvenir |
| 2 <input type="checkbox"/> buy  | b a photo    |
| 3 <input type="checkbox"/> take | c the bus    |
| 4 <input type="checkbox"/> miss | d a bag      |

### 3 Choose the correct words. Then check with the word list.

- Which word means that something happened later than planned?  
*cancelled / delayed*
- Where do people go when they are flying from an airport?  
*arrivals / departure lounge*
- Which of these do you leave at the check-in desk?  
*suitcase / hand luggage*
- Which word completes the phrase: The world is your ...?  
*border / oyster*

### 4 Complete the sentences with the correct words formed from the words in bold. Then check with the word list.

- I'd love to be a \_\_\_\_\_. I like making people laugh. **COMEDY**
- Thank you for the \_\_\_\_\_ to your birthday party. **INVITE**
- We had a \_\_\_\_\_ holiday in France. **WONDER**
- Don't be scared. Plane travel isn't \_\_\_\_\_. **DANGER**

## ACTIVE VOCABULARY | Rhymes

Rhymes can help us remember new words and phrases. You can find many rhymes in songs and poems. For example, you could say *the next station is my destination*. Look at the wordlist and find more words that rhyme.

## 3A GRAMMAR AND VOCABULARY

### 5.15

|                                                           |
|-----------------------------------------------------------|
| café (n) /'kæfeɪ/                                         |
| camera (n) /'kæməɾə/                                      |
| car ferry (n) /'kɑː ,feri/                                |
| catch a bus /,kætʃ ə 'bʌs/                                |
| climb a mountain /,klaɪm ə 'maʊntən/                      |
| come out /,kʌm 'aʊt/                                      |
| drive a car /,draɪv ə 'kɑː/                               |
| fantastic (adj) /fæn'tæstɪk/                              |
| field (n) /fi:ld/                                         |
| get dark /,get 'dɑːk/                                     |
| get some air /,get səm 'eə/                               |
| go for a walk/swim/drive /,gəʊ fər ə 'wɔːk/ 'swɪm/'draɪv/ |
| go on holiday /,gəʊ ɒn 'hɒlədeɪ/                          |
| ice cream (n) /,aɪs 'kri:m/                               |
| lie/sunbathe on a beach /,laɪ/,sʌnbəθ ɒn ə 'bi:tʃ/        |
| magical (adj) /'mædʒɪkəl/                                 |
| make a trip /meɪk ə trɪp/                                 |
| pack your bag /,pæk jə 'bæg/                              |
| rainbow (n) /'reɪnbəʊ/                                    |
| ride a bike /,raɪd ə 'baɪk/                               |
| run (v) /rʌn/                                             |
| sail on a ferry /,seɪl ɒn ə 'feri/                        |
| see the sights /,siː ðə 'saɪts/                           |
| ship (n) /ʃɪp/                                            |
| stay with sb /,steɪ wɪθ ,sʌmbədi/                         |
| take a photo /,teɪk ə 'fəʊtəʊ/                            |
| towel (n) /'taʊəl/                                        |
| visit relatives /,vɪzɪt 'relatɪvz/                        |
| wait at the bus stop /,weɪt ət ðə 'bʌs stɒp/              |
| watch the sun rise/set /,wɒtʃ ðə 'sʌn ,raɪz/,set/         |
| wet (adj) /wet/                                           |
| wild (adj) /waɪld/                                        |
| wonderful (adj) /'wʌndəfəl/                               |

## 3B VOCABULARY 5.16

|                                                       |
|-------------------------------------------------------|
| accommodation (n) /ə,kɒmə'deɪʃən/                     |
| activity (n) /æk'tɪvəti/                              |
| adventure holiday (n) /əd'ventʃə ,hɒlədeɪ/            |
| airport (n) /'eəpɔːt/                                 |
| arrive at/in /ə'reɪv ət/ɪn/                           |
| board the plane /,bɔːd ðə 'pleɪn/                     |
| brilliant (adj) /'brɪljənt/                           |
| budget/five-star hotel (n) /,bʌdʒət/,faɪv stɑː hətəl/ |
| check in /,tʃek 'ɪn/                                  |

|                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------|
| city break (n) /'sɪti breɪk/                                                                                                                    |
| cruise (n) /kruːz/                                                                                                                              |
| delay (n) /dɪ'leɪ/                                                                                                                              |
| destination (n) /,destɪ'neɪʃən/                                                                                                                 |
| double bed (n) /,dʌbəl 'bed/                                                                                                                    |
| excellent (adj) /'eksələnt/                                                                                                                     |
| excursion (n) /ɪk'skɜːʃən/                                                                                                                      |
| expedition (n) /,eksprɪ'dɪʃən/                                                                                                                  |
| fall asleep /,fɔːl ə'sliːp/                                                                                                                     |
| flight (n) /flaɪt/                                                                                                                              |
| fly (v) /flaɪ/                                                                                                                                  |
| fully booked /,fʊli 'bʊkt/                                                                                                                      |
| get a taxi /,get ə 'tæksi/                                                                                                                      |
| go climbing/hiking/kayaking/mountain biking/sightseeing/windsurfing /,gəʊ 'klaɪmɪŋ/ 'haɪkɪŋ/'kaɪækɪŋ/'maʊntən ,baɪkɪŋ/'saɪt'siːɪŋ/ 'wɪndzɜːfɪŋ/ |
| go/travel by train /,gəʊ/ ,trævl baɪ 'treɪn/                                                                                                    |
| have (a lot of) fun /,hæv (ə lɒt əv) 'fʌn/                                                                                                      |
| journey (n) /'dʒɜːni/                                                                                                                           |
| lake (n) /leɪk/                                                                                                                                 |
| land (v) /lænd/                                                                                                                                 |
| leave (v) /liːv/                                                                                                                                |
| miss the bus /,mɪs ðə 'bʌs/                                                                                                                     |
| nightmare (n) /'naɪtmə/                                                                                                                         |
| on time /,ɒn 'taɪm/                                                                                                                             |
| outdoor centre (n) /,aʊtdɔː 'sentə/                                                                                                             |
| package holiday (n) /'pækɪdʒ ,hɒlədeɪ/                                                                                                          |
| put on sunscreen /,pʊt ɒn 'sʌnskriːn/                                                                                                           |
| put up /,pʊt 'ʌp/                                                                                                                               |
| recommend (v) /,rekə'mend/                                                                                                                      |
| review (n) /rɪ'vjuː/                                                                                                                            |
| river (n) /'rɪvə/                                                                                                                               |
| school trip (n) /'skuːl trɪp/                                                                                                                   |
| sleeping bag (n) /'sliːpɪŋ bæɡ/                                                                                                                 |
| stay in a hotel/campsite/tent /,steɪ ɪn ə həʊ'tel/ 'kɑmpsaɪt/'tent/                                                                             |
| swimming pool (n) /'swɪmɪŋ puːl/                                                                                                                |
| take a coach/plane/taxi/bus/train/the underground /,teɪk ə 'kəʊtʃ/'pleɪn/'tæksi/'bʌs/ 'treɪn/ði 'ʌndəgraʊnd/                                    |
| take off /,teɪk 'ɒf/                                                                                                                            |
| train station (n) /'treɪn ,steɪʃən/                                                                                                             |
| visit a museum /,vɪzɪt ə mjuː'ziəm/                                                                                                             |

## 3C SPEAKING AND VOCABULARY

### 5.17

|                                  |
|----------------------------------|
| leaflet (n) /'liːflɪt/           |
| Left Luggage (n) /'left 'lʌɡɪdʒ/ |



lift/elevator (n) /lɪft/'eləvətə/

map (n) /mæp/

opening/closing times (n) /'əʊpənɪŋ/'kləʊzɪŋ taɪmz/

platform (n) /'plætfɔ:m/

taxi rank (n) /'tæksi ræŋk/

taxi/cab (n) /'tæksi/kæb/

ticket (n) /'tɪkɪt/

timetable (n) /'taɪm,teɪbəl/

tourist (n) /'tuərɪst/

tourist office (n) /'tuərɪst, ɒfɪs/

tram (n) /træm/

travel centre (n) /'trævəl, sentə/

tube station (n) /'tju:b, steɪʃən/

tube/underground/subway (n) /'tju:b/ 'ʌndəgraʊnd/'sʌbweɪ/

wait for a bus/a train /weɪt fər ə 'bʌs/ə 'treɪn/

waiting room (n) /'weɪtɪŋ ru:m/

walk (v) /wɔ:k/

### 3D GRAMMAR 5.18

anonymous (adj) /ə'nɒnɪməs/

comedian (n) /kə'mi:diən/

detective (n) /dɪ'tektɪv/

famous for /'feɪməs fə/

graffiti artist (n) /græ'fi:ti, ɑ:tɪst/

monument (n) /'mɒnjəmənt/

prehistoric (adj) /pri:'hɪstɒrɪk/

residence (n) /'rezɪdəns/

stadium (n) /'steɪdiəm/

### 3E LISTENING AND VOCABULARY

#### 5.19

arrivals (n) /ə'raɪvəlz/

boarding pass (n) /'bɔ:ɪdɪŋ pɑ:s/

book a flight/seat/hotel /bʊk ə 'flaɪt/'si:t/ 'həʊtel/

budget airline (n) /bʌdʒət 'eəlaɪn/

cancelled (adj) /'kænsəld/

change flights /tʃeɪndʒ 'flaɪts/

check-in desk (n) /tʃekɪn, desk/

crowded (adj) /'kraʊdɪd/

delayed (adj) /dɪ'leɪd/

departure lounge (n) /dɪ'pɑ:tʃə, laʊndʒ/

early (adj) /'ɜ:li/

gate (n) /geɪt/

get on the plane /get ɒn ðə 'pleɪn/

hand luggage (n) /'hænd, lʌɡɪdʒ/

high season (n) /haɪ 'si:zən/

miss your flight/train /,mɪs jə 'flaɪt/'treɪn/

monitor (n) /'mɒnɪtə/

passport (n) /'pɑ:spɔ:t/

rucksack (n) /'rʌksæk/

seat number (n) /'si:t, nʌmbə/

security (n) /sɪ'kjʊərɪti/

trolley (n) /'trɒli/

### 3F READING AND VOCABULARY

#### 5.20

acceptable (adj) /ək'septəbəl/

aid (n, v) /eɪd/

arrest (v) /ə'rest/

authentic (adj) /ɔ:'θentɪk/

border (n) /'bɔ:də/

charity (n) /'tʃærɪti/

collect/raise money /kə'lekt/,reɪz 'mʌni/

container ship (n) /kən'teɪnə ʃɪp/

dangerous (adj) /'deɪndʒərəs/

hitchhike (v) /'hɪtʃhaɪk/

hospitable (adj) /'hɒspɪtəbəl/

hygiene (n) /'haɪdʒi:n/

immigrant (n) /'ɪmɪgrənt/

incredible (adj) /ɪn'kredɪbəl/

invitation (n) /ɪnvə'teɪʃən/

invite (v) /ɪn'vaɪt/

island (n) /'aɪlənd/

jail (n) /dʒeɪl/

legal (adj) /'li:ɡəl/

magazine (n) /,mægə'zi:n/

nation (n) /'neɪʃən/

occasion (n) /ə'keɪʒən/

odyssey (n) /'ɒdɪsi/

operate (v) /'ɒpəreɪt/

overland (adv) /əʊvə'lænd/

plan (n, v) /plæn/

publish (v) /'pʌblɪʃ/

safe (adj) /seɪf/

set out /,set 'aʊt/

solo (adj) /'səʊləʊ/

solve a problem /,sɒlv ə 'prɒbləm/

spy (n) /spaɪ/

stamp (n) /stæmp/

state (n) /stet/

transport (n) /'trænspɔ:t/

transport (v) /træn'spɔ:t/

travel around the world /,trævəl ə,raʊnd ðə 'wɜ:ld/

valid (adj) /væləd/

visa (n) /'vi:zə/

visitor/guest (n) /'vɪzətə/gest/

website (n) /'websaɪt/

### 3G WRITING AND VOCABULARY

#### 5.21

amazing (adj) /ə'meɪzɪŋ/

attractive (adj) /ə'træktɪv/

avoid eye contact /ə'vɔɪd 'aɪ, kɒntækt/

bow (v) /baʊ/

castle (n) /'kɑ:səl/

coast (n) /kəʊst/

comfortable/uncomfortable (adj) /'kʌmftəbəl/ ʌn'kʌmftəbəl/

dull (adj) /dʌl/

enjoy yourself /ɪn'dʒɔɪ jə'self/

enjoyable (adj) /ɪn'dʒɔɪəbəl/

explore (v) /ɪk'splɔ:/

friendly (adj) /'frendli/

fun (adj) /fʌn/

greet (v) /gri:t/

have a brilliant time /,hæv ə ,brɪljənt 'taɪm/

ignore (v) /ɪg'nɔ:/

kiss on the cheek/hand /,kɪs ɒn ðə 'tʃi:k/'hænd/

local people (n) /,ləʊkəl 'pi:pəl/

make a positive impression /,meɪk ə ,pɒzətɪv ɪm'preʃən/

make new friends /,meɪknju: 'frendz/

open (adj) /əʊpən/

opportunity (n) /,ɒpə'tju:nɪti/

pleasant (adj) /'plezənt/

say hi /,seɪ 'haɪ/

scenery (n) /'si:nəri/

scenic (adj) /'si:nɪk/

seaside (n) /'si:saɪd/

shake hands with sb /ʃeɪk 'hændz wɪθ ,sʌmbədi/

smile (n, v) /smaɪl/

spectacular (adj) /spek'tækjələ/

stranger (n) /'streɪndʒə/

the world is your oyster /ðə ,wɜ:ld ɪz jə 'ɔɪstə/

tiring (adj) /'taɪərɪŋ/

view of the sea /,vjʊ: əv ðə 'si:/

wave (v) /weɪv/

welcoming (adj) /'welkəmɪŋ/

## VOCABULARY AND GRAMMAR

### 1 Complete the phrases with the words from each box.

**A** boarding budget check-in city ~~double~~ fully hand safari tourist

- |                     |               |                |
|---------------------|---------------|----------------|
| 1 <u>double</u> bed | 4 ____ desk   | 7 ____ park    |
| 2 ____ booked       | 5 ____ hotel  | 8 ____ pass    |
| 3 ____ break        | 6 ____ office | 9 ____ luggage |

**B** airline bag hotel holiday luggage park rank room station

- |                   |                  |                 |
|-------------------|------------------|-----------------|
| 10 five-star ____ | 13 package ____  | 16 theme ____   |
| 11 left ____      | 14 budget ____   | 17 tube ____    |
| 12 taxi ____      | 15 sleeping ____ | 18 waiting ____ |

### 2 Complete the questions with the verbs from the box.

buy climb go (x3) pack see sunbathe stay take ~~travel~~ visit watch



### 3 Choose the correct verbs to complete the sentences. Sometimes more than one verb is possible.

- 1 As the plane was *going / landing / taking off*, I shut my eyes tightly.
- 2 Excuse me, do you know how to *make / put on / put up* a tent?
- 3 I had to stand all the way because I forgot to *book / check / pay* a seat.
- 4 I love *driving / riding / sailing* boats but my boyfriend prefers *driving / riding / sailing* a bike.
- 5 It was an easy trip. It only *stayed / took / travelled* an hour.
- 6 The train *arrived / left / went* on time.
- 7 We *caught / missed / waited for* the bus, so we had to walk home.
- 8 It's 9 a.m. What time can we *board / book / check in* at the hotel?

### 4 Complete the sentences with the correct Past Simple or Past Continuous forms of the verbs in brackets.

- 1 When I woke (wake) up this morning, the sun \_\_\_\_ (shine), but as we \_\_\_\_ (drive) to school, it \_\_\_\_ (start) to snow.
- 2 George \_\_\_\_ (cycle) down a mountain when he \_\_\_\_ (see) wild horses. He \_\_\_\_ (not look) where he \_\_\_\_ (go), so he \_\_\_\_ (crash) into a tree.
- 3 My grandmother \_\_\_\_ (fall) asleep while she \_\_\_\_ (sit) on a bus. She \_\_\_\_ (still/sleep) when the bus \_\_\_\_ (reach) the end of the line.
- 4 'What \_\_\_\_ (you/do) when I \_\_\_\_ (call) you last night?' 'I \_\_\_\_ (pack) my bag for my holiday. I \_\_\_\_ (listen) to music, so I \_\_\_\_ (not hear) the phone. Sorry.'

### 5 Complete the sentences with the correct relative pronouns. If it's possible to omit the pronoun, put it in brackets.

- 1 Bath is a city (that) you should visit.
- 2 Dr Watson is the doctor \_\_\_\_ lives with Sherlock Holmes, the detective.
- 3 Roald Dahl is a writer \_\_\_\_ most famous books are for children.
- 4 The pound is the currency \_\_\_\_ the British use.
- 5 The Thames is the river \_\_\_\_ goes through London.
- 6 This is the house \_\_\_\_ Charles Dickens lived.

## USE OF ENGLISH

### 6 Choose the correct words a-d to complete the text.

#### STRATEGY | Multiple choice cloze

First, read the text and try to understand as much as you can while ignoring the gaps. Then do the task.

#### An act of kindness

A few years ago I was travelling abroad <sup>1</sup> \_\_\_\_ bus. We got to the <sup>2</sup> \_\_\_\_ with another country. I showed the guard my <sup>3</sup> \_\_\_\_\_. I wasn't worried because it was <sup>4</sup> \_\_\_\_ and I knew I didn't need a <sup>5</sup> \_\_\_\_ for that country. Unfortunately, he told me to get off the bus and wait. Soon, the bus <sup>6</sup> \_\_\_\_ without me. An hour later, they gave me my passport. I tried to <sup>7</sup> \_\_\_\_ but nobody stopped, so I started walking. The countryside was <sup>8</sup> \_\_\_\_ but I felt exhausted and it was getting dark. Then a man on a motorbike stopped. He spoke to me. We <sup>9</sup> \_\_\_\_ hands. He took me home to meet his family and spend the night. They were so <sup>10</sup> \_\_\_\_ that I invited them to visit me in my country.

- |                       |                     |                      |                    |
|-----------------------|---------------------|----------------------|--------------------|
| 1 <b>a</b> at         | <b>b</b> by         | <b>c</b> in          | <b>d</b> on        |
| 2 <b>a</b> border     | <b>b</b> journey    | <b>c</b> state       | <b>d</b> transport |
| 3 <b>a</b> money      | <b>b</b> pass       | <b>c</b> passport    | <b>d</b> photos    |
| 4 <b>a</b> safe       | <b>b</b> valid      | <b>c</b> valuable    | <b>d</b> welcoming |
| 5 <b>a</b> number     | <b>b</b> problem    | <b>c</b> vehicle     | <b>d</b> visa      |
| 6 <b>a</b> arrived    | <b>b</b> left       | <b>c</b> sailed      | <b>d</b> stayed    |
| 7 <b>a</b> fly        | <b>b</b> hitchhike  | <b>c</b> ride        | <b>d</b> travel    |
| 8 <b>a</b> friendly   | <b>b</b> overland   | <b>c</b> spectacular | <b>d</b> tiring    |
| 9 <b>a</b> kissed     | <b>b</b> shook      | <b>c</b> smiled      | <b>d</b> waved     |
| 10 <b>a</b> enjoyable | <b>b</b> hospitable | <b>c</b> magical     | <b>d</b> scenic    |



## READING

- 7** Read the short story below and choose the correct answers.

### STRATEGY | Multiple choice task

First, read the text and the main parts of the questions without reading the answers. Try to answer the questions yourself. Then read the options a–c; if your answer is one of them, it's probably correct.

- Why did Randy wake up late?
  - He forgot to set his alarm.
  - His clock wasn't working.
  - His clock was slow.
- Who was Kate?
  - a girl Randy met on the bus
  - a friend of Randy's in Boston
  - Randy's girlfriend from Miami
- How did Randy finally get to the airport?
  - by car
  - by bus
  - by subway
- Why couldn't Randy board his flight?
  - He forgot his boarding pass.
  - The plane was taking off.
  - He was at the wrong gate.
- How do you think Randy felt at the end of the story?
  - delighted
  - unlucky
  - sad

## SPEAKING

- 8** Look at the photo showing a passenger at an airport. In pairs, take turns to describe what you can see in the photo and answer the questions below.



- What do you think happened?
- How do you think the man is feeling?

## WRITING

- 9** You see this ad on a booking website.

### Holidays and problems

Tell us about a holiday when things went wrong. Say when and where you went, describe the journey, mention the problems you had and how you solved them.

**Write a blog post about a trip in which you had some problems.**

## Luck

Randy woke up and checked the time. It was 6.05. No problem. His flight to Miami was at 7.45. However, then he realised the alarm clock wasn't ticking. He reached for his phone. It was 6.50. He was late. He thought fast. The airport was a twenty-minute drive from his apartment in Boston. He could still catch the plane.

Randy grabbed his bag and the car keys, ran down the stairs and got into his car. It was 6.58. He turned the key but the car didn't start. He tried again. The battery was dead.

Suddenly, he saw a bus. It was the airport express! He jumped out of his car. A few seconds later he was sitting on the bus, a smile on his face. He was going to make it. He was going to see Kate, the girl he loved. Ten minutes later the bus was stuck in a traffic jam. Randy checked his phone. 7.09! What could he do?



The subway! There was a direct line to the airport. He got off the bus, ran to the station and got on the train just as it was leaving the platform.

He got to the airport at 7.25. Fortunately, the security check was quick.

Unfortunately, the gate was a long way from the departure lounge. When he got there, he showed his boarding pass. The woman at the gate shook her head and pointed out of the window. A plane was moving down the runway. Randy watched sadly as his plane left for Miami without him.

Later, Randy was sitting at home, wondering why he was so unlucky. The door bell rang. He got up and walked slowly to the door. It was probably going to be more bad news. He opened the door and there was Kate. She was standing in the doorway, smiling. 'Surprise!' she said.



# 04

## A good buy

**VOCABULARY** Food and drink, shopping, fashion

**GRAMMAR** Comparison of adjectives, quantifiers, articles with singular countable nouns [Use of English > page 185](#)

**SPEAKING** Opinions

**WRITING** A formal letter of complaint

**VIDEO** Grammar ▶ Documentary ▶ Communication ▶

### THE INCREDIBLE, SHRINKING

# Chocolate Bar

2013



2016



### DO YOU LOVE CHOCOLATE?

**IF YOU DO, THEN YOU KNOW THAT CHOCOLATE BARS AREN'T AS BIG AS THEY USED TO BE.**

In 2013 the average chocolate bar weighed fifty-five grams; in 2016 it was only forty-nine grams. Chocolate bars are smaller and lighter than before. They aren't worse than they used to be but they aren't better either. And they certainly aren't cheaper. So why is it happening? Here are the most important reasons.

- **COCOA:** In 2015–16 West Africa had some of its worst weather in recent years. Cocoa production fell, so now chocolate is more expensive than before.
- **HEALTH:** Many people today want to be fitter and healthier. Larger chocolate bars have more calories so they are becoming less popular than smaller bars.
- And the last but not the least important reason – **MONEY:** Smaller bars at the same price mean bigger profits from sales.

This situation isn't good enough! It's certainly not the best news for chocoholics like me! Let's hope our favourite snack doesn't become too expensive in the future!

## 4A GRAMMAR AND VOCABULARY

**1 SPEAKING** In pairs, ask and answer the questions.

- 1 Do you like chocolate? What's your favourite chocolate bar?
- 2 How much money do you spend on chocolate or other snacks in a typical week?
- 3 Do you ever give chocolate as a gift? If so, on what occasions?

**2** Look at the cartoons. In pairs, say why you think the situation in the second cartoon has changed.

**3** Read the article and say why chocolate bars are shrinking.

### Comparison of adjectives

**4** Read sentences 1–3 and decide which meanings are correct: a or b.

- 1 Chocolate bars aren't as big as they used to be.
  - a Chocolate bars are bigger now.
  - b Chocolate bars are smaller now.
- 2 Now chocolate is more expensive than before.
  - a Chocolate was cheaper before.
  - b Chocolate was not cheaper before.
- 3 This situation isn't good enough.
  - a This situation is too bad.
  - b This situation is better than before.



- 5 Study the Grammar box and find more examples of comparatives, superlatives and ways of comparing in the article.

### Comparison of adjectives

| Adjective                |             | Comparative                 | Superlative                          |
|--------------------------|-------------|-----------------------------|--------------------------------------|
| one syllable             | sweet       | sweeter                     | the sweetest                         |
|                          | safe        | safer                       | the safest                           |
|                          | hot         | hotter                      | the hottest                          |
|                          |             | less sweet/<br>safe/hot     | the least sweet/<br>safe/hot         |
| ending in -y             | busy        | busier/<br>less busy        | the busiest/<br>the least busy       |
| two or more<br>syllables | famous      | more famous/<br>less famous | the most famous/<br>the least famous |
| irregular                | good<br>bad | better<br>worse             | the best<br>the worst                |

#### Ways of comparing:

- not as big (as) = smaller (than)
- too small = not big enough

Grammar Reference and Practice > page 176

- 6 Complete the text with the correct forms of the adjectives in brackets.

**Sammy Joe** 10 March 9.54 a.m.

Did you see that article about the size of chocolate bars? Shocking! But chocolate isn't the only thing that is getting <sup>1</sup> smaller (small). I'm sure they used to sell cola in <sup>2</sup> \_\_\_\_\_ (large) cans. And bottles of ketchup aren't <sup>3</sup> \_\_\_\_\_ (big) as they used to be.

**TrishM** 10 March 10.05 a.m.

Very true, Sam! And did you notice that jars and bottles are <sup>4</sup> \_\_\_\_\_ (thin) than they used to be? But what's even <sup>5</sup> \_\_\_\_\_ (surprising) is that sometimes <sup>6</sup> \_\_\_\_\_ (small) jars of coffee are <sup>7</sup> \_\_\_\_\_ (expensive) than bigger ones. Crazy!

**Peter59** 10 March 10.12 a.m.

Packets of crisps aren't <sup>8</sup> \_\_\_\_\_ (big) enough. And tins of tuna are too <sup>9</sup> \_\_\_\_\_ (small)! The tuna used to be <sup>10</sup> \_\_\_\_\_ (tasty), too, and the oil isn't <sup>11</sup> \_\_\_\_\_ (delicious) as it used to be!

**MellowMel** 10 March 11.05 a.m.

Stop complaining, everyone! Our shops have a <sup>12</sup> \_\_\_\_\_ (great) range of interesting food from all over the world than ever before, our diet is generally <sup>13</sup> \_\_\_\_\_ (healthy) than thirty years ago and luckily food is <sup>14</sup> \_\_\_\_\_ (expensive) than it used to be for our ancestors!

- 7 Complete the texts with the superlative forms of the adjectives in brackets.

In 1930 a man called Franklin Mars presented his <sup>1</sup> newest (new) chocolate bar. He named it after his family's favourite horse. Today it is the <sup>2</sup> \_\_\_\_\_ (popular) chocolate bar in the world. The Mars family were the <sup>3</sup> \_\_\_\_\_ (rich) family in the USA for many years. The horse's name was Snickers.

The <sup>4</sup> \_\_\_\_\_ (expensive) chocolate bar in the world comes from Ecuador. It contains the world's <sup>5</sup> \_\_\_\_\_ (fine) cocoa beans and it costs almost \$200!

- 8 Rewrite the sentences without changing the meaning using the words in bold.

1 It's too expensive. **CHEAP**

*It's not cheap enough.*

2 The soup isn't hot enough. **TOO**

3 Bananas are cheaper than they used to be. **EXPENSIVE**

4 I'm not as fat as I was before. **THIN**

5 Mum is busier than Dad. **LESS**

- 9 Compare each pair of food items using the comparative of the adjectives from the box. Then make another sentence with the same meaning using *not as ... as*. There may be more than one correct answer.

cheap expensive good/bad (for you) fattening  
filling healthy nutritious popular tasty

1 fruit and chocolate

*Fruit is healthier than chocolate.*

*Chocolate isn't as healthy as fruit.*

2 crisps and nuts

3 salad and chips

4 water and cola

5 a sandwich and a hamburger

6 yoghurt and cream

7 potatoes and tomatoes

- 10 **SPEAKING** In groups, compare your answers to Exercise 9 and try to agree on the three best snacks.

A *I think crisps are the best snack. They're the tastiest.*

B *Crisps are tasty but they're too salty. They aren't as good for you as fruit.*

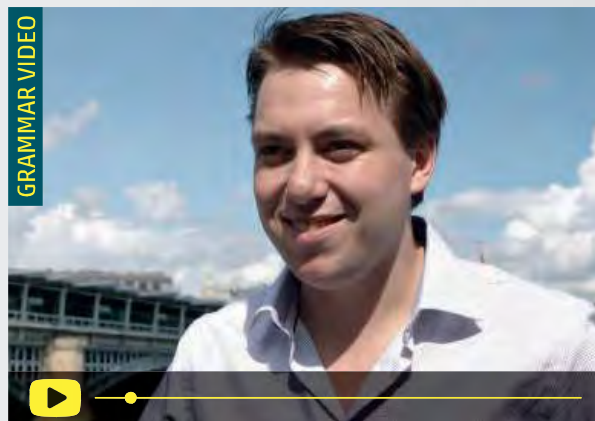
C *Yes, fruit is better than crisps. It's healthier.*

- 11 In groups, follow the instructions below.

- Find out the most popular snack items with the people in your class.
- Ask people when they usually eat snacks.
- Find out which snack has the biggest/smallest number of calories. Which result is most surprising?

**12** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Which was the best and the worst meal you had last week?



## 4B VOCABULARY | Food and drink



### 1 In pairs, ask and answer the questions.

- 1 What time do you have breakfast?
- 2 Where do you have breakfast?
- 3 What do you usually eat for breakfast?
- 4 Is your typical breakfast healthy?

### 2 Check you understand the food and drink words in the box. Which things can you see in the photos? In pairs, add more words to the box.

bacon beans cream croissant cucumber doughnut  
grapes honey jam lemon maple syrup melon  
milkshake muffin mushrooms olives pancake  
porridge roll salmon salt sausage sugar  
watermelon

### 3 Read the text. In pairs, match people 1–3 with photos A–C. Which of the three breakfasts do you like the most/least? Say why.

*I like the Turkish breakfast the most because ...*

### 4 2.1 PRONUNCIATION Look at the underlined syllables and add the food items from the box to the table below. Listen and check.

butter carrots egg ham honey jam lemon  
lentils mushroom nuts

| /ʌ/                       | /e/                   | /æ/                         |
|---------------------------|-----------------------|-----------------------------|
| muffin, <u>butter</u> ... | melon, <u>egg</u> ... | pancake, <u>carrots</u> ... |

### 5 **SPEAKING** Check you understand the adjectives from the box. Then in pairs, use them to talk about food and drink that you like/don't like/love/can't stand/prefer.

bitter/sweet delicious/disgusting crunchy/smooth  
fizzy/still fresh/dry hard/soft heavy/light  
mild/spicy

- A** *I love honey, it's sweet and delicious.*  
**B** *I don't like Mexican food. It's very spicy.*  
**A** *I prefer crunchy peanut butter.*

Today is World Food Day, so we're taking a look at

## BREAKFASTS AROUND THE WORLD

**What do people in different countries eat for breakfast? How much fruit? How many eggs? Are there any sausages? Is there any cheese?**

1



☐ **Amantle** from Gaborone, Botswana  
My favourite breakfast is *bogobe*. There aren't many things that are so delicious. It's porridge with some milk, a little sugar and a few pieces of melon. We eat a lot of fruit in Botswana, especially watermelons. In my family, we all drink bush tea for breakfast. It comes from the Rooibos plant and it's a lovely red colour. It's very good for you. You can't drink too much bush tea. I don't put any milk in my tea but you can if you like.

2



☐ **Aylin** from Izmir, Turkey  
For breakfast, we have some cheese, a few olives, some fresh tomatoes or cucumbers and lots of white bread with some butter and a bit of honey or jam. A lot of people eat breakfast in cafés or pastry shops. We don't drink any coffee with breakfast, we drink tea. Our word for breakfast, *kahvalti*, means 'before coffee'.

3



☐ **Sam** from Coventry, England  
During the week, I don't eat much food for breakfast because there isn't enough time, so I just have some cereal or a croissant. But at weekends I make a full English breakfast: a couple of eggs, some bacon, a few sausages, some beans, a few mushrooms, a tomato, a little bit of toast and butter and a lot of tea. I know there are too many calories in it, but I love it.



- 1 In groups, discuss the strangest/biggest breakfasts you know about.

*The strangest breakfast I know about is my dad's. He eats ...*

## Quantifiers

- 2 Add names of food and drink from the text on page 50 to the table below.

|             | Countable                   | Uncountable           |
|-------------|-----------------------------|-----------------------|
| Nouns       | eggs, <i>sausages</i> , ... | fruit, ...            |
| Quantifiers | <i>a couple of</i> , ...    | <i>a little</i> , ... |

- 3 Find the quantifiers from the box below in the text on page 50 and add them to the table in Exercise 2. Some quantifiers go in both columns of the table.

a couple of   a few   a little   a (little) bit of  
a lot of/lots of   any   enough   many   much   some  
too many   too much

- 4 Study the Grammar box and **Watch out!** and check your answers to Exercise 3.

## Quantifiers

We use:

- *many, too many, a few, a couple of* with countable nouns
- *much, too much, a little, a (little) bit of* with uncountable nouns
- *some, any, a lot of, lots of, enough* with both countable and uncountable nouns

|   |                 |        |                                                                                   |        |
|---|-----------------|--------|-----------------------------------------------------------------------------------|--------|
| + | There           | are    | <b>too many/a lot of/<br/>lots of/some/a few/<br/>a couple of/enough</b>          | eggs.  |
|   |                 | is     | <b>too much/a lot of/<br/>lots of/some/a little/<br/>a (little) bit of/enough</b> | milk.  |
| - | There           | aren't | <b>many/any/enough</b>                                                            | eggs.  |
|   |                 | isn't  | <b>much/any/enough</b>                                                            | milk.  |
| ? | Are             | there  | <b>any/enough</b>                                                                 | eggs?  |
|   | Is              |        |                                                                                   | milk?  |
|   | <b>How many</b> | eggs   | are                                                                               | there? |
|   | <b>How much</b> | milk   | is                                                                                |        |

Grammar Reference and Practice > page 176

## WATCH OUT!

There's **a (little) bit of** cheese.

How much cheese is there? There's **a (little) bit**.

There's **a lot/lots of** milk.

How much milk is there? There's **a lot/lots**.

- 5 Complete the questions with the correct quantifiers. Then read the text on page 50 again and answer the questions.

- 1 Is there any fruit in Amantle's breakfast?
- 2 How much bread does Aylin eat for breakfast?
- 3 How many eggs does Sam have for breakfast?
- 4 Are there any bananas in Sam's breakfast?

- 6 Read the forum and choose the correct quantifiers.

## Write in and tell us about breakfast in your country

**HuaGuangzhou** 26 July 2.17 p.m.

In China, we don't have <sup>1</sup>*enough* / *some* time to eat breakfast at home, so <sup>2</sup>*a bit* / *a lot of* people eat breakfast while travelling to work.

**Tiffany2go** 26 July 5.14 p.m.

I think we eat <sup>3</sup>*too many* / *too much* food in the USA. A popular breakfast is <sup>4</sup>*a few* / *a little* pancakes with <sup>5</sup>*any* / *some* bacon and <sup>6</sup>*a little bit* / *a little* of maple syrup. And maybe <sup>7</sup>*a couple of* / *enough* muffins, too!

**Winekipedia** 26 July 6.23 p.m.

Polish people eat <sup>8</sup>*lots of* / *much* cold things for breakfast: cheese, meat and fish. There isn't <sup>9</sup>*many* / *much* fresh fruit in a typical Polish breakfast, especially in winter. There aren't <sup>10</sup>*enough* / *some* fresh vegetables, either.

- 7 In pairs, look at the shopping list and make sentences with *there is/are plus not enough, too many or too much*.

*Shopping list for a picnic for six people*

- 1 bottle of cola (330 ml)
- 1 egg
- 12 watermelons
- 2 kilos of butter
- 2 cartons of juice (200 ml)
- 2 small packets of crisps
- 36 rolls
- 6 kilos of cheese
- fruit: a banana and a pear

*There isn't enough cola.*

- 8 **SPEAKING** Work in pairs. You need to buy food and drink for a party tonight. Student A, go to page 189. Student B, go to page 191. First, read your instructions. Then role play the conversation.

## 4D READING AND VOCABULARY

### 1 SPEAKING In pairs, ask and answer the questions.

- 1 Do you enjoy shopping? Say why.
- 2 Which of these things do you like or dislike shopping for?

clothes electronic gadgets food/snacks  
make-up and toiletries (e.g. deodorant, shampoo)  
presents school items shoes/trainers

### 2 Study Active Reading and read the text quickly to identify the main idea. What is it about?

- a Hobbies that become a job.
- b How you can get a job as a mystery shopper.
- c What it's like to be a mystery shopper.

#### ACTIVE READING | Understanding the main idea

To understand the main idea of a text:

- read the first paragraph carefully
- read the rest of the text quickly
- don't worry if you don't understand every word

To understand the main idea of a paragraph:

- look for the key (most important) sentence – it's often the first one
- find the key words and phrases in the paragraph

### 3 Use Active Reading to help you find the main idea of paragraphs 1–6 in the text. Then match headings A–G with paragraphs 1–6. There is one extra heading.

- A No week is the same
- B The negative side of the job
- C Why I became a mystery shopper
- D My plans for the future
- E Skills and qualities of a good mystery shopper
- F The positive side of the job
- G What is a mystery shopper?

### 4 Read the text again and answer the questions.

- 1 Why was the job of mystery shopper the perfect job for Matt?  
*because he was a student and he could choose to work during quieter weeks*
- 2 Why does Matt complain about his stay at the hotel?
- 3 What two skills does Matt say are very important in his job?
- 4 Apart from the money, what else does Matt like about his job?
- 5 How does Matt know that what he does is successful?

### 5 Work in pairs. Does mystery shopping sound like an interesting job to you? Say why.

2.2

# MATT MURPHY, MYSTERY SHOPPER

It seems that most of us enjoy shopping these days. For young people in the UK, shopping is the fourth most popular free time activity, after watching TV, meeting friends and listening to music. So just imagine somebody paid you to go shopping! Sounds great, doesn't it?





1 ☐ I'm Matt Murphy and I'm a mystery shopper. Companies pay me to visit shops and pretend to be an ordinary **customer**. Afterwards, I report on what I saw. Was the shop tidy? Did the **shop assistants** smile? Could they answer my difficult questions? Were the **changing rooms** clean? Was there a long **queue** for the **checkout**?

2 ☐ I started when I was a student. I wanted to work part-time but I didn't want a normal job because some weeks I was too busy with my studies at college. Mystery shopping was ideal because I could choose to work during quieter weeks. I registered with a market research company and they put my name on their database. They were happy with my work and began offering me more hours. Now I'm studying for a Master's degree, but I still work as a mystery shopper when I need a little extra money.

3 ☐ Usually my work takes me to **chain stores**, **shopping malls** and **department stores**. But sometimes my job is to visit a cinema or a restaurant. Once I had to stay the night in a hotel (in the most boring town in England!) My favourite job was when I flew to Berlin for a travel agency. It was a lot of fun.

4 ☐ Being a mystery shopper is harder than some people think. You need a good memory and good writing skills (you have just twenty-four hours to write a 1,600-word report). The most important thing is to be discreet - you have to act 'normally' at all times, even when you're secretly filming people with a hidden camera under your coat (that's not as easy as it seems!)

5 ☐ What do I like about my job? Well, the money isn't bad. On a good day, I can earn about £150. I also enjoy the variety of being a mystery shopper - it's not always as enjoyable as the trip to Berlin but it's never boring. And finally, I sometimes go back to a shop I visited before. It's always great to see the **service** is better because then I know that my job is making a difference.

6 ☐ The job isn't perfect, of course. Some companies don't pay you (you just get a **discount** on something you 'bought'). And sometimes there is no work for many weeks. Mystery shopping is a good way to earn extra money but it's not enough to live on. The biggest problem is that it changed how I feel about shopping. I used to love it, but now I'm annoyed when I have to go out to buy milk!

## 6 Match the highlighted words and phrases from the text with the definitions.

- 1 Help that you get in place such as a shop, restaurant or hotel. **service**
- 2 One of a group of shops owned by the same company.
- 3 A large shop with different parts that sell different types of things.
- 4 A place in a shop where you can try on clothes.
- 5 A person who buys goods from a shop.
- 6 A large building with lots of different shops.
- 7 A reduction in price.
- 8 A line of people waiting for something.
- 9 A place in a large shop where you pay.
- 10 Someone whose job is selling things in a shop.

## 7 Complete the sentences with a word or phrase from Exercise 6.

- 1 I get a twenty percent **discount** at the bookshop because I'm a student.
- 2 There were really long \_\_\_\_\_ at the supermarket today - there were only three \_\_\_\_\_ open. Perhaps a lot of the \_\_\_\_\_ are ill.
- 3 Excuse me, where's the \_\_\_\_\_? I'm not sure if these trousers are the right size.
- 4 The shops on the High Street are really quiet on cold days. Everyone prefers to drive out to the \_\_\_\_\_.
- 5 Taylors is the biggest \_\_\_\_\_ in town. You can buy almost everything in one big shop.

## 8 SPEAKING In pairs, ask and answer the questions.

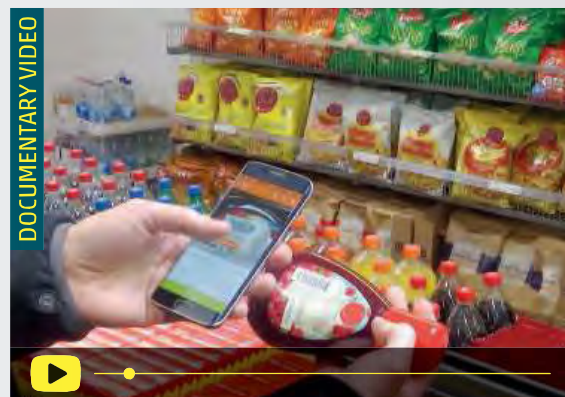
- 1 What are your favourite chain stores/shopping malls in your area?
- 2 Which shops in your town have the best/worst service in your opinion?
- 3 Do you have a customer discount in any shops?

## 9 REFLECT | Society Think of arguments for or against the statement below. Then in groups, discuss the statement.

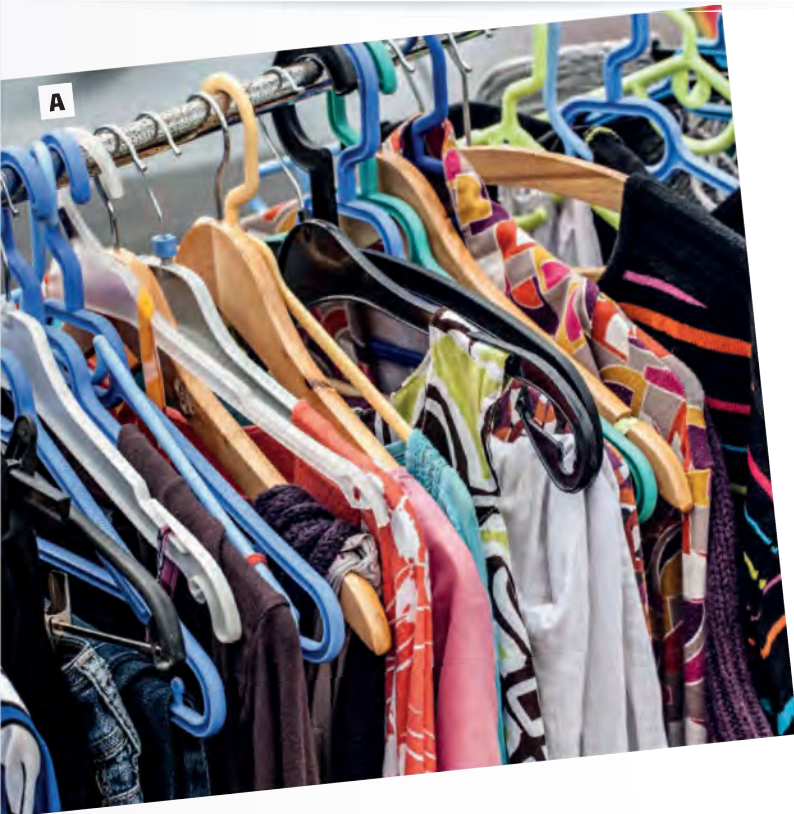
Shopping is a popular free-time activity in many countries and that's a good thing.

*I (don't) think it's a good thing because ...*

**▶ 13 WATCH AND REFLECT** Go to page 165. Watch the documentary *Round-the-clock shop* and do the exercises.



## 4E LISTENING AND VOCABULARY



**1 SPEAKING** Look at photo A and decide what kind of shop it is. Then in pairs, ask and answer the questions.

- What do you do with clothes you don't wear anymore? Do you give them away? If so, who do you give them to?
- Do you (or any people you know) buy second-hand clothes? Where do you get them?
- Are charity shops common in your country?

**2** Check you understand the adjectives in the box. Then in pairs, look at photo B. Which adjectives best describe the girls' style?

cool/uncool fashionable/unfashionable  
formal/informal simple/sophisticated smart/scruffy

**3** **2.3** Listen to Part 1 of a radio programme about fashion and decide if statements 1–6 are true or false.

- ☐ Buying clothes in charity shops is fun but expensive.
- ☐ Maxine is a fashion design student.
- ☐ Kings Road is in West London.
- ☐ Chelsea is well-known for its clothes shops.
- ☐ The charity shops in Chelsea are expensive.
- ☐ It's possible that Maxine bought a dress that belonged to a celebrity.

**4** **2.4** In pairs, check you understand the words for clothes and accessories in the box. Add more words to the box. Then listen to Part 2 of the radio programme and tick the words you hear.

☐ belt ☐ blouse ☐ bracelet ☐ earrings  
☐ handbag ☐ hat ☐ kilt ☐ pyjamas ☒ raincoat  
☐ scarf ☐ suit ☐ sweatshirt ☐ tie ☐ tights  
☐ underwear

**B**



**5** **2.4** In pairs, look at tips 1–10. Which ones are good advice when buying clothes in charity shops? Listen again and check.

- ☐ Trust your instincts – buy the first nice thing you see.
- ☐ Be patient and take your time.
- ☐ Try to check all the clothes in the shop.
- ☐ Never buy dirty clothes.
- ☐ Don't worry if something looks shabby.
- ☐ Don't buy underwear or sleepwear.
- ☐ Don't buy second-hand shoes.
- ☐ It's better to buy accessories in chain stores.
- ☐ Make friends with the people who work in the shop.
- ☐ Women should also look at the men's clothes.

**6** In pairs, decide what the highlighted words and phrases mean.

- This blouse costs just £7! What a **bargain**!
- This **designer label** sweatshirt looks **brand new**.
- These shoes don't **fit** – they're too small.
- This hat is **just perfect for you**.

**7** **2.5** Listen to Part 3 of the programme and complete the notes with 1–3 words in each gap.

- Sophie bought a belt, a hat and a **designer label** sweatshirt.
- Maxine thinks Sophie has found good \_\_\_\_\_ in the shop.
- In Maxine's opinion, old clothes bought from charity shops are more \_\_\_\_\_ than our modern clothes.
- She also thinks that old clothes are better \_\_\_\_\_ than newer clothes.
- As the clothes are cheap, you can \_\_\_\_\_ with different fashions.
- Maxine likes shopping in charity shops because you get something for yourself but also \_\_\_\_\_.

**8 SPEAKING** In pairs, ask and answer the questions.

- Where do you usually buy your clothes?
- Is it important to you to have your own style?
- What can clothes tell you about someone's personality?



## 4F SPEAKING

- In pairs, look at the photo and answer the questions.
  - What do you think the situation is?
  - Do you often go clothes shopping with your parents? Do you enjoy it?
- ▶ 14 🔊 2.6 Watch or listen to Part 1 of the conversation and answer the questions.
  - How is the boy feeling?
  - What do you think the boy's opinion is about the shoes his mother is showing to him?
- ▶ 15 🔊 2.7 Watch or listen to Part 2 of the conversation. Was your guess in question 2 in Exercise 2 correct?
- ▶ 16 🔊 2.8 Study the Speaking box. Then watch or listen to the whole conversation again and tick the expressions you hear.

### SPEAKING | Opinions

#### Asking for opinions

- ☒ What do you think?
- ☐ Don't you think ...?
- ☐ What's your opinion/view?

#### Giving opinions

- ☐ I think/believe ...
- ☐ In my opinion/view, ...
- ☐ If you ask me, ...
- ☐ Personally, ...
- ☐ Frankly, ...
- ☐ To be honest, ...
- ☐ It seems to me ...

#### Agreeing

- ☐ Absolutely.
- ☐ I agree (with you).
- ☐ I totally agree.
- ☐ Me too!
- ☐ You're right.
- ☐ I couldn't agree (with you) more!

#### Partly agreeing

- ☐ You've got a point but ...
- ☐ I suppose so.
- ☐ Fair point, but ...

#### Disagreeing

- ☐ I know what you mean but ...
- ☐ I'm not sure about that.
- ☐ I don't think so.
- ☐ I don't agree.
- ☐ I disagree.
- ☐ No way!



- ▶ 2.9 In pairs, complete the conversation with one word in each gap. Listen and check.

**Adele** Wow, Maxine! I think you look fabulous.

**Sam** Yeah, me <sup>1</sup>too! What an amazing dress, Maxine.

**Maxine** Thanks, guys! It's second-hand. I bought it from a charity shop for five pounds.

**Adele** Really? Doesn't it feel strange to wear somebody else's old clothes?

**Maxine** No, I don't think <sup>2</sup>\_\_\_\_\_. What do you mean?

**Adele** Well. Perhaps somebody died in it? I don't think I could wear second-hand clothes. What do you <sup>3</sup>\_\_\_\_\_, Sam?

**Sam** No, I <sup>4</sup>\_\_\_\_\_ agree. I sometimes wear my mum's old things. If you ask <sup>5</sup>\_\_\_\_\_, it's nice you can give some old clothes a 'second life'.

**Maxine** I totally <sup>6</sup>\_\_\_\_\_. And in my <sup>7</sup>\_\_\_\_\_, the quality is much better than new clothes. No horrible synthetic materials ...

**Sam** I couldn't agree more!

**Adele** You've got a <sup>8</sup>\_\_\_\_\_. But what happens if there's a problem? You can take new clothes back to the shop and change them.

**Maxine** Fair point, but it only cost £5. To <sup>9</sup>\_\_\_\_\_ honest, it isn't a problem when the clothes are cheap, right?

**Adele** Yes, I <sup>10</sup>\_\_\_\_\_ so.

- In groups of three, practise reading the conversation in Exercise 5 with other phrases from the Speaking box.

- In pairs, look at the statements below. Take turns to give your opinion and ask your partner if he/she agrees or disagrees with you.

**1** It's important to look smart at all times.

**2** Designer labels are a waste of money.

**3** One shirt/jacket/sweater/pair of shoes is enough.

*Personally, I think it's important to look smart at all times. What's your opinion?*

- In groups, discuss the questions.

**1** Are shopping malls changing traditional shopping streets in the centre of your town?

**2** Do you prefer shopping in big department stores and hypermarkets or in small independent shops? Say why.

**3** Is shopping online more fun than going shopping in a town centre?



Dear Sir/Madam,

- 1 I am writing to complain about the quality of the service in your company.
- 2 On 3 August this year, I purchased a set of BestChef knives from your website. It arrived on time, but when I opened the box, I found a set of teaspoons. This was most inconvenient because I need the knives for my college course.
- 3 I returned the set of spoons immediately and sent an email explaining why. I received an automated response. Two weeks later a package arrived. Unfortunately, the package contained the same set of spoons as before! I called your company to complain but didn't manage to speak to anyone. To make matters worse, I had to pay for the calls.
- 4 I feel you should improve the quality of your service. In your returns policy on your website you promise a prompt refund or exchange if anything is unsatisfactory but sadly, that is not true. This is unacceptable. You should also employ people to answer emails and phone calls instead of using automated responses.
- 5 I believe you should send me the knives I ordered with a refund of £89 as compensation for the inconvenience that it caused. I look forward to your reply.

Yours faithfully,

Ella O'Connell

## 4G WRITING AND VOCABULARY | A formal letter of complaint

- 1 **SPEAKING** What is unboxing? Do you watch people unboxing online? Is it fun or a waste of time? Say why.
- 2 **2.10** In pairs, look at the photos and answer the questions. Listen and check.
  - 1 Why is Ella happy in the first picture?
  - 2 Why is she unhappy in the second picture?
  - 3 Can you predict what she does next? Does she:
    - a write a bad review about the company on the Internet?
    - b contact the police?
    - c write to the company to explain the problem?
- 3 **Read the letter of complaint and answer the questions.**
  - 1 What does Ella complain about?
  - 2 What suggestions does she make to the company to improve their service?
  - 3 What does she want the company to do?
- 4 **In pairs, look at Ella's letter again and match paragraphs 1-5 with their contents a-e.**
  - a ☐ Suggestions to improve the company's service.
  - b ☐ What Ella did and the other problems she had.
  - c ☐ The reason for writing.
  - d ☐ The type of compensation Ella wants.
  - e ☐ What went wrong and the problems it caused.
- 5 **Match the underlined expressions in Ella's letter with their paraphrases.**
  - 1 Another problem was ...  
*To make matters worse ...*
  - 2 It was a big problem.
  - 3 I expect you to write back to me.
  - 4 I can't tolerate this situation.
  - 5 I feel sad to say ...



- 6 Study the Writing box and put the paragraphs in the letter below in the correct order.

### WRITING | A formal letter of complaint

#### Paragraph 1

Give your reason for writing:

*I am writing to complain about ...*

#### Paragraphs 2–3

Say what went wrong, what you did and what other problems you had:

*Unfortunately, .../Sadly, ...*

*This was most inconvenient/a big problem.*

*To make matters worse, ...*

#### Paragraph 4

Give suggestions on ways the company can improve its service:

*This is unacceptable.*

*I feel that you should improve .../change .../make sure .../check .../employ people to answer phone calls.*

#### Paragraph 5

Say what compensation you want:

*I believe you should give me a refund/an apology.*

#### Formal beginning and ending

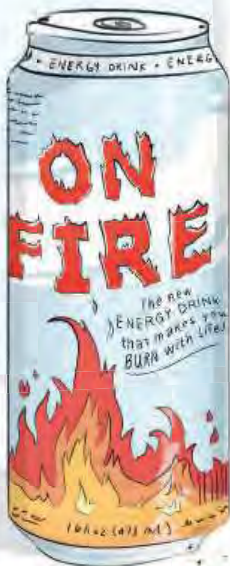
Remember to begin and end your letter with formal expressions:

*Dear Sir/Madam, ...*

*I look forward to your reply.*

*Yours faithfully, ...*

- A ☐ After the exam, I went back to the shop to return the other four cans and to ask for a refund. Unfortunately, the shop assistant refused to give me my money back. To make matters worse, we both felt nervous and jumpy and later in the evening I had a panic attack.
- B ☒ Dear Sir/Madam,
- C ☐ I believe I should receive a refund of £6. I enclose the receipt and I look forward to your reply.
- D ☐ Yesterday I bought six cans of On Fire in a shop near my school. My friend Freya and I drank some at lunchtime. Unfortunately, it immediately made us ill. I got a terrible headache and Freya had an allergic reaction – her skin went red. This was a big problem because we had an exam in the afternoon.
- E ☐ I am writing to complain about On Fire, the new energy drink your company makes.
- F ☐ Yours faithfully,
- G ☐ It is unacceptable to sell such a bad product. I feel you should stop selling it immediately. Or at least you should put a health warning in big letters on the cans.



- 7 In pairs, choose the correct words to complete the sentences.

- 1 Can you tell me what your **returns policy** / **service** is? I'm not happy with the glasses I **returned** / **purchased** from you last week and I'd like to **exchange** / **order** them for smaller ones.
- 2 I think you should give me a **bargain** / **refund** because the **guarantee** / **product** you sent me was faulty. I enclose the **discount** / **receipt** and I look forward to your reply.
- 3 I'm still waiting for the plates I **ordered** / **received** from your company last month.

- 8 Study **Watch out!** and complete the sentences with **a/an** or **the**.

- 1 **The** shop where I work opens at nine o'clock.
- 2 She gave me \_\_\_ receipt. I put \_\_\_ receipt in my pocket.
- 3 Has this product got \_\_\_ guarantee? How long is \_\_\_ guarantee?
- 4 Can I speak to \_\_\_ manager, please? I wish to make \_\_\_ complaint.
- 5 '\_\_\_ package arrived for you this morning.' 'What was in \_\_\_ package?'
- 6 I want to buy \_\_\_ recipe book. What's \_\_\_ price of \_\_\_ book with the red cover?

### WATCH OUT!

#### Articles with singular countable nouns

We use *a/an* to talk about a person or thing for the first time. When we mention the same person or thing again, we use *the*:

*We had **an** exam in the afternoon. After **the** exam, I went back to the shop.*

We also use *the* to talk about one specific person or thing: ***The** shop assistant refused to give me my money back.*

Grammar Reference and Practice > page 176

- 9 **SPEAKING** In pairs, use the phrases from the Writing box and Exercise 7 to role play a phone call to a company and complain about a faulty purchase. Take turns to be the customer.
- 10 **WRITING TASK** Write a letter of complaint about *either* your faulty purchase from Exercise 9 *or* the problem below. Use the Writing box and **Watch out!** to help you.
- You ordered a pair of trainers online. They cost £49.99. They arrived the next day but they were the wrong size (too big). You sent them back. A week later another pair arrived, but they were too small. You returned them. Finally, they sent you the right size, but they were the wrong colour.

## REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.



- 2 Make adjectives from these words. Then check with the word list.

- 1 hide (v) - \_\_\_\_\_
- 2 nutrition (n) - \_\_\_\_\_
- 3 jump (v) - \_\_\_\_\_
- 4 fashion (n) - \_\_\_\_\_
- 5 disgust (v) - \_\_\_\_\_

- 3 Find two types of shop and two types of store on the word list.

|  |       |
|--|-------|
|  | shop  |
|  | store |

- 4 Find the opposites of these adjectives on the word list.

- 1 cheap - \_\_\_\_\_
- 2 fizzy - \_\_\_\_\_
- 3 spicy - \_\_\_\_\_
- 4 smart - \_\_\_\_\_
- 5 hard - \_\_\_\_\_

- 5 Do the task below.

Make a shopping list of all the types of food and drink that you need for this week. Then write down the names and types of shops that you need to visit.

## 4A GRAMMAR AND VOCABULARY

### 5.22

|                                    |
|------------------------------------|
| average (adj) /'ævərɪdʒ/           |
| beans (n) /bi:nz/                  |
| bottle (n) /'bɒtl/                 |
| calorie (n) /'kæləri/              |
| can (n) /kən/                      |
| cheap (adj) /tʃi:p/                |
| chips (n) /tʃɪps/                  |
| chocolatic (n) /tʃɒkə'hɒlɪk/       |
| chocolate (n) /tʃɒklɪt/            |
| chocolate bar (n) /tʃɒklət bɑ:/    |
| cocoa (n) /'kəʊkəʊ/                |
| coffee (n) /'kɒfi/                 |
| complain (v) /kəm'pleɪn/           |
| contain (v) /kən'teɪn/             |
| crisps (n) /krɪspz/                |
| expensive (adj) /ɪk'spensɪv/       |
| fattening (adj) /'fætɪnɪŋ/         |
| filling (adj) /'fɪlɪŋ/             |
| fruit (n) /fru:t/                  |
| good/bad for you /'gʊd/'bæd fə jə/ |
| gram (n) /græm/                    |
| health (n) /helθ/                  |
| healthy (adj) /'helθi/             |
| jar (n) /dʒɑ:/                     |
| ketchup (n) /'ketʃəp/              |
| luxury (n) /'lʌkjəri/              |
| nutritious (adj) /nju:'trɪʃəs/     |
| oil (n) /ɔɪl/                      |
| packet (n) /'pækɪt/                |
| popular (adj) /'pɒpjələ/           |
| price (n) /praɪs/                  |
| production (n) /prə'dʌkʃən/        |
| profit (n) /'prɒfɪt/               |
| range (n) /reɪndʒ/                 |
| salad (n) /'sæləd/                 |
| sale (n) /seɪl/                    |
| salty (adj) /'sɔ:lti/              |
| sandwich (n) /'sænwɪdʒ/            |
| shrink (v) /frɪŋk/                 |
| snack (n) /snæk/                   |
| tasty (adj) /'teɪsti/              |
| tin (n) /tɪn/                      |
| tuna (n) /'tju:nə/                 |
| typical (adj) /'tɪpɪkəl/           |
| weigh (v) /weɪ/                    |

## 4B VOCABULARY 5.23

|                                  |
|----------------------------------|
| bacon (n) /'beɪkən/              |
| beans (n) /bi:nz/                |
| bitter (adj) /'bɪtə/             |
| bush tea (n) /'bʊʃ ti:/          |
| butter (n) /'bʌtə/               |
| carrot (n) /'kærət/              |
| cereal (n) /'sɪəriəl/            |
| cheese (n) /tʃi:z/               |
| cream (n) /kri:m/                |
| croissant (n) /'kwa:sɒŋ/         |
| crunchy (adj) /'krʌntʃi/         |
| cucumber (n) /'kju:kʌmbə/        |
| delicious (adj) /dɪ'lɪʃəs/       |
| disgusting (adj) /dɪs'gʌstɪŋ/    |
| doughnut (n) /'dəʊnʌt/           |
| dry (adj) /draɪ/                 |
| egg (n) /eg/                     |
| fizzy (adj) /fɪzi/               |
| fresh (adj) /fref/               |
| grapes (n) /greɪps/              |
| ham (n) /hæm/                    |
| hard (adj) /hɑ:d/                |
| heavy (adj) /'hevi/              |
| honey (n) /'hʌni/                |
| jam (n) /dʒæm/                   |
| lemon (n) /'lemən/               |
| lentils (n) /'lentɪlz/           |
| light (adj) /laɪt/               |
| maple syrup (n) /'meɪpəl 'sɪrəp/ |
| melon (n) /'melən/               |
| mild (adj) /maɪld/               |
| milk (n) /mɪlk/                  |
| milkshake (n) /'mɪlkʃeɪk/        |
| muffin (n) /'mʌfɪn/              |
| mushroom (n) /'mʌʃru:m/          |
| nut (n) /nʌt/                    |
| olive (n) /'ɒlɪv/                |
| pancake (n) /'pænkɛɪk/           |
| pastry shop (n) /'peɪstri ʃɒp/   |
| plant (n) /plɑ:nt/               |
| porridge (n) /'pɒrɪdʒ/           |
| roll (n) /rəʊl/                  |
| salmon (n) /'sæmən/              |
| salt (n) /sɔ:lt/                 |
| sausage (n) /'sɒsɪdʒ/            |



slice (n) /slaɪs/

smooth (adj) /smuːð/

soft (adj) /sɒft/

spicy (adj) /ˈspaɪsi/

still (adj) /stɪl/

sugar (n) /ˈʃʊɡə/

sweet (adj) /swi:t/

tea (n) /ti:/

toast (n) /təʊst/

tomato (n) /təˈmɑ:təʊ/

watermelon (n) /ˈwɑ:təˌmelən/

white bread (n) /ˈwaɪt ˈbred/

#### 4C GRAMMAR 5.24

carton (n) /ˈkɑ:tɒn/

pear (n) /peə/

vegetable (n) /ˈvedʒtəbəl/

#### 4D READING AND VOCABULARY

##### 5.25

annoyed (adj) /əˈnɔɪd/

area (n) /ˈeəriə/

chain store (n) /ˈtʃeɪn stɔː/

changing room (n) /ˈtʃeɪndʒɪŋ ru:m/

checkout (n) /ˈtʃekɑʊt/

coat (n) /kəʊt/

customer (n) /ˈkʌstəmə/

database (n) /ˈdeɪtəˌbeɪs/

deodorant (n) /diːˈəʊdərənt/

department store (n) /dɪˈpɑːtmənt stɔː/

discount (n) /ˈdɪskaʊnt/

discreet (adj) /dɪˈskri:t/

electronic (adj) /elɪkˈtrɒnɪk/

gadget (n) /ˈɡædʒɪt/

hidden (adj) /ˈhɪdn/

make-up (n) /ˈmeɪk ʌp/

market research (n) /ˈmɑːkət rɪˈsɜːtʃ/

memory (n) /ˈmeməri/

mystery shopper (n) /ˈmɪstəri ˈʃɒpə/

offer (n, v) /ˈɒfə/

queue (n) /kjuː/

reduction (n) /rɪˈdʌkʃən/

register (v) /ˈredʒɪstə/

report (n, v) /rɪˈpɔːt/

service (n) /ˈsɜːvɪs/

shampoo (n) /ʃæmˈpuː/

shop assistant (n) /ˈʃɒp əˈsɪstənt/

shopping (n) /ˈʃɒpɪŋ/

shopping mall (n) /ˈʃɒpɪŋ mɔːl/

skill (n) /skɪl/

supermarket (n) /ˈsuːpəˌmɑːkɪt/

toiletries (n) /ˈtɔɪlɪtriːz/

trainers (n) /ˈtreɪnəz/

travel agency (n) /ˈtrævel ˌeɪdʒənsi/

variety (n) /vəˈraɪəti/

#### 4E LISTENING AND VOCABULARY

##### 5.26

accessory (n) /əkˈsesəri/

bargain (n) /ˈbɑːɡɪn/

belt (n) /belt/

blouse (n) /blaʊz/

bracelet (n) /ˈbreɪslɪt/

brand new (adj) /brænd ˈnjuː/

charity shop (n) /ˈtʃærəti ʃɒp/

clothes shop (n) /ˈkləʊðz ʃɒp/

cool (adj) /kuːl/

decade (n) /ˈdekeɪd/

designer label (n) /dɪˈzaɪnə ˌleɪbəl/

earring (n) /ˈɪərɪŋ/

experiment (v) /ɪkˈsperəmənt/

fashion (n) /ˈfæʃən/

fashionable (adj) /ˈfæʃənəbəl/

fit (v) /fɪt/

formal (adj) /ˈfɔːməl/

handbag (n) /ˈhændbæg/

hat (n) /hæt/

informal (adj) /ɪnˈfɔːməl/

instinct (n) /ˈɪnstɪŋkt/

just perfect for you /dʒʌst ˈpɜːfɪkt fə ju/

kilt (n) /kɪlt/

pyjamas (n) /pəˈdʒɑːməz/

quality (n) /ˈkwɒləti/

raincoat (n) /ˈreɪnkəʊt/

scarf (n) /skɑːf/

scruffy (adj) /ˈskrʌfi/

second-hand (adj) /ˌsekənd ˈhænd/

shabby (adj) /ˈjæbi/

simple (adj) /ˈsɪmpəl/

sleepwear (n) /ˈsliːpweə/

smart (adj) /smɑːt/

sophisticated (adj) /səˈfɪstɪkətəd/

style (n) /stɑɪl/

stylish (adj) /ˈstɑɪlɪʃ/

suit (n) /suːt/

sweatshirt (n) /ˈswetʃɜːt/

tie (n) /taɪ/

tights (n) /taɪts/

trust (v) /trʌst/

underwear (n) /ˈʌndəweə/

well-known (adj) /ˌwel ˈnəʊn/

#### 4F SPEAKING 5.27

fabulous (adj) /ˈfæbjələs/

independent shop (n) /ˌɪndɪˌpendənt ˈʃɒp/

material (n) /məˈtɪəriəl/

shoe shop (n) /ʃuː ʃɒp/

shopping centre (n) /ˈʃɒpɪŋ ˌsentə/

synthetic (adj) /sɪnˈθetɪk/

waste (n) /weɪst/

#### 4G WRITING AND VOCABULARY

##### 5.28

allergic reaction (n) /əˌlɜːdʒɪk rɪˈækʃən/

bargain (n) /ˈbɑːɡɪn/

compensation (n) /ˌkɒmpənˈseɪʃən/

discount (n) /ˈdɪskaʊnt/

employ (v) /ɪmˈplɔɪ/

enclose (v) /ɪnˈkləʊz/

exchange (v) /ɪksˈtʃeɪndʒ/

faulty (adj) /ˈfɔːlti/

guarantee (n) /ˌɡærənˈtiː/

immediately (adv) /ɪˈmiːdiətli/

improve (v) /ɪmˈpruːv/

jumpy (adj) /ˈdʒʌmpi/

order (v) /ˈɔːdə/

package (n) /ˈpækɪdʒ/

predict (v) /prɪˈdɪkt/

product (n) /ˈprɒdʌkt/

prompt (adj) /prɒmpt/

purchase (n, v) /ˈpɜːtʃɪs/

receipt (n) /rɪˈsiːt/

receive (v) /rɪˈsiːv/

refund (n) /ˈrɪːfʌnd/

response (n) /rɪˈspɒns/

return (v) /rɪˈtɜːn/

returns policy (n) /rɪˈtɜːnz ˌpɒlɪsi/

sadly (adv) /ˈsædli/

service (n) /ˈsɜːvɪs/

set (n) /set/

teaspoon (n) /ˈtiːspuːn/

warning (n) /ˈwɔːnɪŋ/

## VOCABULARY AND GRAMMAR

- 1 Complete the table with the words from the box. Then think of more words for each category.**

bacon chips ~~cucumber~~ doughnut eggs grapes  
honey lemon muffin olives sausages sugar

| Fruit and vegetables | Sweet things | Fried foods |
|----------------------|--------------|-------------|
| <i>cucumber, ...</i> |              |             |

- 2 Choose one or two words that go with each container.**

- a bar of *chocolate* / *coffee* / *jam*
- a bottle of *butter* / *cheese* / *water*
- a can of *beans* / *cola* / *sugar*
- a jar of *chips* / *honey* / *olives*
- a packet of *biscuits* / *crisps* / *melons*
- a carton of *croissants* / *juice* / *milk*

- 3 Complete the sentences with the words from the box.**

bargains bracelets designer hat raincoat  
second-hand scarf suit ~~sweatshirt~~ tie tights

- When it's cold and wet, I wear a *sweatshirt* on top of my T-shirt, \_\_\_\_\_ under my skirt, a \_\_\_\_\_ around my neck, a \_\_\_\_\_ on my head and a heavy \_\_\_\_\_ to keep me dry.
- My dad works in a bank, so he has to wear a \_\_\_\_\_ and a \_\_\_\_\_ when he goes to work.
- Charity shops sell \_\_\_\_\_ clothes, not new clothes. You can find fantastic \_\_\_\_\_ - last week I bought a \_\_\_\_\_ label dress for only £5! I often buy jewellery like \_\_\_\_\_ and earrings there.

- 4 Which words match these definitions?**

- A place where you can try on clothes. *changing room*
- A person who helps you in a shop.
- The place where you pay in a supermarket.
- A big shop which sells different things on different floors.
- A type of shop which is exactly the same in different cities.
- A big building with lots of different shops, some big and some small.
- A reduction in price.
- A piece of paper that shows when and where you bought something.
- Money you get when you return something that you bought.
- A line of people waiting to buy something.

- 5 Complete the second sentence so that it means the same as the first one.**

- The tea is very hot. I can't drink it.  
The tea is *too hot* for me to drink.
- My meal doesn't look as nutritious as yours.  
Your meal looks \_\_\_\_\_ mine.
- This bottle of cola is too small for me.  
This bottle of cola is not \_\_\_\_\_ for me.
- To me, cooking is more exciting than cleaning.  
To me, cleaning is \_\_\_\_\_ cooking.
- This supermarket sells the freshest vegetables.  
No other supermarket sells \_\_\_\_\_.
- Other restaurants in our town are less crowded than this one.  
This restaurant is \_\_\_\_\_ in our town.

- 6 Choose the correct words a-c to complete the sentences.**

- I haven't got \_\_\_\_\_ time. Can you find me a quick cake recipe?  
**a** much                      **b** some                      **c** a little
- \_\_\_\_\_ chocolate do you usually eat in one week?  
**a** How much              **b** How many              **c** How few
- \_\_\_\_\_ people do their shopping online but I don't believe it's safe.  
**a** Much                      **b** A couple of              **c** Lots of
- I think there are \_\_\_\_\_ desserts to choose from. I don't really know which one to get.  
**a** too much              **b** too many              **c** not much
- Please try this cake - it doesn't contain \_\_\_\_\_ sugar.  
**a** a little                      **b** any                      **c** some
- Excuse me, have you got \_\_\_\_\_ jeans in a size 8?  
**a** too many              **b** a few                      **c** any
- To make a Spanish omelette, you need three eggs, two potatoes and \_\_\_\_\_ salt.  
**a** a bit                      **b** a little bit              **c** a bit of
- Do we really have \_\_\_\_\_ time to do the shopping this afternoon? Or shall we go tomorrow?  
**a** little                      **b** enough                      **c** much
- Nick gets \_\_\_\_\_ pocket money, so he doesn't need a part-time job.  
**a** a little bit              **b** much                      **c** a lot of

- 7 Complete the text with one word in each gap.**

In my opinion, this is the <sup>1</sup>*best* breakfast in the world. Maybe it has too <sup>2</sup>\_\_\_\_\_ calories - it's bigger <sup>3</sup>\_\_\_\_\_ some main meals - but it's <sup>4</sup>\_\_\_\_\_ delicious than any other breakfast I know. I start with a <sup>5</sup>\_\_\_\_\_ orange juice, just a small glass. Then I eat <sup>6</sup>\_\_\_\_\_ breakfast cereal with fresh fruit. I usually have a <sup>7</sup>\_\_\_\_\_ grapes and an apple. <sup>8</sup>\_\_\_\_\_ apple must be hard and crisp. After that, I have <sup>9</sup>\_\_\_\_\_ sausage and a <sup>10</sup>\_\_\_\_\_ of fried eggs or maybe three if I'm really hungry. Boiled eggs aren't as good <sup>11</sup>\_\_\_\_\_ fried eggs. I have toast with a little <sup>12</sup>\_\_\_\_\_ of butter. I don't put too <sup>13</sup>\_\_\_\_\_ butter on my toast and I don't put <sup>14</sup>\_\_\_\_\_ jam on it either. Finally, I drink a <sup>15</sup>\_\_\_\_\_ of tea - two or three cups!



## USE OF ENGLISH

- 8 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

### STRATEGY | Key word transformations

Make sure you read the first sentence carefully and understand the meaning. The second sentence must be as close to that meaning as possible.

- There isn't a worse shop in town. **THE**  
It's the worst shop in town.
- Mama Mia is better than Luigi's. **AS**  
Luigi's isn't \_\_\_\_\_ Mama Mia.
- Kim's fit but not as fit as Tim. **THAN**  
Tim's \_\_\_\_\_ Kim.
- Kyle has only got a little money. **MUCH**  
Kyle has \_\_\_\_\_ money.
- There's no sugar in this tea. **ANY**  
There \_\_\_\_\_ sugar in this tea.
- There's too much food on the table. **ENOUGH**  
There \_\_\_\_\_ space on the table for all the food.

Use of English > page 185

## LISTENING

- 9  **2.11** You are going to hear ten short recordings. Read questions 1–10 and the possible answers. Then listen and choose the correct answer for each recording.

### STRATEGY | Multiple choice task

If you're not sure which option to choose, use the method of elimination: start by crossing out the answer which is definitely wrong, then the one which you think is probably wrong, until you are left with only one option.

- What did the boy have for lunch yesterday?  
a a hamburger  
b bacon and eggs  
c a tomato salad
- Where are the people?  
a in a supermarket  
b in a restaurant  
c at home
- Who is the man?  
a a shop assistant  
b a store manager  
c a customer
- What did the man think of the cake?  
a It was delicious.  
b It was spicy.  
c It was hard.
- How much pepper is in the man's soup?  
a too much  
b not enough  
c none

- Where did the woman buy the dress?  
a in a shopping mall  
b in a department store  
c in a charity shop
- What does the boy want to do with the trousers?  
a try them on  
b exchange them  
c return them
- What does the man complain about?  
a receiving the wrong product  
b receiving a faulty product  
c receiving the product late
- Which adverts annoy the girl the most?  
a billboards  
b pop-up ads  
c radio commercials
- What does the boy do?  
a gives his opinion  
b asks the girl for her opinion  
c agrees with the girl

## SPEAKING

- 10 Read the information below. Then in pairs, do the speaking task.

A friend of yours wants to open a café for teenagers and university students in your town. You would like to help him/her to make the café an attractive place for young people. Talk together about the different things your friend could do and say which idea would be best.

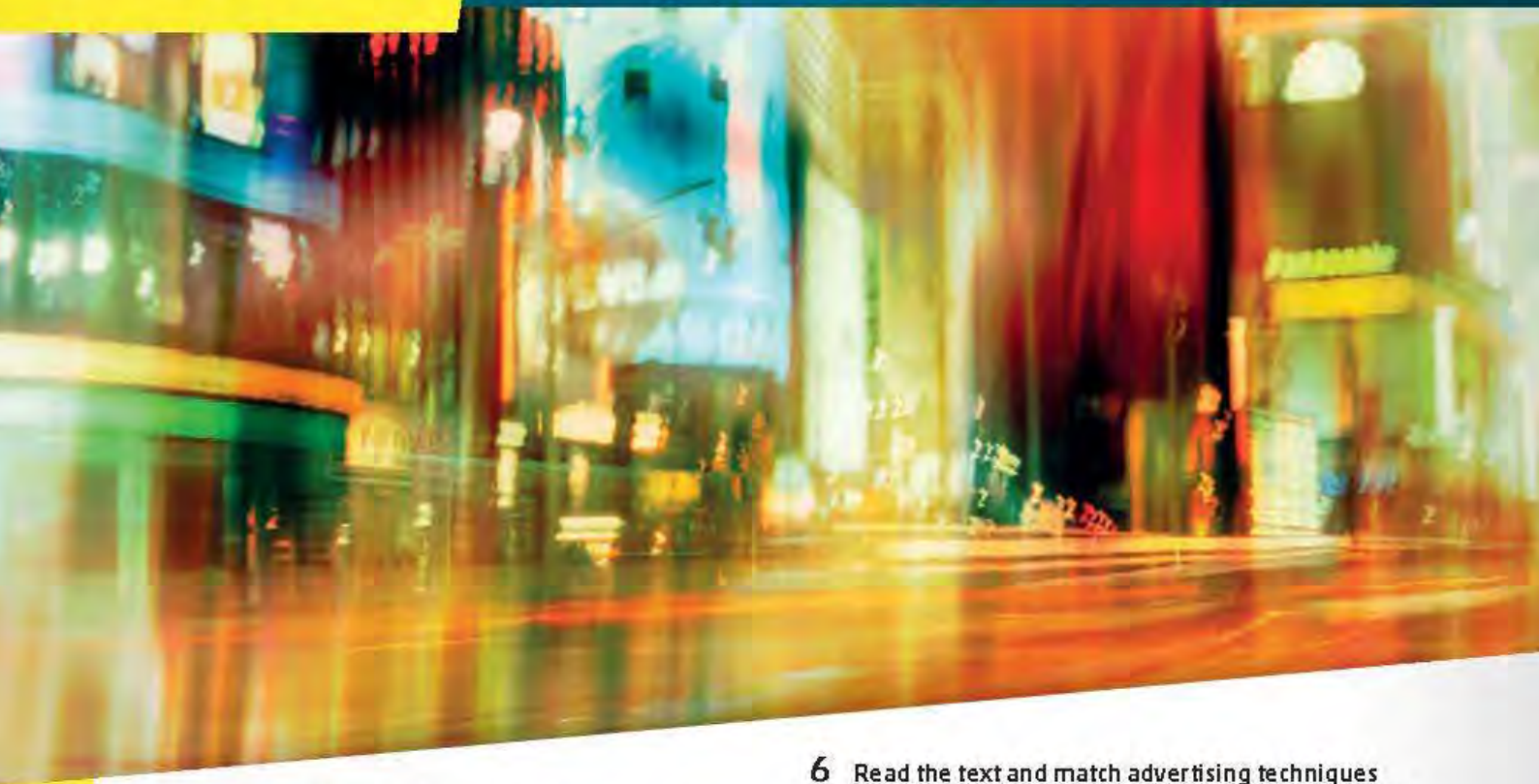
Look at the pictures which show some ideas to help you.



## WRITING

- 11 You recently had a terrible meal in a restaurant. Write a letter to a family member explaining why the meal was so bad and what you did about it.





- 1 Which types of adverts from the box do you most often see/hear? Which do you think are the most attractive?

billboards Internet advertising posters  
TV/radio commercials

- 2 2.12 Listen to the conversation between Anthony and Paulina and answer the questions.

- 1 What did Anthony buy?
- 2 Why did he buy it?
- 3 How does he feel now about what he bought?

- 3 In pairs, ask and answer the questions.

- 1 Have you ever bought something because of an advert?
- 2 Do you sometimes buy products which you don't need? If so, why do you buy them?

- 4 2.13 Listen to three radio commercials and complete the table.

|          | Product advertised | Reason for buying |
|----------|--------------------|-------------------|
| Advert 1 | smartphone         |                   |
| Advert 2 |                    |                   |
| Advert 3 |                    |                   |

- 5 In groups of three, discuss the questions.

- 1 Would you buy any of the products from Exercise 4? Say why.
- 2 Do you believe all of the information about each product? Say why.
- 3 Could any of the products have a negative effect, e.g. on people's health or on our planet?

- 6 Read the text and match advertising techniques 1–6 with example adverts A–D. There are two extra techniques.

A 2

**DO YOU OFTEN FEEL TIRED DURING THE DAY?**

**Try new Nutri-Cola**

**75% of people who drink it said they had more energy. Do the things you need to do, and do them better – with new Nutri-Cola!**

C 4

**NO MORE FLAT, DRY HAIR!**

cleans and freshens your hair and gives it new life. Use **STAR STYLE** today and free your hair!

**STAR STYLE SHAMPOO**

B 6

**NEW**

**ANKLE-LENGTH GAZELLE JEANS ARE IN THE SHOPS NOW!**

**Go to your local store today and get a free belt or bag with your new jeans. Don't miss out!**

D 1

**Everyone is now using**

**GLITZ TOOTHPASTE**

for whiter, brighter, healthier teeth. Why aren't you? Go on – show us your **GLITZ** smile too!



# THE SECRETS OF ADVERTISING

We live in a world of advertisements. They are everywhere: on TV and the radio, on the Internet and billboards. Some of them are funny, others can be irritating. But how do they work? Here are some of the most common advertising techniques.

## 1 Bandwagon advertising

To 'jump on the bandwagon' means to do what other people do. The advertiser shows us what other people are buying and tells us that we should buy it, too. Adverts also sometimes suggest that you're the only person who hasn't bought the product yet.

## 2 Facts and statistics

Advertisers use these to make their product appear better and more effective than other products on the market.

## 3 Using celebrities

A famous face or voice sells the product. Famous people, who probably have never used the product, recommend it to customers. This technique works because wearing the same watch as your favourite actor makes you feel like a star too.

## 4 Emotional appeal

Adverts often play with our feelings and tell us that we need to buy a specific product to be 'cooler' and more beautiful. They can also use our fear of getting old or sick, or having an accident.

## 5 The ideal family

Do you know why families in TV adverts are always so happy? It is a promise to us that if we buy what that family are buying, we can be happy, too!

## 6 Special offer

This technique makes us believe that we get something for nothing or are buying something at a special price.

## 7 Complete the gaps with the words from the box.

advert features ~~only~~ reviews technique wisely

## LIFE SKILLS | How to be a smart consumer

- Buy <sup>1</sup>*only* what you need.
- Do not buy a product on impulse or because of an <sup>2</sup>\_\_\_\_\_.
- Think about what <sup>3</sup>\_\_\_\_\_ the advertisers use to sell their product.
- Read online <sup>4</sup>\_\_\_\_\_ and research the <sup>5</sup>\_\_\_\_\_ of a product before you buy it.
- Spend your money <sup>6</sup>\_\_\_\_\_.

## 8 In pairs, write a radio commercial or a short advert to advertise one of the products or services below. Use one of the advertising techniques from the text in Exercise 6. Share your ideas with the class. Who had the best advert? Say why.

- a luxury car
- new perfume for men
- an exotic family holiday
- online banking services

## 9 DEBATE Is advertising a good or a bad thing? Discuss in groups. Use the arguments below to help you.

### For advertising:

- Adverts inform us about new products on the market and their features.
- Adverts help us compare different products and their prices.
- Adverts show that the company is trying to satisfy its customers.

### Against advertising:

- Adverts often present products as better than they are in reality.
- Adverts can make people feel bad about themselves and their image.
- Adverts can have a negative influence on people, e.g. in the case of cigarettes, fast food, etc.

## 10 Do the task below.

## LIFE SKILLS | Project

**A** Find 1-2 examples of different types of adverts (on TV, on the Internet, in magazines, etc.) and bring them or their descriptions to the next class.

**B** Present your adverts to the class. Talk about:

- what product they advertise
- what each advert promises the customer
- which advertising technique each advert uses (if any)
- what you think about the product and the advert

# 05

## Fit and well

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| <b>VOCABULARY</b> | Home, household chores, fitness, health                                    |
| <b>GRAMMAR</b>    | Modal verbs, past modal verbs <a href="#">Use of English &gt; page 186</a> |
| <b>SPEAKING</b>   | Permission                                                                 |
| <b>WRITING</b>    | A note/short message                                                       |
| <b>VIDEO</b>      | Grammar ▶ Documentary ▶ Communication ▶                                    |



# Marty

## THE MINIMALIST



### WHAT IS MINIMALISM?

It's living without unnecessary things. My flat used to be really messy, but then I read a great Japanese book called *The Life-Changing Magic of Tidying Up*\*. It changed my life. You should read it.

### DO YOU HAVE TO GET RID OF ALL YOUR THINGS TO BE A MINIMALIST?

No, you have to get rid of a lot but you mustn't get rid of everything. You have to keep some things but you should only keep things you really like. You shouldn't hold onto things for sentimental reasons. Don't keep that sweater just because it was a present from your gran. We all have lots of things we never use. You don't need more than three shirts, or four pairs of trousers, or one spoon, one mug, one bowl ...

### SO, SHOULD WE THROW OUT ALL THE THINGS WE DON'T USE?

You don't have to throw them in the bin. You could give them to friends or donate them to a charity shop like I do.

### WHAT'S IT LIKE BEING A MINIMALIST?

It's good. You don't have to spend so much time cleaning or tidying up because you don't have so many things. But you must be organised. You mustn't leave things lying around on surfaces. I live in a tiny flat but it's neat and tidy: there's a place for everything and everything is in its place. When your home is tidy, you feel happier. Another advantage is that if you don't buy stuff you don't need, you can afford to buy good quality, so you have beautiful things that you love instead of rubbish you don't really like.

\* *The Life-Changing Magic of Tidying Up: The Japanese Art of Decluttering and Organizing* by Marie Kondo, 2011



**1 SPEAKING** Read the first paragraph of the text on page 64. Then in pairs, say if you have 'unnecessary things' at home. Give examples.

**2** Look at the table below and find the things that you can see in the photos. Then in pairs, add more words to the categories.

|                           |                                      |
|---------------------------|--------------------------------------|
| Furniture and decorations | wardrobe, curtains, carpet, rug, ... |
| Fixed things              | window sill, radiator, stairs, ...   |
| Places for things         | drawer, hanger, surface, ...         |

**3** Read the text. Then in pairs, ask and answer the questions.

- What are the advantages of being a minimalist?
- Are you a messy person or are you organised?
- How often do you tidy up your room?
- Do you throw things out regularly or do you hold onto things?
- How do you get rid of stuff you don't want any more?

## Modal verbs

**4** Find verbs 1–7 in the text and match them with their meanings a–f. Use one meaning twice.

- |                                          |                             |
|------------------------------------------|-----------------------------|
| 1 <input type="checkbox"/> should        | a it's necessary            |
| 2 <input type="checkbox"/> have to       | b it isn't necessary        |
| 3 <input type="checkbox"/> shouldn't     | c it's a good idea          |
| 4 <input type="checkbox"/> don't have to | d it isn't a good idea      |
| 5 <input type="checkbox"/> could         | e it isn't allowed          |
| 6 <input type="checkbox"/> must          | f it's a suggestion/an idea |
| 7 <input type="checkbox"/> mustn't       |                             |

**5** Study the Grammar box and *Watch out!* and check your answers to Exercise 4.

### Modal verbs

**must/have to** = it's necessary

You **must** do exercises every day.

You **have to** throw the rubbish out on Thursdays.

**don't have to** = it isn't necessary

You **don't have to** go to Japan to be a minimalist.

**should** = it's a good idea

You **should** watch that film; it's good.

**shouldn't** = it isn't a good idea

You **shouldn't** wear pink; it doesn't suit you.

**mustn't** = don't do it, it isn't allowed

You **mustn't** smoke here.

**could** = it's a suggestion/an idea

You **could** lend me that book if you like.

Grammar Reference and Practice > page 177

## WATCH OUT!

*Must* and *Have to* both mean that something is necessary but they're not exactly the same. We typically use *must* for personal opinions and *have to* for facts, rules or external obligations.

**6** Choose the correct verbs to complete the tips.

### TOP TIPS FOR MINIMALISTS

- To be a minimalist, you *could* / *have to* be organised and disciplined.
- You *could* / *shouldn't* start by making a list of all the things you own.
- You *mustn't* / *should* keep anything that you don't use regularly.
- You *should* / *shouldn't* get multipurpose things, e.g. a sofa bed.
- You *don't have to* / *must* throw things out if you don't use them.
- You *don't have to* / *mustn't* eat every meal alone but you *must* / *shouldn't* invite too many people to your home.

**7** **2.14** Marty's family come to visit. Complete the sentences with verbs from the Grammar box. Then listen and check. What happened to Marty?

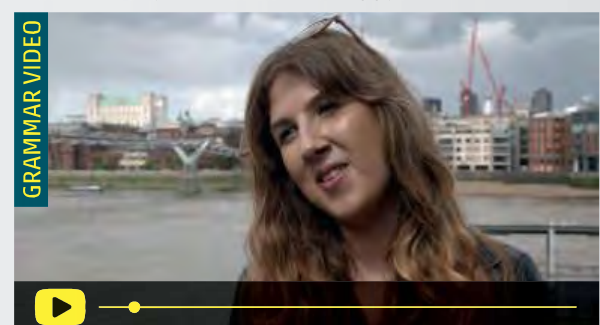
- Dad** It's a very neat flat. Karen, you should keep your room tidy like this.
- Mum** I        have a cup of tea, son. I'm really thirsty.
- Mum** You        wear the same clothes all the time. You        put on that sweater your gran gave you. It's nice and warm.
- Mum** You        give away presents. It's not right.
- Marty** You        share a mug. I've only got one cup.
- Dad** One mug! You        get some more mugs.
- Marty** If you're a minimalist, you        keep things that you don't use.

**8** **SPEAKING** Do you agree or disagree with these statements? Discuss in pairs.

- You have to tidy up your bedroom every day.
  - You mustn't throw all your rubbish in the same bin.
  - You should always do the dishes as soon as you finish eating.
  - You shouldn't own more than three shirts and four pairs of trousers.
  - You don't have to buy something every time you go to the shops.
  - You must be organised in life to be happy.
- I don't have to tidy up my room every day but I have to do it every weekend.*

**17** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What should you do to lead a happy life?



## 5B VOCABULARY | Household chores



**1 SPEAKING** In pairs, look at the cartoon. What do you think of Mum's idea? Could it work in your home?

**2** Complete the collocations for household chores with the words from the box. Use the to-do list in Exercise 1 to help you.

your bed the dog the carpets the furniture  
your room the rubbish your shoes  
the washing machine

**1** tidy up your room

**2** dust \_\_\_\_\_

**3** walk \_\_\_\_\_

**4** vacuum \_\_\_\_\_

**5** take out \_\_\_\_\_

**6** make \_\_\_\_\_

**7** empty \_\_\_\_\_

**8** polish \_\_\_\_\_

**3** Make more household chores using a verb from box A and a noun from box B. You can use some of the verbs and nouns more than once.

**A** air clean do iron mop/sweep set/clear  
wash up/dry wipe

**B** the cooker the cooking the dishes the floor  
the house a shirt the surfaces the table

*air the house, ...*

**4** In pairs, answer the questions. Use the phrases from Exercise 3 and **Watch out!**

**1** Which chores do you do or help with at home?

**2** Which chore is the worst in your opinion?

*I always/sometimes/never ...*

*I think cleaning the cooker is the worst chore.*

### WATCH OUT!

**do** the chores/the housework/the dishes/the windows/  
the cooking/the cleaning/the washing-up/the ironing/  
the dusting, etc.

but **make** your bed/breakfast/a meal/a cup of tea/  
a sandwich

**5** In pairs, say what we use these home appliances to do. Which appliance is the most useful?

dishwasher freezer fridge iron kettle  
microwave oven vacuum cleaner washing machine

*You use a microwave to cook or heat up food.*

**6** In groups, think of chores we don't have to do anymore because of technology. Use the vocabulary from Exercises 3 and 5.

*Thanks to the vacuum cleaner we don't have to sweep the floor with a brush, and thanks to the washing machine, we ...*

**7 REFLECT | Society** In groups, discuss the questions.

**1** Do you think teenagers should help at home?

**2** Should teenagers earn their pocket money by working at home? Say why.





- 1 SPEAKING** Describe the photo. Then in pairs, ask and answer the questions. Use the phrases on page 55 to give your opinions.
- Is it easy or hard for young people to move out of their family home and start living on their own?
  - What are the good/bad sides of sharing a flat with people your own age?
- 2** Read the article. Does it mention any of your ideas from Exercise 1?

## A GUIDE FOR NEW STUDENTS FREEDOM! OR IS IT?

**FRESHERS  
FIRST**

Dan Price

New studies, new friends and maybe a new home in a new town. The first month at university is a taste of freedom.

When you were at school, you had to be there from 8.30 to 3.30 every day. At home, you had to eat meals at regular times. You couldn't listen to loud music and you couldn't stay out late. But when you're a student, you don't have to follow the same rules.

I remember my first weeks at university. Suddenly I didn't have to go to class every day. I could wear what I wanted. I didn't have to tidy my room – it was my decision. I could spend all night partying with friends – my choice. I could listen to loud dubstep at two in the morning. Breakfast at 4 a.m.? Why not? I could eat when I wanted.

But student life wasn't perfect. Firstly, food didn't magically appear like it did at home. You had to buy it and then cook it! Secondly, there were four other guys in my flat in halls\* and they were also enjoying 'freedom'. One never washed up. Another stole other people's food from the fridge. And nobody cleaned the bathroom. I had to do it myself because the others were too lazy. I began to complain: 'These dishes won't wash themselves!' 'Turn that music down – it's 4 a.m.!'

It was then I realised two things: one, I was turning into my parents, and two, freedom has a downside.

\* halls of residence – a building where students live. In the UK, students usually have their own bedroom but share a kitchen/bathroom with 4–6 other students.

### Past modal verbs

- 3** Find sentences in the article that have the same meaning as the sentences below.
- I was allowed to eat when I wanted.  
*I could eat when I wanted.*
  - You weren't allowed to stay out late.
  - It was necessary to eat meals at regular times.
  - It wasn't necessary to tidy my room.
- 4** Study the Grammar box and find more examples of past modals in the article.

#### Past modal verbs

*could* = it was possible or allowed in the past  
I **could** do what I wanted as a child.

*couldn't* = it wasn't possible or allowed  
We **couldn't** open the door yesterday.

*had to* = it was necessary  
Dad **had to** wear a uniform to school.

*didn't have to* = it wasn't necessary  
I **didn't have to** get up early this morning.

Grammar Reference and Practice > page 177

- 5** **2.15** Read about teenage life in Britain in 1958. Complete the sentences with the correct past modal verbs. Then listen and check.
- Most teenagers had to leave school at sixteen so they \_\_\_\_\_ earn money.
  - Most young people \_\_\_\_\_ go to university.
  - Teenagers \_\_\_\_\_ give most of the money they earned to their parents.
  - Most boys \_\_\_\_\_ spend eighteen months in the army. Girls \_\_\_\_\_ join the army if they wanted to but they \_\_\_\_\_.
  - Most people \_\_\_\_\_ wash their clothes in a washing machine.
- 6** Use the phrases below and the verbs from the Grammar box in Exercise 4 to make sentences about the time when you were ten. Then in pairs, compare your sentences.
- do a lot of homework   go to bed early  
play in the street   tell your parents where you were going  
watch anything you wanted on TV   wear make-up  
wear school uniform   wear what you wanted
- When I was ten years old, I didn't have to do a lot of homework.*
- 7** **SPEAKING** In groups, say what other things you had to/ didn't have to or could/couldn't do when you were ten.
- I had to feed the hamster.*
  - I didn't have to do that but I had to take the dog for a walk.*
  - I couldn't do that because we didn't have a dog.*

## 5D SPEAKING

- 1** In pairs, check you understand the phrases in the box. Then use them to complete the sentences below.

be noisy bring your own hairdryer/towel/toothpaste  
bring a gift clean the room have fun  
help yourself to food and drink leave a mess on surfaces  
give them time to relax make a special meal  
make plans put out a towel sleep a lot take them out

- 1** When guests come to stay in your house, you should/ shouldn't ...  
**2** When you go to stay in a friend's house, you should/ shouldn't ...
- 2** **18** **2.16** Look at the photo. Who are the people? How does the boy at the door feel? Watch or listen to Part 1 of the conversation and check.

- 3** **18** **2.16** Study the Speaking box and *Watch out!* Then watch or listen to Part 1 of the conversation again and choose the phrases you hear in the sentences below.

- 1 Konrad** *Is it alright / Do you mind* if I come in?  
**Erin** Yes, of course / go ahead.  
**2 Erin** Can I take your coat?  
**Konrad** No, I'm afraid not / please don't. It's a bit cold.  
**3 Konrad** *Do you mind if I / Can I* keep my shoes on?  
**Erin** No, I don't mind / you can't. Of course not.

### SPEAKING | Permission

| Question                               | 'Yes'                              | 'No'                                       |
|----------------------------------------|------------------------------------|--------------------------------------------|
| Can I have this banana?                | Yes, of course.<br>Sure, go ahead. | Sorry, you can't.<br>That's my breakfast.  |
| Is it alright if I change the channel? |                                    | I'm afraid not. This is my favourite show. |
| Do you mind if I open the door?        | No, of course not.                 | Please don't. It's a bit cold.             |
| Do you mind if I smoke?                | No, I don't mind.                  | Yes, I do. I hate the smell.               |

### WATCH OUT!

**Do you mind if ...? = Is it a problem for you if ...?**

If someone asks you *Do you mind if ...?* and it isn't a problem, you should answer *No* (= *No, it isn't a problem.*)

**Do you mind if I say something?**

*No, I don't. / No, that's no problem.*

If something is a problem, you should answer *Yes* (= *Yes, it's a problem.*)

**Do you mind if I borrow your hairdryer?**

*Yes, I do, sorry. I'm using it at the moment.*



- 4** **19** **2.17** Complete the exchanges with two or three words in each gap. Watch or listen to Part 2 of the conversation and check. How does Konrad feel by the end of the conversation?

**Erin** This is your room.

**Konrad** It's very nice but is it <sup>1</sup>alright if I close the window?

**Erin** Sure, <sup>2</sup>\_\_\_\_\_.

**Konrad** Sorry to ask but <sup>3</sup>\_\_\_\_\_ have a shower?

**Erin** I'm sorry, <sup>4</sup>\_\_\_\_\_. There isn't a shower.

**Konrad** Do <sup>5</sup>\_\_\_\_\_ if I have a bath then?

**Erin** No, <sup>6</sup>\_\_\_\_\_ not.

**Konrad** Do <sup>7</sup>\_\_\_\_\_ I use your Wi-Fi connection?

**Erin** Yes, <sup>8</sup>\_\_\_\_\_. I'm just joking. That's no problem.

- 5** In pairs, ask for permission and respond appropriately. Student A, go to page 189. Student B, go to page 191.

**A** *Can I take this chair?*

**B** *No, I'm sorry you can't. I'm sitting on it.*

- 6** Work in pairs. Imagine you're staying at your partner's house. Use the prompts below to ask for, give or refuse permission. Take turns to be the host and the guest.

- You really need a shower but you don't have a towel in your suitcase.
- You're hungry. There are some bananas on the table.
- Your favourite programme is on TV. You want to watch it.
- You feel really tired.
- You're cold but you forgot to bring a sweater.
- You want to call home but the battery on your phone is dead.



## HEATHER HUNT'S FITNESS BLOG

### GET FIT WITH HEATHER!



|                                                        | VLOG | PODCAST |
|--------------------------------------------------------|------|---------|
| How to <b>get fit</b>                                  | •    | •       |
| The importance of <b>warming up</b>                    | •    | •       |
| Gyms & <b>personal trainers</b>                        | •    | •       |
| <b>Jogging</b> to a healthy <b>heart</b>               | •    | •       |
| <b>Working out 1: press-ups and weight training</b>    | •    | •       |
| Working out 2: <b>sit-ups, pull-ups and stretching</b> |      | •       |
| How to set up a home gym                               |      | •       |
| <b>Burning off calories</b> with <b>aerobics</b>       |      | •       |

### 1 SPEAKING In pairs, ask and answer the questions.

- How much exercise do you get in a week?
- Generally, do you feel fit or unfit?
- What would you like to do to get fitter?

### 2 Read the introduction to Heather's blog. Check you understand the highlighted words related to working out. Then in pairs, ask and answer the questions.

- Do you always warm up before you exercise or play sports? What do you do?
- What are the advantages of joining a gym or having a personal trainer?
- Look at the ways for getting fit in the blog menu. Which of them do you do?

### 3 2.18 Listen to Part 1 of Heather's podcast and choose the correct answers.

- What is today's podcast about?  
a jogging      b gyms and personal trainers  
c doing exercises at home
- What does Heather say about setting up a gym at home?  
a It's expensive.      b It's easy.      c It's difficult.

### 4 2.19 Listen to Part 2 of the podcast and match photos A-D with pieces of equipment 1-4.

- ☐ yoga mat      3 ☐ dumbbells
- ☐ pull-up bar      4 ☐ resistance band



### 5 2.19 Listen to Part 2 of the podcast again and complete the notes with 1-3 words in each gap.

- In a flat there usually isn't enough space for big exercise machines.
- It helps if you can \_\_\_\_\_ easily.
- The most important piece of equipment you need is a \_\_\_\_\_.
- You can use tins of soup, \_\_\_\_\_ or bags of sand for weights.
- It's easier to concentrate on your exercises if you can see yourself \_\_\_\_\_.

### 6 2.20 Study Active Listening. Then listen to extracts from the podcast and decide if words 1-3 are nouns, adjectives or verbs.

- 1 treadmill      2 spare      3 breathe

### ACTIVE LISTENING | The meaning of new words

When you hear a new word in a recording:

- decide what kind of word it is (noun, verb, adjective, etc.)
- use the context (information that comes before or after the word) to give you clues about the meaning
- ask yourself if the word is similar to another word you know or to a word in your language

### 7 2.20 Listen again and match words 1-3 from Exercise 6 with their meanings a-c.

- ☐ to send air into and out of your lungs
- ☐ a piece of exercise equipment
- ☐ not used, free or available

### 8 2.21 Listen and work out the meaning of words 1-5. Use Active Listening to help you.

- casters  
*small wheels fixed to the bottom of a piece of furniture so that it can move*
- essential      4 roll up
- quid      5 abdominal

### 9 SPEAKING In pairs, ask and answer the questions.

- Do you think a home gym is a good idea? Say why.
- What are the best ways to keep fit in your opinion?

## 5F READING AND VOCABULARY

**1 SPEAKING** In pairs, match photos A–D with places 1–4 below. Check your answers on page 190. Then say in which of the places you would most/least like to live and why.

- 1 ☐ a small town in Sardinia, Italy
- 2 ☐ the suburbs in Southern California
- 3 ☐ a village in Costa Rica
- 4 ☐ the city of Okinawa, Japan

**2** In pairs, say what you think the places in the photos have in common. Then quickly read the first paragraph of the article and check your ideas.

**3** Read the rest of the article and choose the correct answers.

- 1 People in blue zones
  - a have very little in common.
  - b move there when they're old.
  - c often live longer than normal.
  - d don't share their secret with others.
- 2 Dan Buettner
  - a was the first person to travel to all these places.
  - b wanted to live to be 100.
  - c thought of the phrase 'blue zones'.
  - d gave the people in 'blue zones' some advice about food.
- 3 Meals in blue zones
  - a are a chance for people to be alone.
  - b are a time to relax.
  - c last a short time.
  - d are special silent occasions.
- 4 It's true to say that people in blue zones
  - a work very hard.
  - b have active lifestyles.
  - c don't have cars.
  - d go to bed early.
- 5 The people Dan spent time with
  - a are never unhappy.
  - b are all religious.
  - c spend a lot of time with others.
  - d love older people more than others.

**4**  **2.23 PRONUNCIATION** Find one word in each group that we pronounce with a different stress from the others. Listen and check.

- 1 dairy enjoy healthy lifestyle
- 2 believe belong consume diet
- 3 developed different important together
- 4 exercise respected vegetable villages
- 5 community generation importantly inhabitant

**5** Use the highlighted collocations related to health and lifestyle from the article to complete the statements below. Then in pairs, say if the statements are true or false for you.

- 1 I don't eat many dairy products but I love yoghurt!
- 2 Our school shop doesn't sell \_\_\_\_\_ – you can only buy water.
- 3 The only time I \_\_\_\_\_ is when I walk the dog.
- 4 When my gran cooks for us, we feel really \_\_\_\_\_ afterwards!
- 5 I go to a gym to work out so I can \_\_\_\_\_.
- 6 I want to \_\_\_\_\_ so I can lose weight.
- 7 I don't have a healthy diet – I eat too much \_\_\_\_\_ like burgers and fries.
- 8 I love popcorn – it's got lots of vitamins and it's \_\_\_\_\_ and calories!
- 9 I don't usually \_\_\_\_\_ before exams.

**6 SPEAKING** In groups, read these 'blue zone' tips for healthy living. Which things do you do already? Which are the most difficult to follow? Which would you like to do?

- Drink water instead of soft drinks.
- Sleep for eight hours.
- Eat a lot of nuts.
- Switch off your TV/phone during meals.
- Walk instead of taking a bus or going by car.
- Don't eat too much (or any) meat.
- Watch something funny on the Internet as part of your day.
- Stop eating snacks.
- Eat just two meals a day.
- Go without food on one day a week.
- Eat five pieces of fruit every day.
- Spend more time with your neighbours.

**7 REFLECT | Society** In groups, answer the questions.

- 1 Do elderly people have an important role in your society? Do people respect them?
- 2 Is it a good thing for grandchildren to spend a lot of time with grandparents? Say why.
- 3 Would you be happy to spend more time with your grandparents?

 **20 WATCH AND REFLECT** Go to page 166. Watch the documentary *An average diet* and do the exercises.







2.22

EMMA CARTER

# 'BLUE ZONES' AND WHAT WE CAN ALL LEARN FROM THEM

The suburbs of a town in San Bernardino County, California; villages in Greece and Costa Rica; a city in Okinawa, Japan; a small town in Sardinia. At first sight, these places are very different. Some of them are in the most developed countries in the world, while in others the way of life hardly ever seems to change. But Dan Buettner, an American writer and explorer, noticed that these very different places have one thing in common: people there have a good chance of living to be a hundred years old or more. He called these places 'blue zones' and decided to spend time with the people who lived there to try to find out the secret to their long lives.

The first thing Dan noticed about the inhabitants of blue zones was their healthy diet. They eat a lot of fruit and vegetables. They don't eat much meat but get their protein from beans, lentils or nuts. They don't eat many dairy products, either. Their diets are low in sugar and salt. And they don't consume a lot of fast food or soft drinks.

Secondly, Dan noticed something very interesting, not about what the people ate, but how they ate. In 'blue zones' people often have two meals a day, not three, and they don't usually have snacks between meals. They stop eating when they no longer feel hungry – not when they feel 'full up'. They don't go on diets but often go without food for a day or during a special time of year. Most importantly, in blue zones people see food as a gift and meals as a special time. They switch off TVs or smartphones and give thanks before they eat. Then they sit, eat, talk, take their time and enjoy their food.

Another thing that Dan noticed was that people living in blue zones across the world all seem to share certain habits in their lifestyles. They get exercise naturally by working outdoors. They stay fit by walking (not driving). And they sleep well (seven or eight hours a night, usually).

Finally, Dan found that the inhabitants of blue zones in all those different places around the world have a similar way of looking at life. They are generally optimistic. Many of them believe that a 'higher power' is looking after them. And nearly all of them feel they belong to a larger group. Community is very important to them. Neighbours, friends and family come together often, and people from different generations (for example grandparents and grandchildren) have a lot of contact with each other. Older people are important and respected members of the community.

Dan returned to America, where he writes and gives talks on the lessons he learned from talking to people in blue zones. He believes it's never too late to change how we live for the better – because, as the Chinese say, 'live well, live long ...'





## 5G WRITING AND VOCABULARY | A note/short message

**1** In pairs, describe the photo. Who are the people? Where are they? Why are they there? How do they feel?

**2** Read the notes and messages 1–7 and look at the names in the box. Then in pairs, say who wrote each message and who they wrote it to.

himself Sam Sam's mum Sam's dad  
Sam's neighbour Lucy

**1** *Sam's mum wrote a message to Sam.*

**1** Tried to call you but no answer. Bad news. Dad's in hospital. Poss heart attack. 😞 You mustn't worry but maybe you should come asap? ❤️

**2**

Things to do

- Check out London – Hereford buses
- Get L to feed Cleo & water plants
- Present for dad – chocs? grapes? book?

**3**

bus Lon-Her –  
dep 11.30 –  
arr 15.40

**4**

My dad's ill, have to go home. Think u can look after Cleo and water the plants? Instructions on fridge. Thx. Sam

**5**

Lucy,  
• cat food under sink  
• tin opener in top drawer  
• don't give C too much food  
• don't forget the plants  
Thanks!

**6**

Get well soon, darling.  
Love you  
Pam xxx

**7**

On bus now. Gets in at 15.40. Want to pick me up or shall I get a taxi?



### 3 Read the notes again and answer the questions.

- 1 Why is Sam's dad in hospital?
- 2 What three ideas does Sam have for a present for his dad?
- 3 What time does the bus to Hereford leave London? What time does it arrive?
- 4 Who is Cleo?
- 5 What does he ask Lucy to do?
- 6 How does Sam want to get to the hospital from Hereford bus station?

### 4 Study the Writing box and write the full forms of sentences 1–9 from the messages.

- 1 I tried to call you but \_\_\_\_\_ no answer.
- 2 \_\_\_\_\_ bad news.
- 3 \_\_\_\_\_ think \_\_\_\_\_ u can look after Cleo?
- 4 Check out \_\_\_\_\_ London – Hereford buses.
- 5 Get L \_\_\_\_\_ to feed Cleo and water \_\_\_\_\_ plants.
- 6 \_\_\_\_\_ have to go home.
- 7 \_\_\_\_\_ instructions \_\_\_\_\_ on \_\_\_\_\_ fridge.
- 8 \_\_\_\_\_ tin opener \_\_\_\_\_ in \_\_\_\_\_ top drawer.
- 9 \_\_\_\_\_ on \_\_\_\_\_ bus now. \_\_\_\_\_ gets in at 15.40.

## WRITING | A note/short message

- In notes and short messages, you can leave out:
  - greetings and polite expressions like *Dear ...*, *How are you?*, *Best wishes*, ... etc.
  - pronouns like *I*, *you*, *he*, *she*, *there*, etc. and auxiliary verbs like *be*, *do*, *have*, etc. at the start of sentences:
    - ~~I~~ love you.
    - ~~Do you~~ want to pick me up?
  - the verb *to be* and the definite article *(the)*:
    - ~~The~~ cat food is under ~~the~~ sink.
- You can use contractions, initials and emoticons instead of full names and words:
  - Get L to feed Cleo. (L = Lucy)
  - Dep 11.30 (Dep = Departure)
  - 😊 (I'm happy)
- To give instructions in notes and messages, you can use imperatives and bullet points:
  - check out bus and train times
  - don't forget the plants

### 5 Match the contractions and symbols 1–11 with their meanings a–k.

- |                                  |                       |
|----------------------------------|-----------------------|
| 1 <input type="checkbox"/> Poss  | a and                 |
| 2 <input type="checkbox"/> 😞     | b arrival             |
| 3 <input type="checkbox"/> asap  | c as soon as possible |
| 4 <input type="checkbox"/> ❤️    | d chocolates          |
| 5 <input type="checkbox"/> &     | e departure           |
| 6 <input type="checkbox"/> chocs | f I'm sad             |
| 7 <input type="checkbox"/> Dep   | g kisses              |
| 8 <input type="checkbox"/> Arr   | h love                |
| 9 <input type="checkbox"/> u     | i possible            |
| 10 <input type="checkbox"/> Thx  | j thanks              |
| 11 <input type="checkbox"/> xxx  | k you                 |

### 6 🗣️ 2.24 In pairs, complete the sentences with the words from the box. Use a dictionary to help you. Then listen and check. What's the matter with Sam's dad?

ambulance appointment indigestion ~~pains~~ pills  
prescription results symptoms temperature tests

- 1 This morning I got some pains in my chest.
- 2 It was an emergency, so we called for an \_\_\_\_\_.
- 3 They did lots of \_\_\_\_\_.
- 4 They took my \_\_\_\_\_, it was a bit high – 38°.
- 5 Now we have to wait for the test \_\_\_\_\_.
- 6 The \_\_\_\_\_ of \_\_\_\_\_ can be similar to those of a heart attack.
- 7 I'm writing you a \_\_\_\_\_ for some medicine.
- 8 You should take two \_\_\_\_\_ three times a day.
- 9 Should he make an \_\_\_\_\_ with our GP?

### 7 🗣️ 2.25 Listen to the doctor again. In pairs, note down what she says using bullet points. Then go to page 190 and check.

### 8 REFLECT | Society In groups, make a list of things you should/shouldn't/have to/mustn't do when you visit someone in hospital.

*You should take a present, for example ...*

### 9 In pairs, read the letter and transform it into a note. Don't forget to use emoticons and bullet points. Then go to page 190 and compare.

Dear Jeremy,  
I hope you feel better. Thanks for looking after the dogs.  
The dog food is in the cupboard next to the door. The bowl for water is under the table. Don't forget to take them for a walk in the morning and in the afternoon.  
I'm back on Sunday at ten o'clock.  
Kisses, Maggie

### 10 WRITING TASK Choose a situation below and write a short note. Use the Writing box to help you. Then in groups, compare your notes.

- 1 You have an English exam next Wednesday at ten. Write a note to remind yourself to go to a friend's house at the weekend to study for it.
- 2 You phone a cinema to get information about a film. The film you want to see is *X-Kids*. It's on at 8.30 on Friday at the Odeon Multiplex. The best bus to get there is the number 44. It leaves from the stop near the post office every ten minutes. Write a post-it note to a friend with the key information and ask if he/she wants to go with you to see the film.
- 3 You get an invitation to a party at a friend's but you don't feel well. You have a high temperature and bad pains in your stomach. You think you should stay at home. Write a text message to your friend thanking him/her for the invitation and explaining why you can't come. Suggest another time and place you could meet next week when you feel better.

## REMEMBER MORE

- 1 Put the phrases from the box in the correct column of the table. Then check with the word list.

your bed a cup of tea  
the ironing the dishes  
the housework a meal

| make | do |
|------|----|
|      |    |

- 2 Which verb from the word list completes these phrases?

|  |                                      |
|--|--------------------------------------|
|  | make-up<br>school uniform<br>glasses |
|  | fit<br>dressed<br>rid of something   |
|  | to bed<br>by car<br>on a diet        |

- 3 Match the two parts of the compound nouns. Then check with the word list.

- 1 ☐ washing a opener  
2 ☐ vacuum b machine  
3 ☐ tin c cleaner  
4 ☐ microwave d oven

- 4 Complete the sentences with a verb in each gap. Then check with the word list.

- 1 What a mess! \_\_\_\_\_ up before you go out.  
2 You should \_\_\_\_\_ up before you start exercising.  
3 The dishwasher is broken. Can you help me \_\_\_\_\_ up?  
4 Let's \_\_\_\_\_ up our own online business.

## ACTIVE VOCABULARY | Personal context

If you want to memorise new words or phrases more effectively, try to use them in a context that is close to your life. For example, if you want to memorise the word *vacuum*, you could say *I have to vacuum the carpet in my room every Saturday*. Look at the word list and find more words to write sentences about your everyday activities.

## 5A GRAMMAR AND VOCABULARY

### 5.29

advantage (n) /əd'vɑ:ntɪdʒ/

afford (v) /ə'fɔ:d/

alone (adj) /ə'ləʊn/

bedroom (n) /'bedrʊm/

bin (n) /bɪn/

bowl (n) /bəʊl/

carpet (n) /'kɑ:pɪt/

cup of tea /,kʌp əv 'ti:/

curtain (n) /'kɜ:tɪn/

decorations (n) /,dekə'reɪʃənz/

disciplined (adj) /'dɪsɪplɪnd/

do the dishes /,du ðə 'dɪʃɪz/

donate (v) /dəʊ'neɪt/

drawer (n) /dɹɔ:/

finish (v) /'fɪnɪʃ/

fixed (adj) /fɪkst/

flat (n) /flæt/

furniture (n) /'fɜ:nɪtʃə/

get rid of /,get 'rɪd əv/

hanger (n) /'hæŋgə/

hold onto sth /,həʊld 'ɒntə ,sʌmθɪŋ/

lend (v) /lend/

lie around /,laɪ ə'raʊnd/

meal (n) /mi:l/

mess (n) /mes/

messy (adj) /'mesi/

minimalism (n) /'mɪnɪməlɪzəm/

minimalist (n) /'mɪnɪməlɪst/

mug (n) /mʌg/

multipurpose (adj) /,mʌltɪ'pɜ:pəs/

neat (adj) /ni:t/

organised (adj) /'ɔ:gənaɪzd/

radiator (n) /'reɪdɪeɪtə/

rubbish (n) /'rʌbɪʃ/

rug (n) /rʌg/

sentimental (adj) /,sentɪ'mentl/

sofa (n) /'səʊfə/

stairs (n) /steəz/

suit (v) /su:t/

surface (n) /'sɜ:fɪs/

thirsty (adj) /'θɜ:sti/

throw out /,θrəʊ 'aʊt/

tidy (adj) /'taɪdi/

tidy up /,taɪdi 'ʌp/

tiny (adj) /'taɪni/

unnecessary (adj) /ʌn'nesəsəri/

wardrobe (n) /'wɔ:drəʊb/

window sill (n) /'wɪndəʊ,sɪl/

## 5B VOCABULARY 5.30

air the house /,eə ðə 'haʊs/

appliance (n) /ə'plaɪəns/

clean/mop/sweep the floor /,kli:n/,mɒp/,swi:p ðə 'flɔ:/

cook (v) /kʊk/

cooker (n) /'kʊkə/

do the cleaning/cooking/dusting/ironing/  
washing up /,du ðə 'kli:nɪŋ/'kʊkɪŋ/ 'dʌstɪŋ/  
'aɪəniŋ/,wɒʃɪŋ 'ʌp/

do the housework/the chores /,du ðə 'haʊswɜ:k/  
ðə 'tʃɔ:z/

do the windows /,du ðə 'wɪndəʊz/

dry the dishes /,draɪ ðə 'dɪʃɪz/

dust (n, v) /dʌst/

empty/put on the dishwasher /,empti/put ,ɒn  
ðə 'dɪʃ,wɒʃə/

freeze (v) /fri:z/

freezer (n) /'fri:zə/

fridge (n) /frɪdʒ/

get dressed /,get 'drest/

heat up food /,hi:t ʌp 'fu:d/

household chores (n) /'haʊshəʊld tʃɔ:z/

iron (n, v) /'aɪən/

kettle (n) /'ketl/

make a meal/a sandwich/a cup of tea /,meɪk ə  
'mi:l/ə 'sænwɪdʒ/ə ,kʌp əv 'ti:/

make your bed /,meɪk jə 'bed/

make your breakfast /,meɪk jə 'brekfəst/

microwave oven (n) /,maɪkrəweɪv 'ʌvən/

oven (n) /'ʌvən/

password (n) /'pɑ:swɜ:d/

pocket money (n) /'pɒkɪt ,mʌni/

polish (n, v) /'pɒlɪʃ/

set/clear the table /,set/,kliə ðə 'teɪbəl/

take the rubbish out /,teɪk ðə 'rʌbɪʃ aʊt/

tidy up /,taɪdi 'ʌp/

vacuum (v) /'vækjuəm/

vacuum cleaner (n) /'vækjuəm ,kli:nə/

walk the dog /,wɔ:k ðə 'dɒg/

washing machine (n) /'wɒʃɪŋ məʃi:n/

wash up (the dishes) /,wɒʃ 'ʌp (ðə 'dɪʃɪz)/

wi-fi (n) /'waɪ faɪ/

wipe the cooker/surfaces /,waɪp ðə 'kʊkə/  
'sɜ:fɪsəz/



## 5C GRAMMAR 5.31

**do a lot of homework** /,du ə lɒt əv 'həʊmwɜ:k/

**downside** (n) /'daʊnsaɪd/

**dubstep** (n) /'dʌbstɛp/

**freedom** (n) /'fri:dəm/

**fresher** (n) /'frefə/

**go to bed early** /,gəʊ tə bed 'ɜ:li/

**guide** (n) /gaɪd/

**halls of residence** /,hɔ:lz əv 'rezɪdəns/

**lazy** (adj) /'leɪzi/

**loud** (adj) /laʊd/

**magically** (adv) /'mædʒɪkli/

**party** (v) /'pɑ:ti/

**wear make-up** /,weə 'meɪkʌp/

**wear school uniform** /,weə 'sku:l 'ju:nəfɔ:m/

## 5D SPEAKING 5.32

**change the channel** /tʃeɪndʒ ðə 'tʃænl/

**clean the room** /,kli:n ðə 'ru:m/

**hairdryer** (n) /'heədraɪə/

**have fun** /,hæv 'fʌn/

**help yourself to sth** /'help jə'self tə ,sʌmθɪŋ/

**leave a mess** /,li:v ə 'mes/

**make plans** /,meɪk 'plænz/

**noisy** (adj) /'nɔɪzi/

**put out** /,pʊt 'aʊt/

**relax** (v) /rɪ'læks/

**shower** (n) /'ʃaʊə/

**sleep a lot** /sli:p ə 'lɒt/

**take sb out** /,teɪk ,sʌmbədi 'aʊt/

**tired** (adj) /taɪəd/

**toothpaste** (n) /'tu:θpeɪst/

**towel** (n) /'taʊəl/

## 5E LISTENING AND VOCABULARY

### 5.33

**abdominal** (adj) /æb'dɒmɪnəl/

**aerobics** (n) /eə'reʊbɪks/

**available** (adj) /ə'veɪləbəl/

**breathe** (v) /bri:ð/

**burn off calories** /,bɜ:n ɒf 'kælərɪz/

**caster** (n) /'kɑ:stə/

**dumbbell** (n) /'dʌmbəl/

**equipment** (n) /ɪ'kwɪpmənt/

**essential** (adj) /ɪ'senʃəl/

**get fit** /,get 'fɪt/

**gym** (n) /dʒɪm/

**heart** (n) /hɑ:t/

**jogging** (n) /'dʒɒɡɪŋ/

**lung** (n) /lʌŋ/

**personal trainer** (n) /,pɜ:sənəl 'treɪnə/

**podcast** (n) /'pɒdkɑ:st/

**press-up** (n) /'pres ʌp/

**pull-up** (n) /'pʊl ʌp/

**pull-up bar** (n) /'pʊl ʌp bɑ:/

**quid** (n) /kwɪd/

**resistance band** (n) /rɪ'zɪstəns bænd/

**roll up** /,rɒl ʌp/

**set up** /,set ʌp/

**sit-up** (n) /'sɪtʌp/

**spare** (adj) /speə/

**stretching** (n) /'stretʃɪŋ/

**treadmill** (n) /'tred,mɪl/

**warm up** /,wɜ:m ʌp/

**weight training** (n) /'weɪt ,treɪnɪŋ/

**work out** /,wɜ:k 'aʊt/

**yoga mat** (n) /'jəʊgə mæt/

## 5F READING AND VOCABULARY

### 5.34

**community** (n) /kə'mju:nɪti/

**consume** (v) /kən'sju:m/

**dairy/dairy products** (n) /'deəri/,deəri 'prɒdʌkts/

**develop** (v) /dɪ'veləp/

**diet** (n) /'daɪət/

**explorer** (n) /ɪk'splɔ:rə/

**fast food** (n) /fɑ:st 'fu:d/

**fries** (n) /fraɪz/

**full up** (adj) /fʊl ʌp/

**generation** (n) /,dʒenə'reɪʃən/

**get exercise** /,get 'eksəsaɪz/

**go on a diet** /,gəʊ ɒn ə 'daɪət/

**grandchild** (n) /'græntʃaɪld/

**grandparent** (n) /'græn,peərənt/

**habit** (n) /'hæbɪt/

**inhabitant** (n) /ɪn'hæbɪtənt/

**lifestyle** (n) /'laɪfstaɪl/

**low in sugar** /,ləʊ ɪn 'ʃʊgə/

**neighbour** (n) /'neɪbə/

**optimistic** (adj) /,ɒptəmɪstɪk/

**outdoors** (n) /,aʊt'dɔ:z/

**popcorn** (n) /'pɒpkɔ:n/

**protein** (n) /'prəʊti:n/

**respect** (n, v) /rɪ'spekt/

**respected** (adj) /rɪ'spektɪd/

**sleep well** /sli:p 'wel/

**society** (n) /sə'saɪəti/

**soft drink** (n) /'sɒft drɪŋk/

**stay fit** /,steɪ 'fɪt/

**switch off** /,swɪtʃ 'ɒf/

**village** (n) /'vɪlɪdʒ/

**vitamin** (n) /'vɪtəmən/

**yoghurt** (n) /'jɒgət/

**zone** (n) /zəʊn/

## 5G WRITING AND VOCABULARY

### 5.35

**ambulance** (n) /'æmbjələns/

**appointment** (n) /ə'pɔɪntmənt/

**arrival** (n) /ə'raɪvəl/

**asap (as soon as possible)** /,eɪ es eɪ 'pi: (əz ,su:n əz 'pɒsəbəl)/

**bullet point** (n) /'bʊlət pɔɪnt/

**cat food** (n) /'kæt fu:d/

**choc** (n) /tʃɒk/

**cupboard** (n) /'kʌbəd/

**darling** (n) /'dɑ:lɪŋ/

**departure** (n) /dɪ'pɑ:tʃə/

**dog food** (n) /'dɒg fu:d/

**emoticon** (n) /ɪ'məʊtɪkən/

**feed** (v) /fi:d/

**heart attack** (n) /'hɑ:t ə'tæk/

**indigestion** (n) /,ɪndɪ'dʒestʃən/

**look after** /,lʊk 'ɑ:ftə/

**medicine** (n) /'medsən/

**message** (n) /'mesɪdʒ/

**pain** (n) /peɪn/

**pick up** /,pɪk ʌp/

**pill** (n) /pɪl/

**polite** (adj) /pə'laɪt/

**post-it note** (n) /'pəʊst ɪt nəʊt/

**prescription** (n) /prɪ'skrɪpʃən/

**result** (n) /rɪ'zʌlt/

**stomach** (n) /'stʌmək/

**symptom** (n) /'sɪmptəm/

**temperature** (n) /'temprɪtʃə/

**test** (n) /test/

**tin opener** (n) /'tɪn əʊpənə/

**top** (adj) /tɒp/

**water the plants** /,wɔ:tə ðə 'plɑ:nts/

## VOCABULARY AND GRAMMAR

### 1 Label the household objects.



### 2 The underlined words are in the wrong places. Change them around to make sensible sentences about household chores.

- You should dust the dog **furniture** before you sweep the floor.
- I want to vacuum the dishes in the living room.
- I have to take the rubbish for a walk.
- Can you put the furniture on, please? I've got lots of dirty clothes.
- We always wash up the bed immediately after eating.
- Can you empty the washing machine, please? I need some clean plates.
- It only takes a few seconds to make your carpet.
- The bin's full. It's time to take the dishwasher out.

### 3 Complete the sentences with the verbs from the box.

burn do go join **lose** sleep warm work

#### Top tips to stay healthy and **lose** weight!

- You don't need to <sup>2</sup> \_\_\_\_\_ on a diet to feel good.
- Jogging is a good way to <sup>3</sup> \_\_\_\_\_ off calories.
- You should <sup>4</sup> \_\_\_\_\_ up before you start running.
- <sup>5</sup> \_\_\_\_\_ a gym and get fit fast!
- With a home gym you can <sup>6</sup> \_\_\_\_\_ out and <sup>7</sup> \_\_\_\_\_ exercises in your living room.
- It's important to <sup>8</sup> \_\_\_\_\_ well, so get a good bed.

### 4 Rewrite the sentences with the correct forms of the verbs from the box. There may be more than one correct answer.

could have to must should

- It's really necessary for you to get more exercise.  
**You must get more exercise.**
- It isn't necessary for us to wash the dishes now.
- It's a good idea for him to eat more fruit.
- Whatever you do, don't eat that - it's poisonous.
- Sophie's a vegetarian, so why don't we make a salad?

### 5 Complete the conversation with one or two words in each gap.

- Gran** What time do you <sup>1</sup> **have** to get up on Saturdays?
- Julie** I <sup>2</sup> \_\_\_\_\_ have to get up at any particular time. I <sup>3</sup> \_\_\_\_\_ get up when I want to.
- Gran** When I was your age, I <sup>4</sup> \_\_\_\_\_ stay in bed all morning. I <sup>5</sup> \_\_\_\_\_ to get up at six.
- Julie** Why <sup>6</sup> \_\_\_\_\_ you have to get up so early?
- Gran** To work on the farm ... Julie, you really <sup>7</sup> \_\_\_\_\_ waste your weekends sleeping. I think you <sup>8</sup> \_\_\_\_\_ try getting up early. It's the best time of the day.
- Julie** Gran! Don't! You <sup>9</sup> \_\_\_\_\_ say things like that! I mean it. Mum might hear you.
- Gran** Seriously, we <sup>10</sup> \_\_\_\_\_ get up at six tomorrow and walk to the beach to see the sun rise.
- Julie** That's not a bad idea. Let's do it. Oh! I <sup>11</sup> \_\_\_\_\_ remember to set the alarm.

## USE OF ENGLISH

### 6 Choose the correct words a-c to complete the texts.

#### STRATEGY | Multiple choice cloze - short texts

After you have decided on your answers, read all the texts again with your chosen options to make sure they make sense.

- 1** *Hi Emma, make yourself at home. Your room is the one next to the bathroom. I've left a \_\_\_\_\_ on your bed if you want a shower or a bath.*

**a** curtain **b** hanger **c** towel

- 2** Don't forget to tell the doctor you had a \_\_\_\_\_ last night - 39 degrees is very high!

**a** temperature **b** symptom **c** prescription

- 3** Broccoli is really good for you. It's got lots of \_\_\_\_\_ and it doesn't make you fat.

**a** sugar **b** vitamins **c** calories

- 4** In Britain the main \_\_\_\_\_ number for the police or the fire or ambulance service is 999.

**a** appointment **b** community **c** emergency

- 5** You can walk or run on this \_\_\_\_\_ but please don't jump on it!

**a** treadmill **b** press-up **c** dumbbell



# TEENAGERS in medieval times

- 1 Do you sometimes feel that your life is hard - that you have to spend too much time at school, and you have to do too much homework in the evenings? Perhaps you also have to help at home and do household chores? Or maybe you think life's unfair because you can't always see your friends when you want to? Well, you're lucky you didn't live in medieval times!

In the fifteenth and sixteenth centuries, children in northern Europe usually lived at home with their parents until they were in their early teens. Then many parents sent their teenagers to work as servants or apprentices in other people's homes, often a long way away and for a very long time.



- 2 For many teenagers it was an unhappy experience. The food and living conditions were often terrible. But if the teenagers didn't like their new homes, they couldn't go back to live with their parents. They were only allowed to go home on special occasions. And since only few of them knew how to write, they couldn't even keep in touch with their friends or families. They couldn't go to school or study because they had to work long hours doing hard physical work in the house or in the fields. Most of them had no choice in their job or profession, so often they had to do things they weren't interested in. In their new homes, it was often difficult for them to make friends and when they got older, they weren't allowed to marry. What's more, their masters could punish them at any time. So it wasn't surprising that some apprentices ran away to look for a better life. However, it wasn't all bad. Some teenagers had good relationships with their masters and their new families. And apprentices could learn a trade, for example, making clothes, jewellery or bread. They could earn money, make useful contacts for their future careers and learn to be independent.

## READING

### 7 Read Part 1 of the text and answer the questions.

#### STRATEGY | Open-ended questions

Focus on the key words in the question. These are often question words such as *which, how, who, when* and words that carry meaning, such as nouns and verbs. These words will tell you exactly what information you need to find in order to give a short, accurate answer.

- 1 Which things does the author suggest young people today complain about?  
*too much time at school, too much homework, doing household chores*
- 2 Does the author think life was harder or easier for teenagers in medieval times?
- 3 Which part of the world is the text about?
- 4 Who decided where teenagers went to live and work in medieval times?

### 8 Read Part 2 of the text and complete the notes with 1–3 words in each gap.

#### STRATEGY | Notes completion

If the notes are in the form of incomplete sentences, find the key words in order to understand the main idea in each sentence. When you look at the text, you may find the same key word or its synonym.

- 1 Teens in those days couldn't decide where to live or what work to do.
- 2 They could only \_\_\_\_\_ at certain times of year.
- 3 It \_\_\_\_\_ for teenagers to stay in contact with their families.
- 4 Most medieval teenagers \_\_\_\_\_ or go to school.
- 5 Many teens \_\_\_\_\_ do work that they found boring.
- 6 Sometimes unhappy apprentices \_\_\_\_\_ from their masters.
- 7 Medieval apprentices could learn useful skills, \_\_\_\_\_ and become independent.

## SPEAKING

### 9 In pairs, role play the situation below. Then change roles and do the task again.

#### Student A

You are at home and want to do some exercise. You would like to use some of the fitness equipment that your brother/sister has. Ask him or her if you can use it. Student B is your brother/sister.

- Explain that you want to do some exercise.
- Ask if you can use a piece of his/her fitness equipment.
- Say when you can return it.
- Thank your brother/sister.

#### Student B

You are Student A's brother/sister. Student A wants to borrow a piece of your fitness equipment. Use the phrases below to help you.

- *Hi, (name). Do you want something?*
- *So how can I help?*
- *Sure, go ahead. But I need it back by tomorrow evening.*
- *You're welcome.*

## WRITING

### 10 Do the task below.

You want to go camping next weekend but you can't find your tent. Write a note to a friend in which you:

- explain the situation
- ask permission to borrow his/her tent
- ask if he/she has a sleeping bag you could borrow
- promise to look after his/her things

# 06

## A new you

**VOCABULARY** Appearance, phrasal verbs, stages of life, personality, feelings and emotions

**GRAMMAR** Future arrangements and intentions, future predictions: *going to* and *will*  
**Use of English** > page 186

**SPEAKING** Expressing probability

**WRITING** An informal invitation

**VIDEO** Grammar ▶ Documentary ▶ Communication ▶

# A STUNNING MAKEOVER

Do you remember this interview from June?

## REINVENT YOURSELF!

*Chelsea Chase, 18, from Cheam and her boyfriend, Eddie want to reinvent themselves.*

### What are you going to do?

Eddie isn't going to shave, he's going to try to grow a beard! And he's going to take care of his skin. I'm going to get a piercing. And I'm going to get my hair cut short but I'm not going to dye it red like Eddie wants. We want to get in shape, so we're going to join a gym. I'm going to lose weight and Eddie's going to build up his muscles.

### Are you going to change your personalities too?

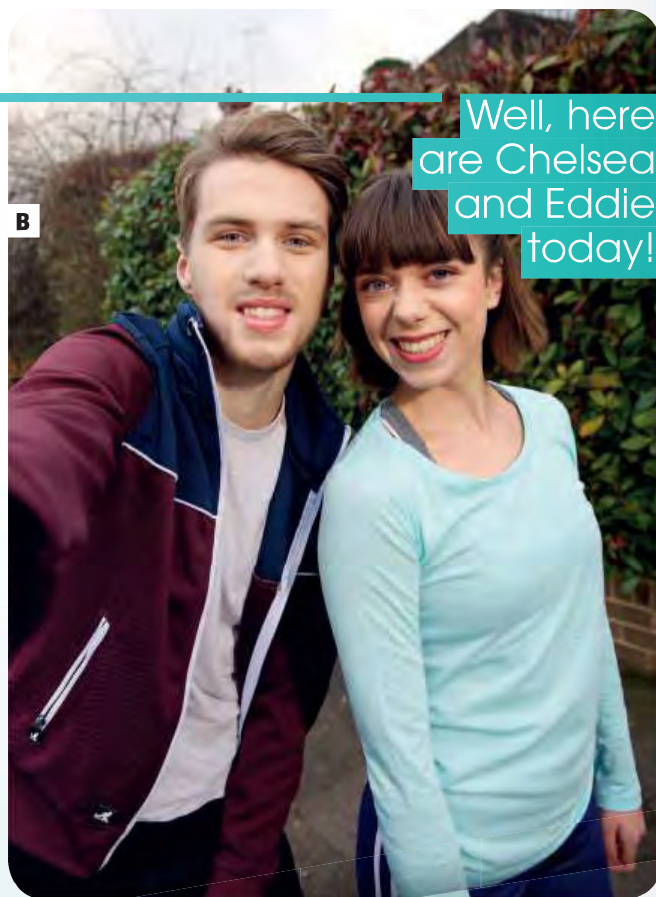
Yes, we are. We aren't going to be so impatient and bad-tempered. We're going to be more sociable, energetic and outgoing. We're going to study harder and Eddie's going to look for a job next summer.

### And what about spring cleaning? Are you going to tidy your room?

No, I'm not! (I did it last week.)



Chelsea and Eddie want to change their appearance.



Well, here are Chelsea and Eddie today!

## 6A GRAMMAR AND VOCABULARY

### 1 In pairs, look at photo A and answer the questions.

- 1 Why do you think the people in the photo wanted to change their look?
- 2 How often do you like to change your appearance?
- 3 What was the last thing you did to change your look?

### 2 Read the interview with Chelsea and Eddie and find the following information.

- 1 some things Eddie wants to change about his appearance
- 2 some things Chelsea wants to change about her appearance
- 3 some things they both want to do
- 4 something Eddie wants to do in the summer
- 5 something Chelsea doesn't need to do

### 3 Look at photo B. Did Eddie and Chelsea change their appearance as they intended to?



**4**  **2.26** Read and listen to the conversation and answer the questions.

- 1 What does Eddie invite Chelsea to do?
- 2 Why does she turn down his invitation?

**Eddie** What are you doing this evening?

**Chelsea** Nothing much. Why?

**Eddie** Because Stan's coming round at seven. It's his birthday, so we're going out for a meal. Julie isn't going because she's babysitting tonight, so it's just the three of us. We're eating at that new Mexican place and then we're going to Mario's. Are you coming?

**Chelsea** No, thanks. I'm not that keen on Mexican food and Stan can be a bit annoying without Julie. I'm just going to stay at home, study a bit and do my exercises. Alright?

## Future arrangements and intentions

**5** Look at sentences 1–4 below. Which sentence expresses ...

- a ☒ 4 an arrangement in a certain place in the future?
- b ☐ 1 an intention in the near future?
- c ☐ 3 an arrangement at a certain time in the future?
- d ☐ 2 a plan or ambition in the more distant future?

- 1 I'm going to get my hair cut short.
- 2 Eddie's going to look for a job next summer.
- 3 Stan's coming round at seven.
- 4 We're eating at that new Mexican place.

**6** Study the Grammar box and check your answers to Exercise 5. Then in pairs, find more examples of the Present Continuous and *going to* in the interview and conversation above.

### Future arrangements and intentions

To talk about definite plans and arrangements in the near future, we use the Present Continuous. We usually mention the time and place as well.

To talk about future intentions, ambitions or unfinalised plans, we use *going to* + infinitive.

Grammar Reference and Practice > page 178

**7** Look at Chelsea's diary and write sentences with the correct forms of the Present Continuous. Then in pairs, close your books and ask and answer questions about the diary.

*What's Chelsea doing on Wednesday?  
Is she visiting London on Thursday?*

| Wednesday                                        | Thursday                                                                  | Friday                                              | Saturday                                     |
|--------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------|
| 14<br>5 p.m.<br>work on<br>project<br>Ed's house | 15<br>9 a.m.<br><del>school</del><br>trip to<br>London<br>cancelled<br>☹️ | 16<br>8 p.m.<br>multiplex<br>Batman film<br>with Ed | 17<br>10.30. appointment<br>at hairdresser's |
|                                                  |                                                                           |                                                     | Sunday<br>18<br>4 p.m. tennis<br>with Julie  |

**8** Complete the sentences with the correct forms of the verbs in brackets and *going to*. Then in pairs, use the sentences to ask and answer questions.

- 1 I *'m not going to go* (not go) to bed early tonight.
- 2 I \_\_\_\_\_ (get up) early tomorrow.
- 3 My parents \_\_\_\_\_ (join) a gym.
- 4 My grandmother \_\_\_\_\_ (get) a piercing.
- 5 What \_\_\_\_\_ (you/do) in the summer holidays?
- 6 What \_\_\_\_\_ (you/be) when you're older?

*I'm not going to go to bed early tonight. What about you?*

**9** Read situations 1–5 and make sentences with the correct forms of the Present Continuous or *going to*. Then in pairs, compare your sentences.

- 1 It's Sunday tomorrow. You have no special plans.  
*I'm not going to do anything special tomorrow.*
- 2 You have an appointment at the hairdresser's tomorrow at 5 p.m.
- 3 Your kid brother intends to be an astronaut when he grows up.
- 4 It's your mum's birthday next week and you know what to get her.
- 5 Your teacher writes on the board 'Exam, Tuesday, 10 a.m.'

**10** Make collocations using a verb from box A and a word or phrase from box B. You can use some of the verbs more than once.

**A** build up change dye get grow lose/put on take care of take up

**B** a beard your hair your hair cut your hair long a moustache your muscles in shape your look a piercing your skin a sport a suntan weight

*build up your muscles*

**11** **SPEAKING** In pairs, talk about changes you're going to make in your life. Use the vocabulary in Exercise 10 to help you.

- A** *What are you going to do?*
- B** *I'm not going to be so messy. I'm going to be tidier.*
- A** *Are you going to grow a beard?*

 **21** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What are you doing tonight?



## 6B READING AND VOCABULARY

- 1 Look at the photo. In pairs, ask and answer the questions.
  - 1 The boy has an important exam coming up but he's not studying. What is he doing?
  - 2 Do you ever waste time instead of studying? What kind of things do you do?
- 2 Look at the title and read the text quickly. Don't worry about the meaning of the underlined words. What is a procrastinator? In pairs, agree on a definition.
- 3 Read the text again. Match sentences A-H with gaps 1-5 in the text. There are three extra sentences.
  - A One video leads to another and before I know it, it's bedtime again.
  - B I look online and I find out what my problem is: I'm a procrastinator.
  - C I start to think that I probably should do it tomorrow instead.
  - D After a while, I check out the time. I can't believe it. Four hours?
  - E But something keeps telling me that if I don't do it now, I never will.
  - F I start revising, but then I feel thirsty, so I go back to the kitchen.
  - G I see something important, so I look for my highlighter.
  - H And because I know this, I'm sure that everything will be just fine.
- 4 In pairs, find eight things in the text that Rory did instead of revising for his History exam. Then, think of other things that procrastinators do.
  - 1 *He played a computer game.*
  - 2 *He ...*
- 5 Study Active Reading and add the underlined words from the text to the lists below.
 

Nouns: *squash, ...*

Verbs: *glance, ...*

Adjectives: *peckish, ...*

### ACTIVE READING | The meaning of new words

When you find new words in a text:

- don't panic – often you don't need them to understand the main ideas of the text
- decide what part of speech they are: a noun, a verb, an adjective, etc.
- read before and after the word and guess the meaning from the context

Sometimes new words can be similar to words in your own language. That can help you understand them, but watch out for 'false friends'.

- 6 Read before and after the underlined words in the text and use the context to work out their meaning.

- 7 Use the words from Exercise 5 in the correct form to complete the questions below. Then in pairs, ask and answer the questions.

- 1 Can you think of a film that is so dreadful you stopped watching it?
- 2 Are you always \_\_\_\_\_ or do you sometimes do silly things?
- 3 Does your mum \_\_\_\_\_ at you or does she speak quietly?
- 4 Is your room tidy or is it full of \_\_\_\_\_?
- 5 What do you usually eat when you feel a bit \_\_\_\_\_?
- 6 How do you feel when someone \_\_\_\_\_ you?

- 8 Find these phrasal verbs in the text. Use Active Reading to help you work out their meanings. Then choose the correct verbs to complete the sentences below.

be about to carry on check out clear up find out  
get on give up go back look for put off

- 1 When something is difficult, I *give up / go back* immediately.
- 2 I don't stop working when I'm tired. I *carry on / look for* until I finish what I'm doing.
- 3 It's better not to *be about to / put off* things until tomorrow if you can do them today.
- 4 If something is untidy, I prefer to *clear it up / find it out* immediately.
- 5 When I'm not sure about something, I go on the Internet to *check it out / get on with it*.

- 9 In pairs, say if the sentences in Exercise 8 are true for you.  
*I don't really agree with number 1. I don't give up easily.*

- 10 **SPEAKING** In groups, look at these tips to help procrastinators and grade them from the most to the least useful. Can you add any more tips?

- 1 ☐ Make a plan.
- 2 ☐ Study with a friend.
- 3 ☐ Visit a psychologist.
- 4 ☐ Get up an hour earlier.
- 5 ☐ Change the place where you work.
- 6 ☐ Switch off your Internet connection.
- 7 ☐ Break up your work into smaller units.
- 8 ☐ Wait until the last minute and then work all night.

**22 WATCH AND REFLECT** Go to page 167. Watch the documentary *It's time to change* and do the exercises.





# CONFESSIONS OF A PROCRASTINATOR

by Rory Hendricks

2.27

## SUNDAY

I'm sitting a History exam next Thursday. It's an important exam. I want to get a good mark. So, I know what I should do. I should revise for a few hours every day until I'm prepared.

I get out my History book. Tonight, I'm going to study the Second World War. But I don't open the book. Instead, I switch on my computer and start playing *Warplans*. <sup>1</sup> \_\_\_ Time flies when you're having fun. I pick up my History book. It falls open at a chapter called 'The Marshall Plan'. That's it! I need a plan.

Thirty minutes later I have a great study plan. Now, all I need to do is to start studying. However, it's almost midnight, so I give up and go to bed.

## MONDAY

My History book is open and I have a yellow highlighter in my hand. I'm ready to revise. I glance at my reflection in the window. 'I'm going to pass this exam,' I tell myself. Then I notice my hair is a mess. I need a haircut. So I go on YouTube and watch some hairstyle videos. <sup>2</sup> \_\_\_ I redo my study plan. I'm really going to work hard tomorrow.

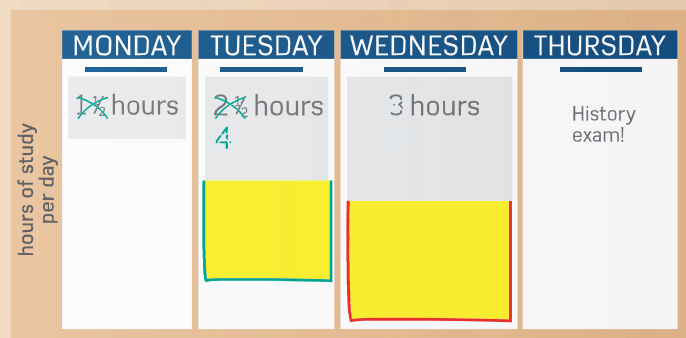
## TUESDAY

I'm going to revise for three hours. I'm about to start when I feel peckish, so I go to the kitchen to get a biscuit. <sup>3</sup> \_\_\_ I get some orange squash. I carry on studying for a few minutes but then I need to go to the toilet. After that, I call my friend Vicky. She's sitting the same exam as me. I ask how she's getting on. We talk for ages. Finally, I start revising seriously. <sup>4</sup> \_\_\_ I can't find it in all the clutter on my desk. I should clear it up.

Three hours later my room is tidy. I'm exhausted. I fall into bed.

## WEDNESDAY

I'm in a panic. I really don't want to fail this exam. My brother yells up the stairs, 'There's football on the telly in ten minutes!' He comes up to the landing. 'England are playing Germany.' I ignore him. I can't watch football. I'm going to study all night.



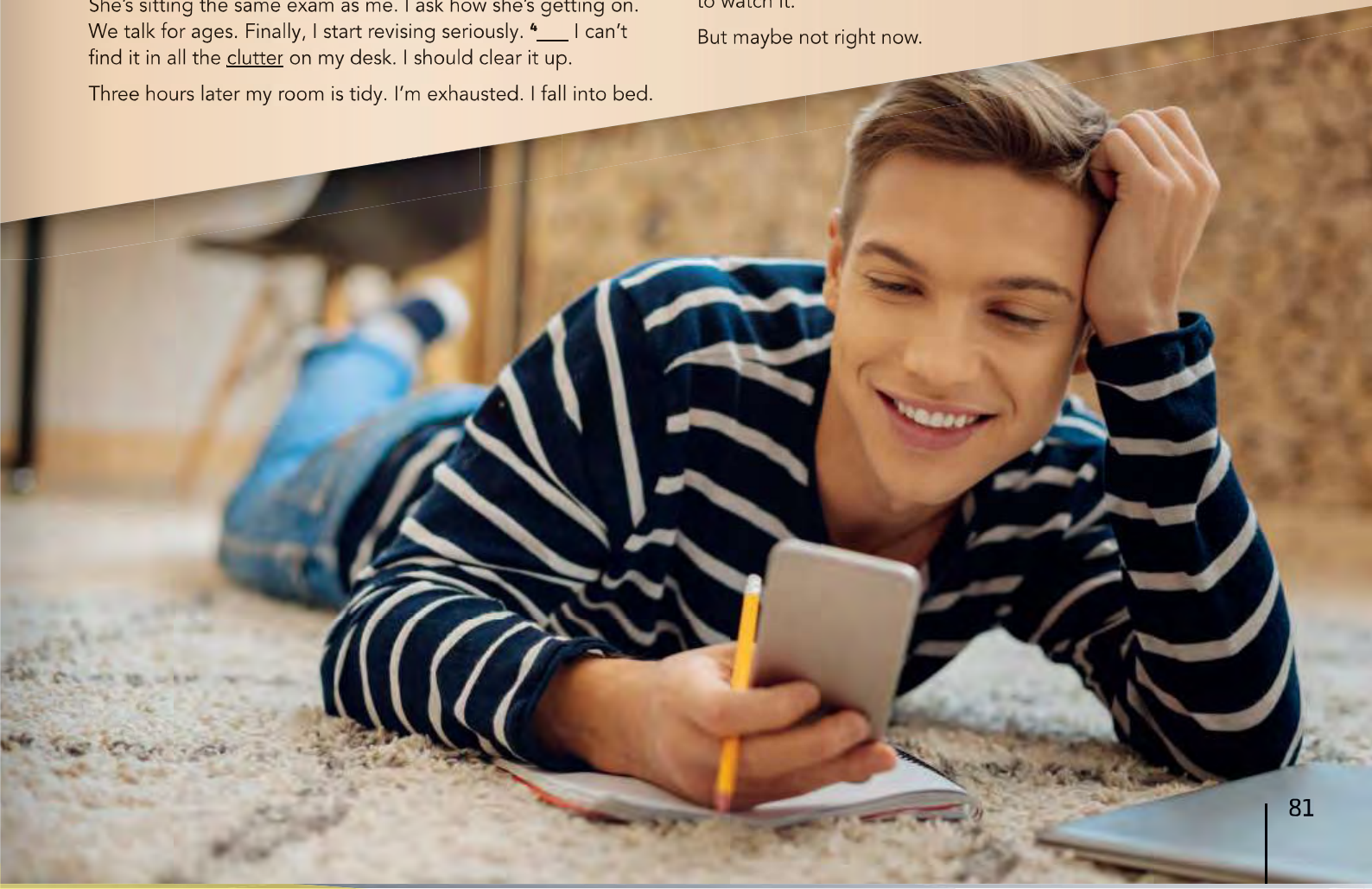
## THURSDAY

I studied until 4 a.m. I felt dreadful in the morning but I did the exam. I think I passed but I'm not sure.

I wonder why I always put off important things until the last moment. It's not sensible. <sup>5</sup> \_\_\_ It means I never do the things I have to do until panic makes me do them.

I want to change. Procrastination makes me miserable. I find a YouTube video called 'How to stop procrastinating'. I'm going to watch it.

But maybe not right now.



## 6C GRAMMAR AND VOCABULARY



- 1 Look at the cartoon and say if the people are optimists or pessimists. Are you usually optimistic or pessimistic in that situation?

### Future predictions: *going to* and *will*

- 2 Match sentences 1–2 with descriptions a–b. Then study the Grammar box and check your answer.

- 1 [Before the haircut] We'll look great at the party.  
2 [After the haircut] Everyone's going to laugh at me.

- a ☐ a hope or a guess  
b ☐ a prediction based on evidence

#### Future predictions: *going to* and *will*

We can use both *going to* and *will* to make predictions about the future. Sometimes there isn't much difference, but ...

We use *going to* when there is clear evidence for a prediction. There is something we can see, hear or point to that shows our prediction is more than just an opinion.

We use *will* when there is no clear evidence for a prediction. We say what we believe, hope or calculate will happen. It is an opinion, a guess or a feeling. We often use expressions like *I'm sure*, *I think* and *In my opinion* before *will* and ask questions with *Do you think you will ...?* rather than *Will you...?:*

*I'm sure Jay will pass his driving test.*  
*Do you think you'll move to another country one day?*

Grammar Reference and Practice > page 178

- 3 Complete the conversations with reasons a–f. Then in pairs, read the three exchanges.

- A <sup>1</sup> It's going to rain.  
B It won't rain. Everything will be fine. <sup>2</sup> \_\_\_\_\_

- A We're going to miss the train. <sup>3</sup> \_\_\_\_\_  
B Don't worry, the train won't be on time. <sup>4</sup> \_\_\_\_\_

- A <sup>5</sup> \_\_\_\_\_ I'm going to be sick.  
B <sup>6</sup> \_\_\_\_\_ It'll make you feel better.

- a I think you should eat something.  
b I believe it's usually late.  
c In my opinion, it'll be sunny all day.  
d I feel ill.  
e It leaves in fifteen minutes and the station is miles away.  
f Look! There are black clouds in the sky.

- 4 Choose the correct forms to complete the sentences.

- 1 You're driving much too fast! *We're going to* / *We'll* crash!  
2 I don't know why but I think *I'm going to* / *I'll* be rich and famous one day.  
3 Our team isn't very good but I'm sure *we're not going to* / *we won't* lose every game.  
4 Watch out! You're carrying too many glasses. *You're going to* / *You'll* drop them.  
5 In my opinion, Daisy Ridley *is going to* / *will* win an Oscar this year. I hope so.  
6 The train is crowded and I don't have a seat. *It's going to* / *It'll* be a terrible journey.

- 5 Check you understand the words and phrases from box A. Then use them to make sentences with the stages of life from box B. Give examples from your or your family members' life.

A buy a house celebrate a birthday find a job  
get engaged/married go to university have kids  
move away from home move in with friends  
pass your driving test rent a flat retire  
settle down vote in elections

B little kid teenage boy/girl teenager  
young adult middle-aged retired  
in your (early/mid-/late) twenties, thirties, forties, etc.

*You usually go to university when you're a young adult, but my dad went to university when he was in his mid-thirties.*

- 6 **SPEAKING** In groups, talk about you and people you know using *going to* and *will* and the vocabulary from Exercise 5.

- A *Are you going to look for a job or go to university when you leave school?*  
B *I'm not sure but I think I'll probably go to university. You won't find a good job here if you don't.*  
C *Do you think you'll get married one day?*



## 6D LISTENING AND VOCABULARY

06

- 1 Read the quotes. Which one is your favourite? Say why.

“You’ll never find a rainbow if you’re looking down.  
Charlie Chaplin (English comic actor and filmmaker)”

“The optimist sees the doughnut, the pessimist sees the hole.  
Oscar Wilde (Irish playwright and poet)”

“I like pessimists. They’re always the ones who bring life jackets for the boat.  
Lisa Kleypas (American novelist)”

- 2 Look at the photo. Is the glass half full, half empty or completely full? Discuss in pairs. Then go to page 190 and check. Are you an optimist, a pessimist or a realist?
- 3 Use a dictionary to help you decide if these personality adjectives are positive or negative. Add them to the correct lists.

affectionate anxious calm cautious cheerful  
happy insecure loving miserable optimistic  
pessimistic sad self-confident tense upset

positive: *happy, optimistic, ...*

negative: *sad, pessimistic, ...*

- 4  **2.28** You are going to listen to a talk about optimism and pessimism. In pairs, say if you think these statements are true or false. Then listen and check.

- 1 ☐ Identical twins have identical personalities.
- 2 ☐ Our personalities depend completely on our life experiences.
- 3 ☐ The children of happy parents tend to grow up to be optimistic.
- 4 ☐ There is nothing good about being a pessimist.
- 5 ☐ Optimists have longer and healthier lives than pessimists.
- 6 ☐ Optimists tend to be more successful than pessimists.

- 5  **2.29** Listen to the end of the talk and answer the questions.

- 1 Does the speaker think it’s better to be an optimist or a pessimist?
- 2 What problems does she mention with people who are too optimistic?

- 6  **2.30** Dictation. Listen to the joke from the talk again and write down what you hear.



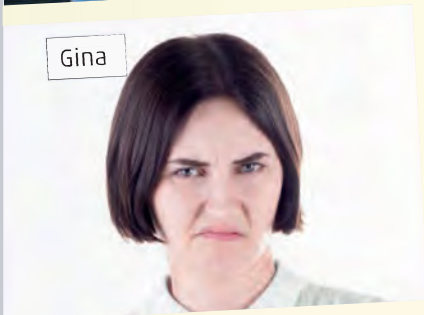
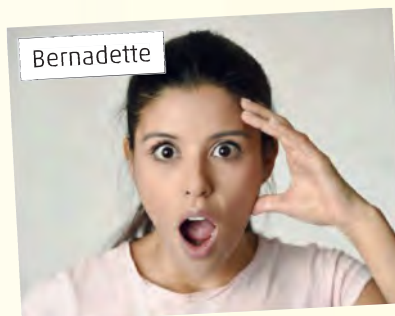
- 7 Check you understand the highlighted verbs describing feelings. Then in pairs, say if the sentences are true for you. If they aren’t, change them to make them true.

- 1 I **adore** challenges.
- 2 I **feel positive** about life.
- 3 I **hate** being on my own.
- 4 I **can’t stand** trying new things.
- 5 I often **feel like** jumping for joy.
- 6 I’m **looking forward to** leaving school and getting a job.
- 7 I **don’t care** what happens to me in the future.
- 8 I **feel excited about** something that’s going to happen in my life.

- 8 **SPEAKING** In pairs, use the ideas below to make predictions with *will* or *going to*. Then say if you think your partner is an optimist, a pessimist or a realist.

- 1 finish the class early today
  - 2 enjoy yourself next weekend
  - 3 be sunny/wet next weekend
  - 4 pass/fail all your exams this year
  - 5 get a good job one day
  - 6 become rich and famous
  - 7 get a bad/good mark in the next English test
  - 8 do better than your partner in the next English test
  - 9 complete this book before the end of the school year
- A *We aren’t going to finish the class early today. We never do.*
- B *Yes, you’re probably right but I’m sure we’ll finish the class early one day so why not today?*

## 6E VOCABULARY | Feelings and emotions



- 1 Look at the photos and try to guess what the people are like. Use the personality adjectives on pages 8 and 83 to help you.

- 2 **2.31 PRONUNCIATION** Put the words from the box in the correct column. Listen and check. Then listen again and repeat.

beard eyebrow fair nice pale pierced shoulder smile square straight toe

| /ɪə/                  | /eɪ/ | /aɪ/ | /eə/ | /aʊ/  | /əʊ/ |
|-----------------------|------|------|------|-------|------|
| ear,<br>beard,<br>... | face | eye  | hair | mouth | nose |

- 3 **2.32** Listen and match descriptions 1–8 with the people in the photos.

1 Colin

- 4 **THINK BACK** Work in pairs. Student A, describe someone from the photos using the language from Exercise 2. Student B, guess which person your partner is describing. Then change roles.

- 5 In pairs, take turns to describe your classmates. Guess who your partner is describing.

A *She's got fair hair, blue eyes and a lovely smile. She isn't wearing glasses. I think she looks a bit like Adele.*

B *Is it Clara?*

- 6 Check you understand the adjectives for feelings and emotions below. Then choose the best adjective for each person in the photos above.

amazed bored delighted depressed disappointed  
excited exhausted frightened interested pleased  
relaxed stressed surprised worried

A *I think Alan looks relaxed.*

B *No, I don't agree. I think he looks bored.*

- 7 In pairs, take turns to mime the adjectives from Exercise 6. Guess what feeling your partner is showing.

A *You look stressed.*

B *No, not exactly.*

A *You look frightened.*

B *Yes, that's it.*

- 8 **Study Watch out!** and complete the sentences with correct adjectives formed from the verbs in bold.

1 I'm really **bored**. **BORE**

2 Football is so \_\_\_\_\_. **BORE**

3 You look \_\_\_\_\_. What's the matter? **WORRY**

4 The *Star Wars* films are really \_\_\_\_\_. **EXCITE**

5 I think it's really \_\_\_\_\_ to have a long bath. **RELAX**

6 I was \_\_\_\_\_ the first time I saw a film in 3D. **AMAZE**

7 History is the most \_\_\_\_\_ subject at school. **INTEREST**

8 I'll be \_\_\_\_\_ if I get a ten in Maths. **SURPRISE**

### WATCH OUT!

If a person, thing or situation is *amazing*, *boring* or *exciting*, we feel *amazed*, *bored* or *excited*:

*I felt **amazed** when I saw that film. It was **amazing**.*

- 9 Complete the sentences so they are true for you. Then in pairs, compare your sentences.

1 \_\_\_\_\_ is/are so boring.

2 \_\_\_\_\_ is/are really exciting.

3 I was amazed when \_\_\_\_\_.

4 I'm a bit worried because \_\_\_\_\_.

5 I felt really surprised when \_\_\_\_\_.

6 I feel totally relaxed when I \_\_\_\_\_.

7 \_\_\_\_\_ is the most interesting person I know.

8 I'm really interested in \_\_\_\_\_.

- 10 **SPEAKING** In pairs, use the adjectives from Exercise 6 to talk about your feelings.

*I feel stressed when I don't have time to study for a test.*



- 1 In pairs, describe the photos. What is the girl doing in the second photo? How does she feel in both photos?
- 2 2.33 Watch or listen to Part 1 of the story and decide if statements 1–6 are true or false.
- ☐ Kim is looking forward to her driving test.
  - ☐ She doesn't need to sit the theory test.
  - ☐ Rob is trying to be funny.
  - ☐ Kim drove into a tree during a driving lesson.
  - ☐ The weather forecast isn't great for tomorrow.
  - ☐ Kim enjoys driving in bad weather.
- 3 2.33 Study the Speaking box. Then watch or listen to Part 1 of the story again and complete the sentences.
- I'm sitting my driving test tomorrow morning and I *don't think* I'll pass.
  - I'll \_\_\_\_\_ stay away from the High Street tomorrow morning.
  - Don't worry about it, Kim. I'm \_\_\_\_\_ pass ... Well, \_\_\_\_\_ pass.
  - I'm sure I \_\_\_\_\_ pass. Something \_\_\_\_\_ go wrong. I \_\_\_\_\_ manage to start the car or \_\_\_\_\_ I'll drive into a tree.
  - You \_\_\_\_\_ won't drive into a tree. You \_\_\_\_\_ drive into a lamppost.
  - It \_\_\_\_\_ be sunny.
  - They say it'll \_\_\_\_\_ rain tomorrow. It's \_\_\_\_\_ there'll be a bad storm.
  - I'm \_\_\_\_\_ it'll be a complete disaster.

### SPEAKING | Expressing probability

|               |                                                                                                                       |
|---------------|-----------------------------------------------------------------------------------------------------------------------|
| Very likely   | You'll definitely win.<br>You'll (almost) certainly win.<br>I'm sure you'll win.                                      |
| Likely        | I think you'll win.<br>You'll probably win.                                                                           |
| Possible      | Perhaps/Maybe you'll win.<br>It's possible (that) you'll lose.<br>You may/might lose.<br>Perhaps/Maybe you won't win. |
| Unlikely      | I don't think you'll win.<br>You probably won't win.                                                                  |
| Very unlikely | You definitely won't win.<br>You (almost) certainly won't win.<br>I'm sure you won't win.                             |

- 4 Rewrite the sentences without changing the meaning using the words in bold.
- They'll probably be on time. **LATE**  
*They probably won't be late.*
  - Perhaps you'll be surprised. **MIGHT**
  - They definitely won't recognise me. **SURE**
  - I probably won't do it really well. **BADLY**
  - I'm sure you'll have a good time. **DEFINITELY**
  - I'm almost sure you'll do better than you think. **CERTAINLY**



- 5 2.34 In groups, say if you think Kim will pass or fail her driving test. Use phrases from the Speaking box. Then watch or listen to Part 2 of the story and check.
- A *I don't think she'll pass.*  
B *No, I don't agree. She might pass.*
- 6 In groups, ask and answer the questions. Use phrases from the Speaking box.
- Do you think you'll
    - get your driving licence before you're twenty-one?
    - be rich and famous one day?
    - ever reinvent yourself? How?
    - get married/have children before you're thirty?
    - live to be one hundred?
    - live abroad in the future?
  - Where do you think you'll be a year from now? Five years from now? Ten?
  - What is your biggest ambition? Do you think it'll come true?
  - Do you think people will ever stop using cars? Money?
  - Do you think it'll be sunny this weekend?
  - Have you got any predictions for sport?

*I'll definitely try to get my driving licence before I'm twenty-one but I might not get it.*



1

**Hill, Ronald**

yesterday at 20.13

To: Maureen Collins, Janey Lee  
Birthday party

---

Hi girls

It's my birthday next Friday. I'm having a party and I'd like you to come. It's going to be great fun. I'm inviting lots of friends including some other people from our dance class.

It's at my house at 8 p.m. The address is Flat 4C, 47 Dowanhill Road, Newbury.

I can't remember if you've got my phone number but here it is in case you need to call me – 07700 900452.

I really hope you can make it.

All the best

Ronald

2

**Maureen Collins**

yesterday at 21.57

To: Hill, Ronald  
Re: Birthday party

---

Hi Ronald

Thanks so much for inviting me to your party. I'll definitely be there. Do I need to bring anything?

The only problem is I'm taking my driving test on Friday, so I might be a little late. I hope to have something to celebrate apart from your birthday!

Looking forward to seeing you on Friday.

Cheers

Mo

3

**Janey Lee**

today at 11.33

To: Hill, Ronald  
RE: Birthday party

---

Hi Ronald

I really appreciate the invitation to your birthday party. It's really nice of you but unfortunately, I won't be able to make it. I'm going to London with my boyfriend on Friday. We're going to see a play and we probably won't be back until very late.

Thanks anyway.

Best wishes

J



## 6G WRITING | An informal invitation

- In groups, ask and answer the questions.
  - Do you sometimes have parties? On what occasions?
  - How are they different from or similar to the party in the photo?
- Study the Writing box and read emails 1–3. Is Ronald's email a good invitation?

### WRITING | An informal invitation

#### Making an invitation

- Make your invitation short and clear.
- Remember to:
  - give it a title,
  - give a place, date and time and contact details,
  - encourage people to accept it:

*I'd like to invite you to ...*

*I'm having a party on ...*

*Would you like to come?*

*Do you think you'll be able to come?*

*I'd like you to come.*

*It'll be great fun.*

*I (really) hope you can make it.*

#### Receiving an invitation

- Remember to say thank you (even if you decline the invitation):

*Thanks (so much) for inviting me to ...*

*It was great/I was thrilled to get your invitation to ...*

*I really appreciate the invitation to ...*

*It's really nice of you.*

- When you accept an invitation,
  - confirm you're coming:
 

*(Of course,) I'll (definitely) be there/I'll come to ...*

*I'm delighted to accept your invitation.*

*(I'm) (really) looking forward to it.*
  - check the arrangements:
 

*What time are we meeting?*

*How are we getting there?*

*Do I need to bring anything?*
- When you decline an invitation, give a reason and repeat your thanks:
 

*I'd really love to come but .../It's really nice of you but ...*

*I'm really sorry but I'm afraid I can't make it.*

*Unfortunately, I won't be able to ...*

*Thanks anyway.*

- Look at the expressions in the Writing box. Which of the expressions can you find in the emails?
- Read emails 1–3 again and answer the questions.
  - When is Ronald's birthday?
  - Where is he having a party? At what time?
  - How does he know Maureen and Janey?
  - Who accepts his invitation? Why might she be late?
  - Who declines his invitation? Why can't she come to the party?

- Look at emails 1–3 again and find examples of ...

- an arrangement/definite plan with the Present Continuous

*I'm having a party.*

- a prediction with *going to*
- something that's sure with *will*
- something that's possible with *might*
- something that's probable with *won't*
- a plan or intention with *going to*

- REFLECT | Culture** In groups, ask and answer the questions about parties in your country.

- Is it rude not to reply to an invitation? Say why.
- Is it a problem to accept an invitation and then not turn up? Say why.
- Should you always give a reason for declining an invitation?
- What should you bring to parties?
- What is an ideal party like?

- In pairs, compare the invitation below with the advice in the Writing box. What's wrong with it? Rewrite the invitation to make it better.

Payne, Tommy

yesterday at 23.59

To: Maureen Collins and 16 others

Come to the best summer party ever! It's next Saturday at my girlfriend Kerry's house. We're inviting everyone! There's a swimming pool, so bring your costumes! We're getting karaoke too. I'm going to sing all night! Don't miss it!

TP

- WRITING TASK** Follow the instructions to write an email inviting friends to your birthday party.

- Decide where and when your party is.
- Decide what kind of party it's going to be and think of reasons to persuade your guests to come.
- Don't forget to put something in the subject box.
- Use the Writing box and Ronald's email to help you.
- Use the Present Continuous, *going to*, *will* and *might* where appropriate.
- Give your email to a classmate.

- WRITING TASK** Write a reply to your partner's invitation. You can accept or decline. If you decline, be polite and give a reason why you can't make it.

## REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.

delighted

### POSITIVE FEELINGS

miserable

### NEGATIVE FEELINGS

- 2 Complete the sentences with the correct prepositions. Then check with the word list.

- 1 I'm not very keen \_\_\_\_ science-fiction films.
- 2 Don't give \_\_\_\_\_. We can still win this game.
- 3 My brother damaged our parents' car this morning. He drove \_\_\_\_ a parking post.
- 4 It isn't a good idea to put \_\_\_\_ doing your homework until the last minute.

- 3 Find different ways you can change the way you look on the the word list.

- 1 get \_\_\_\_\_
- 2 grow \_\_\_\_\_
- 3 lose \_\_\_\_\_
- 4 dye \_\_\_\_\_

- 4 Make nouns from these verbs. Then check with the word list.

- 1 appear – \_\_\_\_\_
- 2 arrange – \_\_\_\_\_
- 3 intend – \_\_\_\_\_
- 4 predict – \_\_\_\_\_

- 5 Do the task below.

Find a photo of your favourite celebrity online. Describe that person's appearance, personality and feelings. Write down all your thoughts and prepare a short presentation of that celebrity.

## 6A GRAMMAR AND VOCABULARY

### 5.36

|                                                                                |
|--------------------------------------------------------------------------------|
| ambition (n) /æm'biʃən/                                                        |
| annoying (adj) /ə'noɪɪŋ/                                                       |
| appearance (n) /ə'piərəns/                                                     |
| arrangement (n) /ə'reɪndʒmənt/                                                 |
| astronaut (n) /'æstrənɔ:t/                                                     |
| babysitting (n) /'beɪbɪsɪtɪŋ/                                                  |
| bad-tempered (adj) /bæd 'tempəd/                                               |
| book a table /bʊk ə 'teɪbəl/                                                   |
| build up your muscles /bɪld ʌp jə 'mʌsəlz/                                     |
| change your look /tʃeɪndʒ jə 'lʊk/                                             |
| come round /kʌm 'raʊnd/                                                        |
| diary (n) /'daɪəri/                                                            |
| distant (adj) /'dɪstənt/                                                       |
| dye your hair /daɪ jə 'heə/                                                    |
| get a suntan/a piercing /get ə 'sʌntæn/ə 'piəriəsɪŋ/                           |
| get in shape /get ɪn 'ʃeɪp/                                                    |
| get your hair cut /get jə 'heə kʌt/                                            |
| go out /gəʊ 'aʊt/                                                              |
| grow your hair long/a beard/a moustache /grəʊ jə 'heə lɒŋ/ə 'biəd/ə mə'sta:tʃ/ |
| hairdresser's (n) /'heədresəz/                                                 |
| impatient (adj) /ɪm'peɪjənt/                                                   |
| intention (n) /ɪn'tenʃən/                                                      |
| interview (n) /'ɪntəvju:/                                                      |
| join a gym /dʒɔɪn ə 'dʒɪm/                                                     |
| keen on sth /ki:n ɒn ˌsʌmθɪŋ/                                                  |
| lose/put on weight /lu:z/ˌpʊt ɒn 'weɪt/                                        |
| multiplex (n) /'mʌltɪpleks/                                                    |
| reinvent (v) /ri:ɪn'vent/                                                      |
| shave (v) /ʃeɪv/                                                               |
| spring cleaning (n) /sprɪŋ 'kli:nɪŋ/                                           |
| take care of your hair/skin /teɪk keə əv jə 'heə/ 'skɪn/                       |
| take up a sport /teɪk ʌp ə 'spɔ:t/                                             |
| turn down /tɜ:n 'daʊn/                                                         |
| work on a project /wɜ:k ɒn ə 'prɒdʒekt/                                        |

## 6B READING AND VOCABULARY

### 5.37

|                            |
|----------------------------|
| be about to /bi ə'baʊt tə/ |
| bedtime (n) /'bedtaɪm/     |
| biscuit (n) /'bɪskɪt/      |
| break up /breɪk 'ʌp/       |
| carry on /kæri 'ɒn/        |
| check out /tʃek 'aʊt/      |
| clear up /kɪə 'ʌp/         |

|                                        |
|----------------------------------------|
| clutter (n) /'klʌtə/                   |
| come up /kʌm 'ʌp/                      |
| confession (n) /kən'feʃən/             |
| desk (n) /desk/                        |
| dreadful (adj) /'dredfəl/              |
| exhausted (adj) /ɪg'zɔ:stɪd/           |
| fail (v) /feɪl/                        |
| fall into /fɔ:l 'ɪntə/                 |
| find out /faɪnd 'aʊt/                  |
| get on /get 'ɒn/                       |
| get up /get 'ʌp/                       |
| give up /ɡɪv 'ʌp/                      |
| glance (v) /glɑ:ns/                    |
| go back /gəʊ 'bæk/                     |
| hairstyle (n) /'heəstaɪl/              |
| highlighter (n) /'haɪlaɪtə/            |
| ignore (v) /ɪg'nɔ:/                    |
| in a panic /ɪn ə 'pænɪk/               |
| landing (n) /'lændɪŋ/                  |
| look for /lʊk fə/                      |
| midnight (n) /'mɪdnɑɪt/                |
| orange squash (n) /ɒrəndʒ 'skwɒʃ/      |
| pass (v) /pɑ:s/                        |
| peckish (adj) /'pekɪʃ/                 |
| procrastinate (v) /prə'kræstɪneɪt/     |
| procrastination (n) /prə'kræstɪneɪʃən/ |
| procrastinator (n) /prə'kræstɪneɪtə/   |
| put off /pʊt 'ɒf/                      |
| redo (v) /ri:'du:/                     |
| reflection (n) /rɪ'flekʃən/            |
| sensible (adj) /'sensɪbəl/             |
| seriously (adv) /'sɪəriəsli/           |
| sit an exam /sɪt ən ɪg'zæm/            |
| study plan (n) /'stʌdi plæn/           |
| telly (n) /'teli/                      |
| toilet (n) /'tɔɪlɪt/                   |
| yell (v) /jel/                         |

## 6C GRAMMAR AND VOCABULARY

### 5.38

|                                              |
|----------------------------------------------|
| buy a house /baɪ ə 'haʊs/                    |
| calculate (v) /'kælkjəleɪt/                  |
| celebrate a birthday /ˌseləbreɪt ə 'bɜ:θdeɪ/ |
| crash (v) /kræʃ/                             |
| evidence (n) /'evɪdəns/                      |
| find a job /faɪnd ə 'dʒɒb/                   |
| get engaged/married /get ɪn'geɪdʒd/'mæɪrɪd/  |



|                                                                       |
|-----------------------------------------------------------------------|
| go to university /gəʊ tə ju:nə'vɜ:səti/                               |
| have kids /hæv 'kɪdz/                                                 |
| hope (n) /həʊp/                                                       |
| in your early/mid-/late twenties /ɪn jə ,ɜ:li/ ,mi:d/ ,leɪt 'twentiz/ |
| little kid (n) /lɪtl 'kɪd/                                            |
| middle-aged (adj) / ,mi:dəl 'eɪdʒd/                                   |
| move away from home / ,mu:v ə ,wei frəm 'həʊm/                        |
| move in with friends / ,mu:v ɪn wɪð 'frendz/                          |
| optimist (n) /'ɒptəmɪst/                                              |
| optimistic (adj) / ,ɒptəmɪstɪk/                                       |
| pass your driving test / ,pɑ:s jə 'draɪvɪŋ test/                      |
| pessimist (n) /'pesəmɪst/                                             |
| pessimistic (adj) / ,pesə'mɪstɪk/                                     |
| prediction (n) /prɪ'dɪkʃən/                                           |
| rent a flat / ,rent ə 'flæt/                                          |
| retire (v) /rɪ'taɪə/                                                  |
| retired (adj) /rɪ'taɪəd/                                              |
| settle down / ,setl 'daʊn/                                            |
| teenage girl/boy (n) /'ti:neɪdʒ ɡɜ:l/ ,bɔɪ/                           |
| teenager (n) /'ti:neɪdʒə/                                             |
| vote in elections / ,vəʊt ɪn 'ɪlekʃənz/                               |
| young adult (n) / ,jʌŋ 'ædʌlt/                                        |

## 6D LISTENING AND VOCABULARY

### 5.39

|                                                                               |
|-------------------------------------------------------------------------------|
| adore (v) /ə'dɔ:/                                                             |
| affectionate (adj) /ə'fekʃənɪt/                                               |
| anxious (adj) /æŋkʃəs/                                                        |
| become (v) /bɪ'kʌm/                                                           |
| calm (adj) /kɑ:m/                                                             |
| can't stand / ,kɑ:nt 'stænd/                                                  |
| cautious (adj) /'kɔ:ʃəs/                                                      |
| cheerful (adj) /'tʃɪəfəl/                                                     |
| delighted (adj) /dɪ'laɪtɪd/                                                   |
| depend on sth /dɪ'pend ɒn ,sʌmθɪŋ/                                            |
| disappointed (adj) / ,dɪsə'pɔɪntɪd/                                           |
| do better than / ,du 'betə ðən/                                               |
| don't care / ,dəʊnt 'keə/                                                     |
| feel excited/positive about sth / ,fi:ll ɪk'saɪtəd/ 'pɒzətɪv ə ,baʊt ,sʌmθɪŋ/ |
| feel like doing sth / ,fi:l laɪk 'du:ɪŋ ,sʌmθɪŋ/                              |
| get a bad/good mark in sth / ,get ə bəd/ ,ɡʊd 'mɑ:k ɪn ,sʌmθɪŋ/               |
| grow up / ,ɡrəʊ 'ʌp/                                                          |
| happy (adj) /'hæpi/                                                           |
| hate (v) /heɪt/                                                               |

|                                          |
|------------------------------------------|
| hole (n) /həʊl/                          |
| identical (adj) /aɪ'dentɪkəl/            |
| insecure (adj) / ,ɪnsɪ'kjʊə/             |
| jump for joy / ,dʒʌmp fə 'dʒɔɪ/          |
| life jacket (n) /'laɪf ,dʒækət/          |
| looking forward to / ,lʊkɪŋ 'fɔ:wəd tə/  |
| loving (adj) /'lʌvɪŋ/                    |
| mention (v) /'menʃən/                    |
| miserable (adj) /'mɪzərəbəl/             |
| on your own / ,ɒn jər 'əʊn/              |
| optimistic (adj) / ,ɒptəmɪstɪk/          |
| pessimistic (adj) / ,pesə'mɪstɪk/        |
| rainbow (n) /'reɪnbəʊ/                   |
| realist (n) /'rɪəlɪst/                   |
| sad (adj) /sæd/                          |
| self-confident (adj) / ,self 'kɒnfədənt/ |
| sunny (adj) /'sʌni/                      |
| tend to do sth / ,tend tə 'du: ,sʌmθɪŋ/  |
| tense (adj) /tens/                       |
| upset (adj) /ʌp'set/                     |
| wet (adj) /wet/                          |

## 6E VOCABULARY 5.40

|                                     |
|-------------------------------------|
| amazed (adj) /ə'meɪzd/              |
| amazing (adj) /ə'meɪzɪŋ/            |
| beard (n) /'bɪəd/                   |
| bored (adj) /bɔ:d/                  |
| boring (adj) /'bɔ:rɪŋ/              |
| delighted (adj) /dɪ'laɪtɪd/         |
| depressed (adj) /dɪ'prest/          |
| disappointed (adj) / ,dɪsə'pɔɪntɪd/ |
| exactly (adv) /ɪg'zæktli/           |
| excited (adj) /ɪk'saɪtɪd/           |
| exciting (adj) /ɪk'saɪtɪŋ/          |
| exhausted (adj) /ɪg'zɔ:stɪd/        |
| eyebrow (n) /'aɪbrəʊ/               |
| fair (adj) /feə/                    |
| frightened (adj) /'fraɪntɪd/        |
| interested (adj) /'ɪntrɪstəd/       |
| mouth (n) /maʊθ/                    |
| nice (adj) /naɪs/                   |
| pale (adj) /peɪl/                   |
| pierced (adj) /pɪəst/               |
| pleased (adj) /pli:zd/              |
| relaxed (adj) /rɪ'lækst/            |
| relaxing (adj) /rɪ'læksɪŋ/          |

|                               |
|-------------------------------|
| shoulder (n) /'ʃəʊldə/        |
| smile (n) /smaɪl/             |
| square (adj) /skweə/          |
| straight (adj) /streɪt/       |
| stressed (adj) /strest/       |
| surprise (n) /sə'praɪz/       |
| surprised (adj) /sə'praɪzd/   |
| surprising (adj) /sə'praɪzɪŋ/ |
| toe (n) /təʊ/                 |
| wear glasses / ,weə 'ɡlɑ:sɪz/ |
| worried (adj) /'wʌrɪd/        |

## 6F SPEAKING 5.41

|                                                |
|------------------------------------------------|
| ambition (n) /æm'bɪʃən/                        |
| certainly (adv) /'sɜ:tɪnli/                    |
| definitely (adv) /'defɪnətli/                  |
| disaster (n) /dɪ'zɑ:stə/                       |
| drive into sth /'draɪv ɪntə ,sʌmθɪŋ/           |
| driving lesson (n) /'draɪvɪŋ ,lesən/           |
| driving licence (n) /'draɪvɪŋ ,laɪsəns/        |
| driving test (n) /'draɪvɪŋ test/               |
| lamppost (n) /'læmppeʊst/                      |
| maybe/perhaps (adv) /'meɪbi/pə'hæps/           |
| possible (adj) /'pɒsəbli/                      |
| probably (adv) /'prɒbəbli/                     |
| stay away from sth / ,steɪ ə'wei frəm ,sʌmθɪŋ/ |
| storm (n) /stɔ:m/                              |
| theory (n) /'θɪəri/                            |
| weather forecast (n) /'weðə ,fɔ:kɑ:st/         |

## 6G WRITING 5.42

|                                                                                                         |
|---------------------------------------------------------------------------------------------------------|
| appreciate (v) /ə'pri:ʃiət/                                                                             |
| arrangements (n) /ə'reɪndʒmənts/                                                                        |
| contact details (n) /'kɒntækt ,di:teɪlz/                                                                |
| decline (v) /dɪ'klaɪn/                                                                                  |
| encourage (v) /ɪn'kʌrɪdʒ/                                                                               |
| have a party / ,hæv ə 'pɑ:ti/                                                                           |
| including (prep) /ɪn'klu:dɪŋ/                                                                           |
| just in case / ,dʒʌst ɪn 'keɪs/                                                                         |
| karaoke (n) / ,kæri'əʊki/                                                                               |
| make/thank sb for/accept/decline an invitation / ,meɪk/θæŋk ,sʌmbədi fə'əksept/dɪ'klaɪn ən ɪnvə'teɪʃən/ |
| persuade (v) /pə'sweɪd/                                                                                 |
| thrilled (adj) /θrɪld/                                                                                  |

## VOCABULARY AND GRAMMAR

### 1 Complete the text with the verbs from the box.

build up change dye get (x3) grow put on  
take care of take up

I'm really going to <sup>1</sup>change my look. First, I'm going to join a gym and <sup>2</sup>\_\_\_\_\_ a new sport. I really need to <sup>3</sup>\_\_\_\_\_ my muscles and <sup>4</sup>\_\_\_\_\_ in shape. I also need to lose weight because I <sup>5</sup>\_\_\_\_\_ about five kilos during the holidays. Then I'm going to buy a face cream because I know I should <sup>6</sup>\_\_\_\_\_ my skin. I'm also going to <sup>7</sup>\_\_\_\_\_ a moustache or maybe a beard. I'm not going to <sup>8</sup>\_\_\_\_\_ a piercing but I'm going to <sup>9</sup>\_\_\_\_\_ my hair cut short and <sup>10</sup>\_\_\_\_\_ it red.



### 2 Choose the positive adjective in each pair.

- 1 cheerful / miserable
- 2 messy / tidy
- 3 energetic / impatient
- 4 insecure / self-confident
- 5 affectionate / anxious
- 6 calm / upset
- 7 cautious / tense

### 3 Complete the sentences with an adjective formed from one of the words in bold.

- 1 I always feel stressed before I sit an exam. **STRESS/SURPRISE**
- 2 I'll be \_\_\_\_\_ if I pass that exam. **AMAZE/FRIGHTEN**
- 3 I only got a 3 in the exam. It was very \_\_\_\_\_. **DISAPPOINT/RELAX**
- 4 I passed all my exams. I feel \_\_\_\_\_. **DELIGHT/WORRY**
- 5 You should read that article. It's quite \_\_\_\_\_. **BORE/INTEREST**
- 6 I cried. It was really \_\_\_\_\_. **DEPRESS/EXCITE**

### 4 Complete the sentences with one word in each gap.

- 1 Do you want to stop or shall we carry on?
- 2 Do it now, don't put it \_\_\_\_\_.
- 3 Hurry up! The match is \_\_\_\_\_ to start!
- 4 This is too difficult. I give \_\_\_\_\_.
- 5 Are you looking \_\_\_\_\_ to the holidays?
- 6 Can you find \_\_\_\_\_ what time the bus leaves?
- 7 He's thirty-five but he doesn't want to settle \_\_\_\_\_.
- 8 You should check \_\_\_\_\_ this video on the Internet.
- 9 How are you getting \_\_\_\_\_ with the project?

### 5 Choose the correct forms to complete the conversation.

- Florence** <sup>1</sup>*Are you doing / Do you do* anything really special for your eighteenth birthday tomorrow?
- Charlotte** Yes, <sup>2</sup>*I am / I do*. We're <sup>3</sup>*meeting / going to meet* in the mall at seven. Then we're <sup>4</sup>*having / going to have* a meal at Mario's. I booked a table for six. I'm <sup>5</sup>*having / going to have* the pepperoni pizza.
- Florence** What are you <sup>6</sup>*doing / going to do* after dinner? Not going home, I hope?
- Charlotte** At nine we're <sup>7</sup>*going / going to go* bowling. After that, who knows?
- Florence** Are you looking forward to being eighteen?
- Charlotte** Yes. There are so many things you can do. I'm <sup>8</sup>*getting / going to get* a tattoo sometime soon. And I'm <sup>9</sup>*voting / going to vote* the next time there are elections.
- Florence** Are you <sup>10</sup>*getting / going to get* married?
- Charlotte** No, I <sup>11</sup>*'m not / don't!* No way! I'm much too young!

### 6 Complete the text with the Present Continuous or going to and the verbs in brackets.

It's my little brother's tenth birthday tomorrow. In the morning mum and dad <sup>1</sup>are taking (take) Ethan and his friends to a rock climbing gym. They <sup>2</sup>\_\_\_\_\_ (climb) walls and play games. Then at one o'clock they <sup>3</sup>\_\_\_\_\_ (eat) lunch in a Chinese restaurant. Ethan says he <sup>4</sup>\_\_\_\_\_ (eat) a lot! He loves Chinese food. After lunch at about four o'clock our grandparents <sup>5</sup>\_\_\_\_\_ (come) to eat some birthday cake. Ethan <sup>6</sup>\_\_\_\_\_ (open) his presents and I <sup>7</sup>\_\_\_\_\_ (take) lots of photos.



### 7 Complete the sentences with going to or will and the verbs in brackets.

- 1 a [Before the election] I'm sure our candidate will win (win) the election. I predict she \_\_\_\_\_ (be) the next president!
- b [The first results come in] Oh no! These results are terrible. We \_\_\_\_\_ (lose). She \_\_\_\_\_ (not be) the next president.
- 2 a [Before the match] I have a bad feeling about this. I don't think our team \_\_\_\_\_ (win) the match. England \_\_\_\_\_ (beat) us easily!
- b [Near the end of the match] There are only a few seconds left. It's England 1, Iceland 2. The referee \_\_\_\_\_ (blow) his whistle. We \_\_\_\_\_ (win)! It's incredible!



## USE OF ENGLISH

8 Complete the text with one word in each gap.

### STRATEGY | Open cloze

Read the whole text first to get an idea of what it is about. Try to understand as much as you can while ignoring the gaps. Then do the task.

This is <sup>1</sup>*going* to be a great year and it starts today with my wedding. My boyfriend Liam and I are getting <sup>2</sup>\_\_\_\_\_ this afternoon at one o'clock. My dream is <sup>3</sup>\_\_\_\_\_ true. I'm really <sup>4</sup>\_\_\_\_\_ about it, of course, but I'm a bit nervous too. I'm sure everything <sup>5</sup>\_\_\_\_\_ be alright, though. We're not going to <sup>6</sup>\_\_\_\_\_ kids, not for a long time but we're going to <sup>7</sup>\_\_\_\_\_ a flat in the town centre. It'll feel strange for me to move <sup>8</sup>\_\_\_\_\_ from the house where I was born!

Use of English > page 186

## LISTENING

9  2.35 You are going to listen to a radio announcer giving details about a competition. Complete the notes below with 1–3 words in each gap.

### STRATEGY | Notes completion

Read the notes you need to complete carefully before you hear the recording for the first time so that you have an idea of what the recording is about. Try to predict what sort of words or information you need to listen for. You might be able to guess that you need to listen for a place, a name, a number, etc.

# INTERNATIONAL DAY OF FAMILIES SOUTH RADIO PHOTOGRAPHY COMPETITION

Date: <sup>1</sup>*15 May*

Organised by: the United Nations

Started in <sup>2</sup>\_\_\_\_\_ with the International Year of Families

Aim: to make people realise how important families are

Events in Southampton:

- an <sup>3</sup>\_\_\_\_\_
- a public conference
- storytelling for children

Photography competition prizes:

- <sup>4</sup>\_\_\_\_\_ for twelve people in Cornwall
- a camera
- a meal for <sup>5</sup>\_\_\_\_\_ at Tipper's restaurant

Send photos to: <sup>6</sup>\_\_\_\_\_ by 12 a.m. tomorrow

## SPEAKING

10 In pairs, look at two photos showing family life. Student A, describe photo 1. Student B, describe photo 2. Then answer the questions below.

- 1 How do you think the people are feeling?
- 2 What is going to happen next?

## WRITING

11 Do the task below.

You receive an invitation from an English friend to spend two weeks in July at his/her grandparents' house at the seaside.

Write a reply to your friend in which you:

- thank him/her for the invitation
- accept the invitation
- say how you plan to get there
- ask your friend what to take with you





# HOW DO YOU MANAGE YOUR TIME?



### TOM04

1 ☐ When there is something I really need to do, like prepare for a big test, I try to save time and avoid distractions. For example, I simply turn off my phone. This way, I don't get messages that I think I have to read immediately, and I don't look at pictures my friends post online. These things can wait until I have some free time. Then I can work or study without thinking about anything else.

### MARIA

3 ☐ I used to be rather disorganised. I often left important tasks until the last minute and felt very stressed. So now, when I am busy, I usually make a list of things I have to do. At the top of the list I put the most important things which really can't wait, like schoolwork or buying a present for a friend's birthday. This really helps me to focus on what's most important. And I never forget to plan time for my hobbies because this is essential, too.



### OLaKz

2 ☐ There are a few things I do to manage my time. For example, I usually keep my work with me. So, if I have to wait somewhere or travel by bus, I can use this time to do some exercises or read a book for school. What really helps me, though, is using a calendar. I write the date when I must finish something and check that I do everything before that day.



1 In pairs, say how often these are true for you – often, sometimes or never.

- 1 I feel I don't have time for anything.
- 2 I do everything at the last moment.
- 3 I don't have time to rest.
- 4 I waste time on unimportant things.

2  **2.36** Listen to a conversation between John and Peter and answer the questions.

- 1 Who do you think has better grades?
- 2 Who has more free time?
- 3 Who is more stressed?

3 Are you more like John or Peter? How do you feel about this?

4 In pairs, read the opinions about planning your time. Do you agree or disagree with them?

- 1 When we don't have a plan, we usually do nothing.
- 2 Planning takes too much time.
- 3 When you have a list of things to do, you don't have to remember about them anymore because they are on your list!
- 4 Good planning helps you to have more free time.
- 5 Planning kills creativity.



5 Read the forum entries opposite and match headings A-E with entries 1-3. There are two extra headings.

- A Don't plan your free time
- B Use a diary to plan
- C Switch off social media
- D Never plan too much
- E Concentrate on the important things first

6  **2.37** Listen to an expert talking about how to plan your day. Complete the advice below with the words and phrases from the box.

break energy every day important relax tick off

### LIFE SKILLS | How to plan your time

- Be systematic – find time to plan <sup>1</sup>every day; it only takes about three minutes.
- Be realistic – write down only the tasks which you have the time and <sup>2</sup>\_\_\_\_\_ to complete.
- <sup>3</sup>\_\_\_\_\_ down larger tasks into smaller parts.
- Prioritise – decide which tasks are <sup>4</sup>\_\_\_\_\_ or urgent.
- Plan some time to <sup>5</sup>\_\_\_\_\_ too.
- <sup>6</sup>\_\_\_\_\_ tasks when they are finished and plan your next day.

A

Wed 25

|       |                                                               |
|-------|---------------------------------------------------------------|
| 9:00  | school                                                        |
| 10:00 |                                                               |
| 11:00 |                                                               |
| 12:00 |                                                               |
| 1:00  |                                                               |
| 2:00  | catch Mark to discuss History project for next week           |
| 3:00  |                                                               |
| 4:00  | shopping – buy new trainers ☺                                 |
| 5:00  | swimming pool                                                 |
| 6:00  |                                                               |
| 7:00  | my favourite TV show                                          |
| 8:00  | do homework and revise Chapter 3 for Biology test on Thursday |
| 9:00  | read two chapters of book for Literature class next week      |
| 10:00 | search for information for History project?                   |

7 Read to-do lists A and B prepared by two classmates and answer the questions.

- 1 Which list do you think is better? Say why.
- 2 Would you change anything to improve the lists? Use the advice from Exercises 5 and 6 to help you.

8  **2.38** Listen to the expert's opinion on the to-do lists from Exercise 7. Which is better according to her opinion? Why? Did you give similar answers?

9 Do the task below.

### LIFE SKILLS | Project

A For the next three days, prepare a to-do list each evening. Use the advice from this lesson to help you.

B Make notes to answer the questions below:

- What things from your to-do list did you do?
- Were there any tasks you didn't do? Say why.
- Did you find the to-do list useful? Say why.
- Are you planning to change anything about organising your time? If yes, what?

C Prepare a short presentation to share your findings in point B with the class.

B

### To-do list

Wed 25

school till 2.30 p.m.

3.30–4.30 p.m. revise material for Biology test tomorrow!!!

5 p.m. gym with Dad (one hour)

7 p.m. do homework and tidy desk (or Mum will be angry)

8 p.m. time to relax! watch film? play computer game?

If possible:

buy T-shirt if there's time after gym?

read book for Literature class?

do some work on the History project?

# 07

## A job for life?

**VOCABULARY** Work, jobs, personal qualities

**GRAMMAR** Present Perfect [Use of English > page 187](#)

**SPEAKING** Describing photos

**WRITING** A formal email of application

**VIDEO** Grammar ▶ Communication ▶ Documentary ▶



### HAVE YOU HEARD THE NEWS?

- 1 **Ellie** Have you heard? They've opened a big new sports shop outside town.  
**Rob** Yeah, I heard about that last week.  
**Ellie** They're looking for staff. You should apply for a job.  
**Rob** I've already applied. I sent in my application on Monday.
- 2 **Ellie** Have you heard the news?  
**Ben** I don't know, what's happened?  
**Ellie** Rob's found a job!  
**Ben** Really? Where?  
**Ellie** In that new sports shop. He started work yesterday.  
**Ben** Has Rob ever worked in a shop?  
**Ellie** No, he hasn't. He's never had a proper job. It's his first one.  
**Ben** Is he at home? Can I talk to him?  
**Ellie** No, he's just left for work.  
**Ben** I'm really pleased! When's he going to take us to lunch?  
**Ellie** Hey, they haven't paid him yet! ... Have you found a job yet?  
**Ben** No, I haven't. I've had a few interviews but that's all.

## 7A GRAMMAR AND VOCABULARY

- 1 **3.1** In pairs, describe the photo. What is the situation? Who are the people? How does the man feel? Read and listen to the conversations to check your answers.

### Present Perfect (1)

- 2 Match sentences 1–2 with rules a–c. One of the sentences matches two rules.

- 1 Rob's found a job!
- 2 He started work yesterday.
- a ☐ We use the Past Simple for past actions if we say when they happened.
- b ☐ We use the Present Perfect for news and recent activities.
- c ☐ We use the Present Perfect for past actions if we don't say exactly when they happened.



### 3 Study the Grammar box and check your answers to Exercise 2.

#### Present Perfect (1)

We use the Present Perfect for:

- news and recent activities
- finished actions in the past if we don't say exactly when they happened

|      | I • You • We • They                                                                   | He • She • It                                                                            |
|------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| +    | I've already <b>started</b> .                                                         | It's just <b>gone</b> .                                                                  |
| -    | They <b>haven't finished</b> yet.                                                     | She <b>hasn't/has never been</b> there.                                                  |
| ?    | <b>Have</b> you ever <b>lied</b> ?<br>Yes, I <b>have</b> ./<br>No, I <b>haven't</b> . | <b>Has</b> she <b>answered</b> yet?<br>Yes, she <b>has</b> ./<br>No, she <b>hasn't</b> . |
| Wh-? | What <b>have</b> we <b>done</b> ?                                                     | Who <b>has</b> he <b>met</b> ?                                                           |

Time expressions: already, ever, just, never, yet

Grammar Reference and Practice > page 179

#### 4 Find these words in the conversations. Are they in affirmative, negative or interrogative sentences?

already ever just never yet

#### 5 Read the conversations again and answer the questions using the Present Perfect.

- What news does Ellie tell Rob?  
*They've opened a big new sports shop.*
- What news does Ellie tell Ben?
- Has Rob had a job before?
- Why can't Ben speak to Rob?
- Why can't Rob invite his friends for a meal?
- What has Ben done to try to find a job?

#### 6 Use the collocations related to work from the box to make sentences with *It's great when you ...* or *It's sad when you ...*

be out of work find a job give someone a pay rise  
lose your job make a profit open a factory  
sack an employee take on more staff

*It's great when you find a new job.*

#### 7 In pairs, complete the sentences with the correct Present Perfect forms of the verbs in brackets.

- My sister **has lost** (lose) her job.
- I \_\_\_\_\_ (not find) a job yet.
- My boss \_\_\_\_\_ (give) me a pay rise.
- She \_\_\_\_\_ (sack) another employee.
- They \_\_\_\_\_ (open) a new factory.
- The company \_\_\_\_\_ (not make) a profit this year.
- They \_\_\_\_\_ (take) on three new workers.

### 8 3.2 Study Watch out! and complete the conversation with the correct Past Simple or Present Perfect forms of the verbs in brackets. Listen and check.

- Rob <sup>1</sup> **Have you heard** (you/hear) the news? Ellie  
<sup>2</sup> \_\_\_\_\_ (just/leave) the country. She <sup>3</sup> \_\_\_\_\_ (fly) to Japan last night.
- Ben Why <sup>4</sup> \_\_\_\_\_ (she/go) to Japan? <sup>5</sup> \_\_\_\_\_ (she/find) a job there?
- Rob No, she hasn't, but she's looking. She <sup>6</sup> \_\_\_\_\_ (start) studying Japanese last month when she <sup>7</sup> \_\_\_\_\_ (lose) her job. She <sup>8</sup> \_\_\_\_\_ (already/learn) a lot.
- Ben <sup>9</sup> \_\_\_\_\_ (you/find) a new flatmate yet?
- Rob No, I haven't. I <sup>10</sup> \_\_\_\_\_ (not start) looking yet. Why?
- Ben Well, I <sup>11</sup> \_\_\_\_\_ (never/like) my flat and your flat is great, so ...

#### WATCH OUT!

We often use the Present Perfect to give general information and the Past Simple to give details:  
*I've had several job interviews. In fact, I had an interview yesterday.*

With time expressions which refer to a finished period (*yesterday, last week, in March, a year ago*, etc.) we use the Past Simple, not the Present Perfect:

*I had an interview yesterday. NOT I have had ...*

#### 9 Complete the sentences using *already, ever, just, never* and *yet*. Then in pairs, answer questions 1-2 and say if sentences 3-6 are true for you.

- Have you **ever** had a part-time job?
- Have you done your Maths homework \_\_\_\_\_?
- I don't know what to do when I leave school. I haven't decided \_\_\_\_\_.
- I've \_\_\_\_\_ decided what I want to do when I leave school. I'm going to be a doctor.
- My mum has \_\_\_\_\_ started a new job. It was her first day yesterday.
- I've \_\_\_\_\_ been to Japan but I'd like to go one day.

#### 10 SPEAKING In pairs, make sentences using the Present Perfect and *never*. Guess if your partner's sentences are true or false.

- A *I've never been to Ireland.* B *True.*  
A *No, it's false. I have been to Ireland. I went to Dublin last year.*

#### 25 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Have you ever had a summer job?



## 7B GRAMMAR



1 Magnus works at home, he's a self-employed web designer.



3 Dylan works as a lifeguard at the beach.



2 Ellie works in an office for a multinational company.

- 1 In pairs, look at the photos and say which job you would prefer to have and why.  
*I'd like to be a lifeguard. You don't get paid much but I love the sea.*

### Present Perfect (2)

- 2 3.3 Match sentences a–c with the people in the photos. Listen and check.
- a ☐ I've been in Australia since November.
  - b ☐ I've loved Japan since I was a little kid.
  - c ☐ I'm my own boss but I haven't had a good break for weeks.
- 3 Look at sentences a–c in Exercise 2 again and choose the correct answers.
- 1 Dylan *is / isn't* in Australia now.
  - 2 We use *for / since* with a point in time in the past, e.g. last Tuesday.
  - 3 We use *for / since* with a period of time, e.g. four days.
- 4 Study the Grammar box and **Watch out!** and check your answers to Exercise 3.

### Present Perfect (2)

We also use the Present Perfect to talk about situations that began in the past and continue now.  
 We often use *since* to say when the situation started or *for* to say how long this situation has been true.  
 In questions, we use *How long* to ask about duration.

Grammar Reference and Practice > page 179

### WATCH OUT!

We don't use the Present Simple tense to talk about situations that began in the past and continue in the present:  
*I've worked here for four years.* NOT ~~I work here for four years.~~

- 5 Read the sentences. Who doesn't work here anymore?

- 1 Jeff worked here for ten years.
- 2 Jerry has worked here for five years.
- 3 Jenny has worked here since January.

- 6 3.3 Listen again and answer the questions using the Present Perfect and *for* or *since*. In pairs, check your answers.

- 1 How many jobs has Magnus had since he left school?  
*He's had sixteen jobs since he left school.*
- 2 How long has he had his current job?
- 3 How long has Ellie lived in Japan?
- 4 Has she had a holiday recently?
- 5 How long has Dylan been away from Ireland?
- 6 How long has he been a lifeguard?
- 7 Has he seen his family recently?

- 7 Rewrite the sentences with the Present Perfect and *for*, *since* or *How long*.

- 1 Barry lost his job in January.  
*Barry has been out of work since January.*
- 2 I started working here four months ago.
- 3 How long ago did you become a teacher?
- 4 Josh went into the interview at ten and now it's eleven.
- 5 My dad's fifty years old. He's been a policeman for twenty-five years.

- 8 **SPEAKING** In pairs, ask and answer questions in the Present Perfect. Use *How long*, the prompts below and your own ideas.

be here study at this school have this English book  
 mum/dad have his/her job

- A *How long have you been here?*
- B *I've been here for thirty minutes.*
- A *I've been here since ten o'clock.*



1 Look at the list of dangerous jobs. In groups, say which three jobs you think are the most dangerous. Give reasons. What other dangerous jobs can you think of?

2 **3.4 Study Active Listening.** Then listen to Part 1 of a recording and choose the correct answers.

- 1 The speaker is
  - a presenting a radio programme.
  - b teaching a class.
  - c making a speech.
- 2 The speaker is talking about
  - a an accident she had.
  - b statistics about dangerous jobs.
  - c someone who died at work.

## ACTIVE LISTENING | Understanding the main idea

- It is important to understand the context.
- Don't try to understand every word.
- Listen for key phrases to help you understand the main points.

3 **3.4 Listen again and complete the notes.**

- Most dangerous job in the UK is not police officer, firefighter, pilot or fisherman. It's <sup>2</sup>\_\_\_\_\_.
- Farming statistics last year:
  - <sup>3</sup>\_\_\_\_\_ deaths
  - accident rate: <sup>4</sup>\_\_\_\_\_ %
- 2<sup>nd</sup> most dangerous industry - <sup>5</sup>\_\_\_\_\_
- accident rate: <sup>6</sup>\_\_\_\_\_ %
- <sup>7</sup>\_\_\_\_\_ deaths in construction

4 **3.5 Listen to Part 2 of the recording.** Which of these things does Pat **not** talk about?

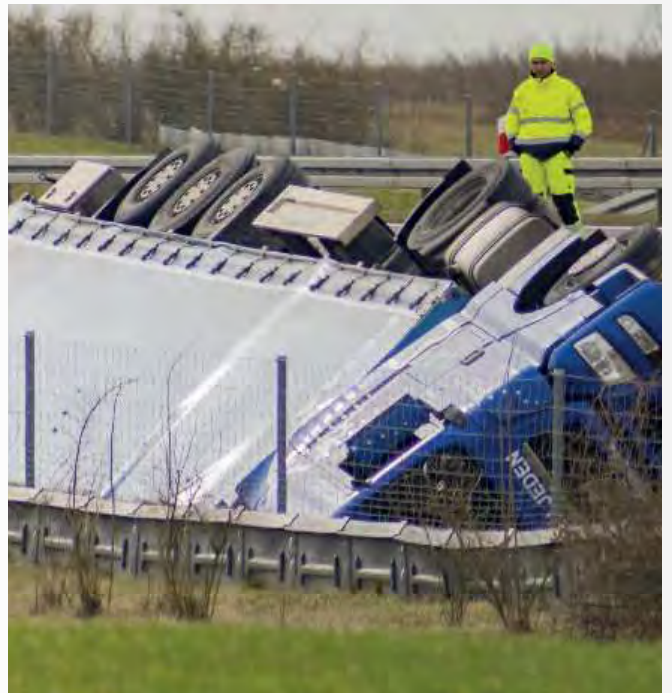
- a ☐ why she became a truck driver
- b ☐ how she feels when she's working
- c ☐ her working conditions
- d ☐ an accident she had

5 **3.5 Listen to Part 2 of the recording again and choose the correct answers.**

- 1 How long has Pat worked for the same company?
  - a four years
  - b about a year
  - c since she left school
- 2 Why did she dislike her job as a secretary?
  - a it was only part-time
  - b the pay was bad
  - c it was indoors
- 3 How far did she drive from the Arctic Circle to Turkey?
  - a 2,000 miles
  - b 3,000 miles
  - c 7,000 miles
- 4 What does she not like about her job?
  - a the loneliness
  - b her co-workers
  - c the danger
- 5 Pat says the working conditions are
  - a worse than before.
  - b better than before.
  - c the same as before.
- 6 What does she love the most about her job?
  - a seeing new things
  - b meeting people
  - c driving to music

## DANGEROUS JOBS

- |                       |                             |
|-----------------------|-----------------------------|
| • construction worker | • miner                     |
| • farmer              | • pilot                     |
| • firefighter         | • police officer            |
| • fisherman           | • skyscraper window cleaner |
| • logger              | • truck driver              |



6 Check you understand these words and phrases for working conditions from the recording. Then use them to complete the text below.

boss career company co-workers earn full-time  
part-time pay(n) take care of working conditions  
working hours

I've got a <sup>1</sup>part-time job in a restaurant at the weekends. My <sup>2</sup>\_\_\_\_\_ is a really nice woman - she really <sup>3</sup>\_\_\_\_\_ the staff. And my <sup>4</sup>\_\_\_\_\_ are lots of fun. The problem is the <sup>5</sup>\_\_\_\_\_ is terrible - I don't <sup>6</sup>\_\_\_\_\_ enough money working part-time. I need a <sup>7</sup>\_\_\_\_\_ job. To be honest, I don't really want a <sup>8</sup>\_\_\_\_\_ in the restaurant business. The <sup>9</sup>\_\_\_\_\_ are really antisocial - I work from six to midnight. I'd love to join a multinational <sup>10</sup>\_\_\_\_\_ and get a job with better <sup>11</sup>\_\_\_\_\_ and the chance to travel.

7 **SPEAKING** Imagine you have a dangerous job. Study the questions below and think of your answers. Then in pairs, ask and answer the questions.

- 1 How long have you had your job?
- 2 What's it like? (working conditions, boss, co-workers)
- 3 Do you ever feel afraid?
- 4 Have you ever had an accident?

## 7D VOCABULARY | Workplaces

### ECONOMY

You can divide the economy into three sectors:

- Production of raw materials (finding and growing things)

INDUSTRIES: agriculture, fishing, forestry, mining, ...

WORKPLACES: farm, fishing boat, sawmill, oil platform, ...

- Processing (making things)

INDUSTRIES: construction, manufacturing, ...

WORKPLACES: factory, laboratory, ...

- Services (doing things for people)

INDUSTRIES: education, finance, health care, IT, sales, ...

WORKPLACES: library, office, doctor's surgery, design studio, department store, ...

- 1** Study the encyclopedia entry and match the workplaces from the box below with the correct economy sectors. Can you think of any other workplaces for each sector?

ambulance bank building site corner shop  
fish farm food processing plant garage hair salon  
mine nursery

- 2** In pairs, say in which workplaces from Exercise 1 you would like/not like to work and why.

*I wouldn't like to work in a mine. It's really hard work and I don't like enclosed spaces.*

- 3** **THINK BACK** In groups, check you understand the jobs in the box. What other jobs can you think of?

bike courier building engineer car mechanic  
estate agent flight attendant hairdresser lawyer  
librarian nurse paramedic personal secretary  
politician receptionist sales manager shop assistant  
social worker surgeon tour guide

- 4** **3.6 PRONUNCIATION** Listen to the pronunciation of the words in the table.

| •.    | ••      | •••                                    | ••••     | •••••     | ••••••    |
|-------|---------|----------------------------------------|----------|-----------|-----------|
| agent | courier | assistant,<br><i>mechanic</i> ,<br>... | engineer | librarian | paramedic |

- 5** **3.7 PRONUNCIATION** Put the underlined words from the box in Exercise 3 in the correct column of the table above. Listen and check.

- 6** Look at the phrases in the box below which collocate with the verb *work*. In pairs, use them to talk about the jobs from Exercise 3.

as (a journalist) at night for (a big company)  
from home from 9 to 5 hard in a team in (an office)  
long hours part-time/full-time to a deadline  
under pressure

*If you work as a surgeon, you often have to work at night.*

- 7** In pairs, describe people you know. Use the collocations from Exercise 6.

*My dad usually works in an office but he sometimes works from home. He works in a team and he often works long hours. He works for the government. He's a politician.*

☐ I can talk about different jobs and workplaces.

## 7E SPEAKING

- 1** In groups, discuss the advantages of working on your own or as part of a team. Say which you prefer and why.

**A** *I think working on your own allows you more freedom.*

**B** *I agree, but working in a team motivates you better.*

- 2** Look at the motivational posters below and answer the questions.

- 1** Which quote in the posters best represents teamwork for you? Say why.

- 2** Which poster do you prefer?

**a** poster A (skydivers)

**b** poster B (a rowing team)

**c** poster C (people in an office)



**A**

### TEAMWORK

'Working together is success.'  
Henry Ford



**B**

### TEAMWORK

'Alone we can do so little, together we can do so much.'  
Helen Keller



**C**

### TEAMWORK

'None of us is as smart as all of us.'  
Ken Blanchard





- 3 **▶ 26** **3.8** Watch or listen to Part 1 of a phone conversation and answer the questions.
- 1 Who is speaking?
  - 2 Why does the woman have to describe the photos to the man?
  - 3 Which poster is the woman describing?
  - 4 Where does she think the people are?
  - 5 What does the man think of the poster?
- 4 **▶ 27** **3.9** Study the Speaking box and look at poster B again. Then complete sentences 1–10 with one or two words in each gap. Watch or listen to Part 2 of the conversation and check.
- 1 It shows some young people in a boat.
  - 2 In \_\_\_\_\_, you can see some trees.
  - 3 They \_\_\_\_\_ be on a river or \_\_\_\_\_ it's a lake.
  - 4 In the boat there are some big strong men – it's hard \_\_\_\_\_ how many but I think there are eight.
  - 5 The men \_\_\_\_\_ all \_\_\_\_\_ the same shirts.
  - 6 They \_\_\_\_\_ like a rowing team.
  - 7 I \_\_\_\_\_ they've been in a race.
  - 8 They've just stopped rowing and they \_\_\_\_\_ very happy.
  - 9 Some of them are holding their arms up, so \_\_\_\_\_ they've \_\_\_\_\_ the race.
  - 10 It \_\_\_\_\_ really fantastic.

### WATCH OUT!

Remember, when we mention something for the first time, we use *a/some*, but when we mention it again, we use *the*.

### SPEAKING | Describing photos

- Start by saying what the photo shows in general:  
*The photo shows a group of skydivers.*
- Talk about what you can see in more detail. Use the following phrases to describe where things are:  
*In the foreground/centre/background/At the bottom/top/On the right/left there's some countryside and a town.*
- Use the Present Perfect to say what has happened:  
*They've just jumped out of a plane.*  
and the Present Continuous to describe what people are doing:  
*They're falling down.*
- Use these phrases to make guesses:  
*There might be fifteen of them.*  
*It's hard to say how many but I think there are ...*  
*It looks like Britain or Ireland.*  
*Perhaps/Maybe it's Scotland.*  
*I think they're having fun.*  
*They look/seem happy.*
- Give your opinion on the photo:  
*It looks quite cool.*  
*It's really/very colourful.*  
*It's/It looks quite/really/very unusual.*

- 5 In pairs, look at poster C again. Together, write a description of it. Then take turns to repeat the description from memory (without looking at it).
- 6 Work in pairs. Describe a photo to your partner using the phrases from the Speaking box. Student A: look at the photo on page 102. Student B: look at the photo on page 97.

## 7F READING AND VOCABULARY

- Look at the photo on page 101 and read the quote below it. In groups, discuss what it means.
- Read the title, the first and the last paragraph of the text and decide if statements 1–4 are true or false.
  - ☐ This text tells the personal experience of a volunteer worker.
  - ☐ It examines the reasons people do volunteer work.
  - ☐ It encourages the reader to try volunteer work.
  - ☐ It gives specific information on how to find a job in volunteer work.
- Read the text and choose the correct answers.
  - The number of volunteers in the world today is
    - about 65 million people.
    - a quarter of the world's population.
    - higher than it ever was in the past.
  - According to the text, volunteers often organise protests for
    - the church.
    - political parties.
    - non-governmental organisations.
  - The main reason that 'voluntourists' volunteer is that
    - they want to learn a new language.
    - they want to be different.
    - they want to experience new situations.
  - People that volunteer do not learn
    - how to train team members.
    - new skills and how to work in a team.
    - about different people and cultures.
  - According to the text, volunteers typically
    - learn something about themselves.
    - earn quite a lot of money.
    - find a good job after volunteering.
- In pairs, complete the phrases with verbs from the text. Then say if you have done or would like to do any of these things.
 

|                                |                           |
|--------------------------------|---------------------------|
| 1 <u>do</u> the dishes         | 6 _____ a meal            |
| 2 _____ a tree                 | 7 _____ the plants        |
| 3 _____ a protest              | 8 _____ in a charity shop |
| 4 _____ a website              | 9 _____ money             |
| 5 _____ time with a sick child | 10 _____ a language       |

A *I've never planted a tree but I've watered my neighbour's plants.*  
 B *I've never organised a protest but I'd like to.*
- In pairs, work out the meaning of the highlighted words from the text. Then use them to complete the advert below.

### Would you like your <sup>1</sup>CV to be more complete?

Do you want to impress a future <sup>2</sup>\_\_\_\_\_? Then, why don't you get some <sup>3</sup>\_\_\_\_\_ in volunteer work? You can receive quality <sup>4</sup>\_\_\_\_\_ in languages and IT. You can learn <sup>5</sup>\_\_\_\_\_ like teamwork, leadership and communication. Volunteer now and improve your <sup>6</sup>\_\_\_\_\_. Contact volworkuk@gmail.com.

- Complete the questions with the correct forms of the verbs from the box. Then in groups, ask and answer the questions.

do find get make (x2) work

- Are you good at working in a team?
- Do you agree that ...
  - it's easy to \_\_\_\_\_ friends when you work with people?
  - if you work well, you should \_\_\_\_\_ paid well?
  - the most important thing in life is to \_\_\_\_\_ a job you like?
  - the most important thing in life is to \_\_\_\_\_ money?
- Have you ever \_\_\_\_\_ any volunteer work?
  - If so, when and where did you do it? What was it like?
  - If not, would you like to do it? Say why. What kind of work would you like to do?

- SPEAKING** Work in pairs. Interview your partner using the questions below. Student A, go to page 189. Student B, go to page 191.

- What's your name and where are you from?
- What kind of volunteer work do you do?
- How long have you had that position?
- Do you get paid?
- What do you like about the position?
- What do you not like about it?
- What are your plans for the future?

- Find out information about one of these things. Then make a presentation about it in class.

International Volunteer Day the US Peace Corps  
 Subbotniks in Eastern Europe Rotary International  
 another international volunteer organisation  
 a volunteer organisation in your town, region or country  
 websites offering volunteer jobs abroad for young people

**28 WATCH AND REFLECT** Go to page 168. Watch the documentary *Love your job* and do the exercises.





SO WE'RE ASKING THE QUESTION ...  
HAVE YOU EVER WORKED FOR FREE?

**VOLUNTEER**

**3.10**

### MORE POPULAR THAN BEFORE

Have you ever worked for nothing? I don't mean doing the dishes or studying. I mean, doing things you don't have to do without getting paid. If you have, you're not the only one. Volunteer work is more popular today than it's ever been before. A lot of people do it. In the US about 65 million citizens, that's over twenty-five percent of the population, do billions of hours of volunteer work every year: an average of about three hours per person per week. But why do people do it? Why do they work for free?

### BECAUSE WE CARE

One reason is because they really care about something and want to work for an association that supports it. It could be a church, a political party or a non-governmental organisation. For example, many volunteers work with NGOs to protect the environment. They spend their weekends planting trees, they organise protests to save the whales or they set up websites for groups that encourage people to use bikes not cars.

### PEOPLE HELP PEOPLE

Another reason people do unpaid work is to help others. They volunteer to make their communities better: they spend time with sick children in hospitals; they serve meals to the homeless; or they water the plants in neighbourhood gardens. Volunteers also help people overseas. People work in charity shops to raise money for projects in developing countries. They collect money to help refugees or victims of earthquakes or tsunamis.

**"The best way to find yourself is to lose yourself in the service of others."**

**Mahatma Gandhi** (Indian activist)

### VOLUNTARY TOURISM

Recently, it has become common for young people to do voluntary work abroad. These 'voluntourists' teach languages, they work in hospitals or they help bring clean water to villages. They do it because they want to help others, they want to make a difference. But they also want to travel, to make friends and to challenge themselves in new, exciting and perhaps difficult situations. Pop star Justin Bieber once helped build a school in Guatemala. He said it was a rewarding experience that taught him a lot about the world and about himself.

### GET A BETTER JOB

And finally, people do volunteer work to improve their **career prospects**. When you volunteer, you learn **key skills** such as how to work in a team. You learn about other cultures. You may also receive **training** in health care, education or emergency work. So, clearly, if you have volunteering **experience** on your **CV**, you're more likely to impress an **employer** and find the job you want.

### WHAT ABOUT YOU?

Volunteer work is good for society but it's also good for volunteers. You help others and learn about yourself. You do something useful and learn key skills. You give something to society and make friends. You can discover that wonderful sense of camaraderie when you've worked with a group of people towards a common goal. So why don't you have a look around and see what kind of voluntary work you could do? You won't make money but you might get something a lot better.

# PART-TIME WAITER/WAITRESS

required for small French restaurant in central Cardiff

Experience preferred.

Must speak French.

Good pay and conditions.

**Apply to** Ms Diane Richard at [latableronde@gmail.com](mailto:latableronde@gmail.com).

From: [joserpet@gmail.com](mailto:joserpet@gmail.com)  
To: [latableronde@gmail.com](mailto:latableronde@gmail.com)  
Subject: Job application

---

Dear Ms Richard,

I'm writing to you to apply for the job as part-time waitress in your restaurant.

I'm an eighteen-year-old student from Newport. Although I have no previous working experience, I have recently begun a course in Hotel and Catering at Cardiff College. I've also just completed a course in first aid, which I feel would be useful for a member of your staff. I've had my driving licence since March and I have a B1 level in French.

I consider myself to be a confident, enthusiastic person with an outgoing personality and a good memory.

I look forward to attending an interview and I hope to hear from you soon.

Kind regards,

Joy Peters



- 1 Look at the part-time jobs in the box. Then in pairs, ask and answer the questions below.

babysitter cleaner fruit picker pizza deliverer  
volunteer at an animal shelter waiter

- 1 What do you think are the advantages/disadvantages of these part-time jobs?
- 2 Have you ever done any of these jobs? If so, where, when and what was it like? If not, which of the jobs would you like to do and why?
- A *The advantage of working as a waiter is that you can eat for free.*
- B *Yes, but it's tiring. You are on your feet all day long and some customers can be difficult.*
- 2 In pairs, read the job advert and Joy's application email. In your opinion, is Joy a good candidate for the job?
- 3 Complete the sentences with the correct forms of the phrases from the box. Use Joy's email to help you.

apply for a/the job attend an interview  
consider myself to be complete a course  
look forward to previous experience

- 1 I'd like to apply for the job of fruit picker.
- 2 Do you have any \_\_\_\_\_ or is this your first job?
- 3 I've recently \_\_\_\_\_ on child safety.
- 4 I \_\_\_\_\_ fit and hard-working.
- 5 I'd be very happy to \_\_\_\_\_ at any time.
- 6 I \_\_\_\_\_ hearing from you.
- 4 Study the Writing box and look at the job advert again. In pairs, say what is wrong with Sam's email below.

From: rockymc@gmail.com  
To: dianerichard@gmail.com  
Subject:

Hi Diane

I see that you're looking for a waiter.

I have worked in many, many restaurants and I live in Cardiff! I have been on many courses in things like food hygiene, health and safety and some others that I can't remember now. I have recently taken part in the Cardiff Marathon! It was awesome! I also studied French at school. Ooh là là! I got grade B in my GCSE exam – it was one of my favourite subjects and I have many happy memories.

Write back soon, OK?

All the best

Sam "Rocky" McFarlane

## WRITING | A formal email of application

- In the subject box, give a clear reason for writing your email, e.g. *Job application*.
- In the first sentence, explain why you are writing: *I'm writing to you to apply for the job as/of ...*
- Mention your age, education and any relevant work experience you have. You can use the Present Perfect to describe your experience and recent achievements: *I've just completed a course in first aid.*
- Mention three or four of your personal qualities that you think are useful for the job: *I consider myself to be ...*
- Say that you hope to receive a reply/would like to attend an interview: *I look forward to hearing from you/attending an interview.*
- Don't use emoticons, exclamation marks (!) or informal language, e.g. *Hey, dude!*
- Don't try to be funny or write irrelevant information, e.g. *My friend Dave lives opposite your restaurant.*

### Formal beginning and ending

Remember to begin and end your email with formal greetings:

Dear + name, e.g. *Dear Mr Campbell, ... Dear Ms Richard, ...*  
Dear Sir/Madam, ... (if you don't know the person's name)  
(Kind/Best) regards, ...

- 5 Rewrite the email from Exercise 4 using the advice in the Writing box.
- 6 Check you understand the personal qualities in the box. Then in pairs, ask and answer the questions below.

chatty cheerful confident creative diplomatic  
energetic enthusiastic fit good-looking  
good at accepting criticism/solving problems  
good at working in a team/group  
good with animals/numbers/people  
hard-working healthy mature outgoing patient  
polite punctual reliable sociable smart strong

- 1 Which of these qualities do you have?
- 2 Which ones do employers appreciate the most?
- 3 Which qualities are most suitable for the jobs in Exercise 1?
- 7 **REFLECT | Society** Is it a good idea for students and high school pupils to have a part-time job? What are the advantages and disadvantages? Discuss in pairs.  
*It's a good way to meet people and build your confidence.*  
*You might not have enough time to study and do coursework.*
- 8 **WRITING TASK** Read the job adverts on page 190. Choose the job you like the most and write an email applying for it. Use the Writing box and Joy's email to help you.

## REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.

### ECONOMY SECTORS

agriculture

factory

### WORKPLACES

- 2 Complete the words and phrases with **work** with words from the word list.

- 1 one word: teamwork, work \_\_\_\_
- 2 two words: \_\_\_\_ worker, working \_\_\_\_
- 3 three words: work \_\_\_\_ , \_\_\_\_ work
- 4 four words: work \_\_\_\_

- 3 Match the words to make jobs. Then check with the word list.

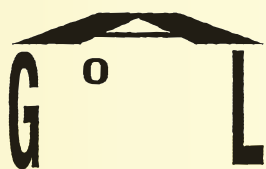
- |                                     |             |
|-------------------------------------|-------------|
| 1 <input type="checkbox"/> bike     | a secretary |
| 2 <input type="checkbox"/> estate   | b attendant |
| 3 <input type="checkbox"/> personal | c courier   |
| 4 <input type="checkbox"/> flight   | d worker    |
| 5 <input type="checkbox"/> social   | e agent     |

- 4 Complete the sentences with the correct prepositions. Then check with the word list.

- 1 The company needs to take \_\_\_\_ more staff.
- 2 You need to be good \_\_\_\_ children to be a teacher.
- 3 \_\_\_\_ the foreground, I can see my flatmate.
- 4 I'm good \_\_\_\_ solving problems.

## ACTIVE VOCABULARY | Pictures

If you are a visual learner, you can use the letters of a word to draw that word. For example, you could draw the word *goal* to look like the picture below. Try to draw another word from the word list.



## 7A GRAMMAR AND VOCABULARY

### 5.43

application (n) /ˌæplɪˈkeɪʃən/  
 be out of work /bi aʊt əv ˈwɜːk/  
 boss (n) /bɒs/  
 find/get/lose a job /ˌfaɪnd/ˌget/ˌluːz ə ˈdʒɒb/  
 flatmate (n) /ˈflætmeɪt/  
 give sb a pay rise /ˌɡɪv ˌsʌmbədi ə ˈpeɪ raɪz/  
 make a profit /ˌmeɪk ə ˈprɒfɪt/  
 open a factory /ˌəʊpən ə ˈfæktəri/  
 part-time job (n) /ˌpɑːt taɪm ˈdʒɒb/  
 sack an employee /ˌsæk ən ɪmˈplɔɪiː/  
 take on more staff /ˌteɪk ɒn mɔː ˈstɑːf/

## 7B GRAMMAR 5.44

a job for life /ə ˈdʒɒb fə ˈlaɪf/  
 be good with computers /bi ˌɡʊd wɪð kəmˈpjʊːtəz/  
 career (n) /kəˈrɪə/  
 client (n) /ˈklaɪənt/  
 freelance (adj) /ˈfriːlɑːns/  
 have a break /hæv ə ˈbreɪk/  
 lifeguard (n) /ˈlaɪfgɑːd/  
 make money /ˌmeɪk ˈmʌni/  
 multinational (adj) /ˌmʌltɪˈnæʃənəl/  
 proper (adj) /ˈprɒpə/  
 self-employed (adj) /ˌself ɪmˈplɔɪd/  
 web designer (n) /ˈweb dɪˌzaɪnə/  
 work at home/in an office /ˌwɜːk ət ˈhəʊm/ɪn ən ˈɒfɪs/  
 work for a company /ˌwɜːk fər ə ˈkʌmpəni/

## 7C LISTENING AND VOCABULARY

### 5.45

accident rate (n) /ˌæksədənt reɪt/  
 antisocial (adj) /ˌæntɪˈsəʊʃəl/  
 boss (n) /bɒs/  
 career (n) /kəˈrɪə/  
 company (n) /ˈkʌmpəni/  
 construction worker (n) /kənˈstrʌkʃən ˌwɜːkə/  
 co-worker (n) /ˌkəʊˈwɜːkə/  
 danger (n) /ˈdeɪndʒə/  
 earn (v) /zːn/  
 farmer (n) /ˈfɑːmə/  
 firefighter (n) /ˈfaɪəˌfaɪtə/  
 fisherman (n) /ˈfɪʃmən/  
 full-time (adj) /ˌfʊl ˈtaɪm/  
 have an accident /hæv ən ˌæksədənt/  
 indoors (adv) /ˌɪnˈdɔːz/

industry (n) /ˈɪndəstri/  
 logger (n) /ˈlɒɡə/  
 loneliness (n) /ˈləʊnlɪnəs/  
 miner (n) /ˈmaɪnə/  
 part-time (adj) /ˌpɑːtˈtaɪm/  
 pay (n) /peɪ/  
 pilot (n) /ˈpaɪlət/  
 police officer (n) /pəˈliːs ˌɒfəsə/  
 skyscraper window cleaner (n) /ˈskaɪskreɪpə ˌwɪndəʊ ˌkliːnə/  
 statistics (n) /stəˈtɪstɪks/  
 take care of /ˌteɪk ˈkeər əv/  
 teach a class /ˌtiːtʃ ə ˈklɑːs/  
 truck driver (n) /ˈtrʌk ˌdraɪvə/  
 working conditions (n) /ˈwɜːkɪŋ kənˌdɪʃənz/  
 working hours (n) /ˈwɜːkɪŋ ˈaʊəz/  
**7D VOCABULARY 5.46**  
 agriculture (n) /ˌæɡrɪˌkʌltʃə/  
 ambulance (n) /ˈæmbjələns/  
 bank (n) /bæŋk/  
 bike courier (n) /ˈbaɪk ˌkʊrɪə/  
 building engineer (n) /ˈbɪldɪŋ ˌendʒɪnɪə/  
 building site (n) /ˈbɪldɪŋ saɪt/  
 car mechanic (n) /ˈkɑː mɪˌkænɪk/  
 construction (n) /kənˈstrʌkʃən/  
 corner shop (n) /ˈkɔːnə ʃɒp/  
 department store (n) /dɪˈpɑːtmənt stɔː/  
 design studio (n) /dɪˌzaɪn ˌstjuːdiəʊ/  
 doctor's surgery (n) /ˌdɒktəz ˈsɜːdʒəri/  
 economy (n) /ɪˈkɒnəmi/  
 education (n) /ˌedʒʊˈkeɪʃən/  
 enclosed spaces (n) /ɪnˌkləʊzd ˈspeɪsɪz/  
 estate agent (n) /ɪˈsteɪt ˌeɪdʒənt/  
 factory (n) /ˈfæktəri/  
 farm (n) /fɑːm/  
 finance (n) /ˈfaɪnæns/  
 fish farm (n) /ˈfɪʃ fɑːm/  
 fishing (n) /ˈfɪʃɪŋ/  
 fishing boat (n) /ˈfɪʃɪŋ bəʊt/  
 flight attendant (n) /ˈflaɪt əˈtendənt/  
 food processing plant (n) /ˈfuːd ˌprəʊsesɪŋ plɑːnt/  
 forestry (n) /ˈfɒrɪstri/  
 garage (n) /ˈɡærɪdʒ/  
 government (n) /ˈɡʌvəmənt/  
 hair salon (n) /ˈheə ˌsælən/  
 hairdresser (n) /ˈheəˌdresə/  
 health care (n) /ˈhelθ keə/



IT (n) /ˌaɪ 'tiː/

journalist (n) /'dʒɜːnəlɪst/

laboratory (n) /lə'bɒrətəri/

lawyer (n) /'lɔːjə/

librarian (n) /laɪ'breəriən/

library (n) /'laɪbrəri/

manufacturing (n) /ˌmænjə'fæktʃərɪŋ/

mine (n) /maɪn/

mining (n) /'maɪnɪŋ/

nursery (n) /'nɜːsəri/

office (n) /'ɒfɪs/

oil platform (n) /'ɔɪl ,plætfɔːm/

paramedic (n) /ˌpærə'medɪk/

personal secretary (n) /ˌpɜːsənəl 'sekretəri/

politician (n) /ˌpɒlɪ'tɪʃən/

processing (n) /'prəʊsesɪŋ/

raw materials (n) /ˌrɔː mæ'tɪəriəlz/

receptionist (n) /rɪ'sepʃənɪst/

sales (n) /seɪlz/

sales manager (n) /'seɪlz ,mænɪdʒə/

sawmill (n) /'sɔːmɪl/

services (n) /'sɜːvɪsəz/

social worker (n) /'səʊʃəl ,wɜːkə/

surgeon (n) /'sɜːdʒən/

tour guide (n) /'tuə ,gaɪd/

war zone (n) /'wɔː zəʊn/

work as /wɜːk əz/

work at night/from nine to five/long hours  
/wɜːk ət 'naɪt/frəm ,naɪn tə 'faɪv/lɒŋ 'aʊəz/

work hard/to a deadline/under pressure /wɜːk  
'hɑːd/tə ə 'dedlaɪn/ʌndə 'preʃə/

work for a company/in an office/in a team/on  
your own/from home /wɜːk fər ə 'kʌmpəni/  
ɪn ən 'ɒfɪs/ɪn ə 'tiːm/ɒn jər 'əʊn/frəm 'həʊm/

work part-time/full-time /wɜːk pɑːt 'taɪm/fʊl  
'taɪm/

workplace (n) /'wɜːkpleɪs/

## 7E SPEAKING 5.47

at the bottom/top /ət ðə 'bɒtəm/'tɒp/

fall down /ˌfɔːl 'daʊn/

in the foreground/centre/background /ɪn ðə  
'fɔːgraʊnd/'sentə/'bækgraʊnd/

motivate (v) /'məʊtɪveɪt/

motivational (adj) /ˌməʊtə'veɪʃənəl/

on the right/left /ɒn ðə 'raɪt/'left/  
rowing team ˌrəʊɪŋ 'tiːm/

skydiver (n) /'skaɪdaɪvə/

teamwork (n) /'tiːmwɜːk/

## 7F READING AND VOCABULARY

### 5.48

a sense of sth /ə 'sens əv ,sʌmθɪŋ/

association (n) /ə'səʊsɪ'eɪʃən/

camaraderie (n) /ˌkæmə'rɑːdəri/

care about /'keər əbaʊt/

career prospects (n) /kə'riə ,prɒspekts/

challenge yourself /'tʃæləndʒ jə'self/

church (n) /tʃɜːtʃ/

citizen (n) /'sɪtɪzən/

CV (n) /ˌsiː 'viː/

developing country (n) /dɪ'veləpɪŋ 'kʌntri/

do volunteer work /du ,vɒlən'tɪə wɜːk/

earthquake (n) /'ɜːθkweɪk/

emergency work (n) /ɪ'mɜːdʒənsi wɜːk/

employer (n) /ɪm'plɔɪə/

environment (n) /ɪn'vaɪrənmənt/

experience (n) /ɪk'spiəriəns/

get paid /get 'peɪd/

impress (v) /ɪm'pres/

key skills (n) /ˌkiː 'skɪlz/

lose yourself in sth /'luːz jə'self ɪn ,sʌmθɪŋ/

make a difference /ˌmeɪk ə 'dɪfərəns/

neighbourhood (n) /'neɪbəhʊd/

non-governmental organisation (n) /ˌnɒn  
,ɡʌvən'mentəl ɔː'ɡənaɪ'zeɪʃən/

overseas (adv) /əʊvə'siːz/

plant (v) /plɑːnt/

position (n) /pə'zɪʃən/

protect (v) /prə'tekt/

protest (n) /'prəʊtest/

refugee (n) /ˌrefjʊ'dʒiː/

rewarding (adj) /rɪ'wɔːdɪŋ/

save (v) /seɪv/

serve a meal /ˌsɜːv ə 'miːl/

the homeless (n) /ðə 'həʊmləs/

tourism (n) /'tuəɪzəm/

training (n) /'treɪnɪŋ/

tsunami (n) /tsu'nɑːmi/

unpaid (adj) /ˌʌn'peɪd/

voluntary (adj) /ˌvɒləntəri/

volunteer (n, v) /ˌvɒlən'tɪə/

water the plants /ˌwɔːtə ðə 'plɑːnts/

whale (n) /weɪl/

work towards a common goal /wɜːk tə'wɔːdz ə  
'kɒmən 'ɡəʊl/

## 7G WRITING AND VOCABULARY

### 5.49

advantage/disadvantage (n) /əd'vɑːntɪdʒ/  
,dɪsəd'vɑːntɪdʒ/

animal shelter (n) /'ænəməl 'ʃeltə/

apply for a job /əˌplai fər ə 'dʒɒb/

attend an interview /ətend ən 'ɪntəvjʊː/

babysitter (n) /'berbɪsɪtə/

build your confidence /ˌbɪld jə 'kɒnfɪdəns/

candidate (n) /'kændɪdət/

chatty (adj) /'tʃæti/

cheerful (adj) /'tʃɪəfəl/

cleaner (n) /'kliːnə/

complete a course /kəmˌpliːt ə 'kɔːs/

confident (adj) /'kɒnfɪdənt/

consider /kən'sɪdə/

creative (adj) /kri'eɪtɪv/

diplomatic (adj) /ˌdɪplə'mætɪk/

energetic (adj) /ˌenə'dʒetɪk/

enthusiastic (adj) /ɪnθjuːzɪ'æstɪk/

food hygiene (n) /'fuːd ,haɪdʒiːn/

fruit picker (n) /'fruːt ,pɪkə/

good at accepting criticism/solving problems  
'ɡʊd ət ək ,septɪŋ 'krɪtəsɪzəm/ˌsɒlvɪŋ 'prɒb  
ləmz/

good with animals/numbers/people /ɡʊd wɪð  
'ænɪməlz/'nʌmbəz/'piːpəl/

good-looking (adj) /ɡʊd 'lʊkɪŋ/

hard-working (adj) /hɑːd 'wɜːkɪŋ/

healthy (adj) /'helθi/

job advert (n) /'dʒɒb ,ædvɜːt/

look forward to /lʊk 'fɔːwəd tə/

mature (adj) /mə'tʃʊə/

outgoing (adj) /ˌaʊt'ɡəʊɪŋ/

patient (adj) /'peɪʃənt/

personal qualities (n) /ˌpɜːsənəl 'kwɒlətɪz/

pizza deliverer (n) /'piːtsə dɪ,lɪvərə/

polite (adj) /pə'laɪt/

previous experience (n) /ˌpriːviəs ɪk'spiəriəns/

punctual (adj) /'pʌŋktʃuəl/

reliable (adj) /rɪ'laɪəbəl/

safety (n) /'seɪfti/

smart (adj) /smɑːt/

sociable (adj) /'səʊjəbəl/

strong (adj) /strɒŋ/

suitable (adj) /'suːtəbəl/

waiter/waitress (n) /'weɪtə/'weɪtrɪs/

## VOCABULARY AND GRAMMAR

**1 Find the odd word out in each group. Say why it is different.**

- 1 firefighter (librarian) miner police officer  
*The other jobs are dangerous.*
- 2 boss candidate career co-worker
- 3 babysitter engineer lawyer pilot
- 4 factory hairdresser journalist politician
- 5 agriculture company construction health care
- 6 confident mature prospects reliable

**2 Match the jobs with the workplaces.**

- |                                           |                    |
|-------------------------------------------|--------------------|
| 1 <input type="checkbox"/> architect      | a building site    |
| 2 <input type="checkbox"/> guide          | b department store |
| 3 <input type="checkbox"/> mechanic       | c garage           |
| 4 <input type="checkbox"/> nurse          | d hotel            |
| 5 <input type="checkbox"/> receptionist   | e museum           |
| 6 <input type="checkbox"/> shop assistant | f nursery          |
| 7 <input type="checkbox"/> secretary      | g office           |
| 8 <input type="checkbox"/> teacher        | h restaurant       |
| 9 <input type="checkbox"/> waiter         | i surgery          |

**3 Complete the text with the verbs from the box.**

apply be consider do earn ~~find~~ get have look work

### Tips to help you <sup>1</sup>find a job

- Don't <sup>2</sup>\_\_\_\_\_ for just one job, send off lots of applications.
- In your job application, mention the personal qualities you <sup>3</sup>\_\_\_\_\_ yourself to have and say that you <sup>4</sup>\_\_\_\_\_ forward to attending an interview.
- Don't begin a job interview by asking how much you <sup>5</sup>\_\_\_\_\_ paid or how often you can <sup>6</sup>\_\_\_\_\_ a break.
- Think about working part-time. You won't <sup>7</sup>\_\_\_\_\_ a lot of money but you will get experience.
- It's a good idea to <sup>8</sup>\_\_\_\_\_ volunteer work. You learn to <sup>9</sup>\_\_\_\_\_ in a team and it looks good on your CV.
- Perhaps you would like to <sup>10</sup>\_\_\_\_\_ your own boss? Think about the advantages of becoming self-employed.

**4 Match the adjectives from the box with the definitions. There are two extra adjectives.**

chatty creative enthusiastic fit hard-working  
patient ~~punctual~~ sociable

- 1 Always on time. *punctual*
- 2 Full of interest.
- 3 Enjoys talking.
- 4 Good at thinking of new ideas.
- 5 Doesn't mind waiting.
- 6 Good with people.

**5 Complete the sentences with the correct forms of the verbs in brackets.**

- 1 He *started* (start) a new job last Tuesday.
- 2 She \_\_\_\_\_ (be) off work since last Tuesday.
- 3 I \_\_\_\_\_ (only/work) here for two weeks but I love it.
- 4 I \_\_\_\_\_ (lose) my job two weeks ago.
- 5 \_\_\_\_\_ (you/ever/have) a part-time job?
- 6 The café \_\_\_\_\_ (not open) yet.
- 7 I like your earrings. How long \_\_\_\_\_ (you/have) them?
- 8 We \_\_\_\_\_ (already/have) this car for ten years.

**6 Choose the correct words to complete the conversation.**

- Ms Hay** How <sup>1</sup>long / long ago / much have you been with us?
- Rob** I've been here <sup>2</sup>for / from / since almost six months now. I started <sup>3</sup>for / last / on September.
- Ms Hay** Have you <sup>4</sup>always / ever / just thought about applying to be a manager?
- Rob** No, I <sup>5</sup>don't / hasn't / haven't, to be honest. Why?
- Ms Hay** Well, because you <sup>6</sup>already / always / ever work hard and you're clever.
- Rob** But I've <sup>7</sup>didn't / never / yet been to university. I haven't studied Maths <sup>8</sup>for / since / yet I left school.
- Ms Hay** That doesn't matter. We started our own training programmes six months <sup>9</sup>ago / long ago / since. Have you started studying French <sup>10</sup>ever / just / yet?
- Rob** Yes, I've <sup>11</sup>always / ever / just started a course at the college. I haven't done any exams <sup>12</sup>before / never / yet but I've <sup>13</sup>already / last / never learnt quite a lot.

## USE OF ENGLISH

**7 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.**

### STRATEGY | Key word transformations

Remember that there is a word limit. Always check the number of words because if you have too many, it may mean that you have gone wrong somewhere. A contraction (e.g. don't) counts as two words, not one.

- 1 The last time I saw him was in 2014. **NOT**  
I have *not seen him* since 2014.
- 2 You applied for that job last month. **ALREADY**  
You \_\_\_\_\_ for that job.
- 3 I still need to write it. **YET**  
I haven't \_\_\_\_\_.
- 4 When did you become a student? **LONG**  
\_\_\_\_\_ you been a student?
- 5 Do you work in a shop now or did you work in a shop at any time in the past? **EVER**  
\_\_\_\_\_ worked in a shop?

Use of English > page 187



## READING

8 Read texts 1–5 and choose the correct answers: a, b or c.

### STRATEGY | Multiple choice task – short texts

This task tests your understanding of short texts, authentic notices, packaging information and also communicative messages. You should read the text carefully first and decide which situation it would appear in.

1

### Oh-là-là French Restaurant

#### HELP WANTED

- Kitchen assistant and waiter/waitress
- Experience not essential but preferred
- Evening work only, must be free at weekends
- Twenty hours per week

#### APPLY INSIDE

- a The restaurant is looking for part-time staff.
- b Workers don't need to work at weekends.
- c Inexperienced workers need not apply.

2

Sally,  
Mr. Lewis has changed the time of the meeting (again!) Now, it's first thing tomorrow morning and this time it's in the IT room, not in his office.  
See you there at eight. Don't be late!  
Robbie

- a Mr Lewis wants to see Sally immediately.
- b Sally was late for the previous meeting.
- c The meeting is at a different time and place.

3

### MAZY'S DEPARTMENT STORE

#### Temporary shop assistants

- Take an application form and fill it in in pen.
- When you complete it, hand it in at the reception desk.
- Go to the waiting room and wait for your interview.

- a Job candidates should go to reception before completing the form.
- b Job candidates should go to reception after completing the form.
- c Job candidates should wait for the receptionist to give them a form.

4

**DANGER**   
**BUILDING SITE**  
**AUTHORISED PERSONNEL ONLY**  
**ALL OTHER PEOPLE KEEP OUT**

- a Nobody is allowed onto the building site.
- b Only certain people can enter the building site.
- c All building sites are dangerous places.

5

Hi Sophie  
I've just finished 1st day at work. Really tired!  
Going back to flat to relax. I'm with a really nice team, very friendly and funny, but there's so much I need to learn and the hours are very long!  
Miss you,  
Love, Davie

- a Davie has got a challenging new job.
- b Davie is going to start a new job.
- c Davie didn't enjoy his first day at work.

## SPEAKING

9 Look at the photo of people at work. In pairs, take turns to describe the photo.

Talk about the people.

Talk about the place.

Talk about other things in the photograph.



## WRITING

10 Do the task below.

Look at the article about volunteer work on page 101 again. Then write an email to a friend inviting him/her to do some volunteer work with you. Include the following information:

- some possible volunteer work you could both do together
- when and where you could do it
- ask him/her to write back to tell you what he/she thinks of the idea

# 08

## Switch on

**VOCABULARY** Science, computers, social media, gaming

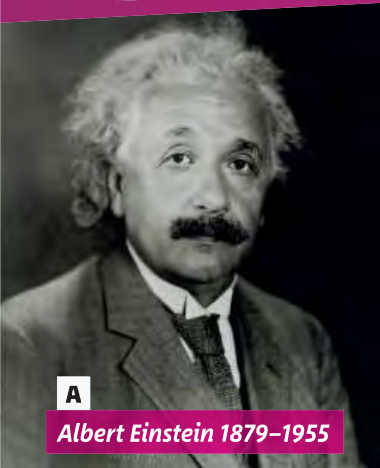
**GRAMMAR** Verb patterns: the infinitive and the -ing form, the first conditional  
**Use of English** > page 187

**SPEAKING** Explanations

**WRITING** An opinion essay

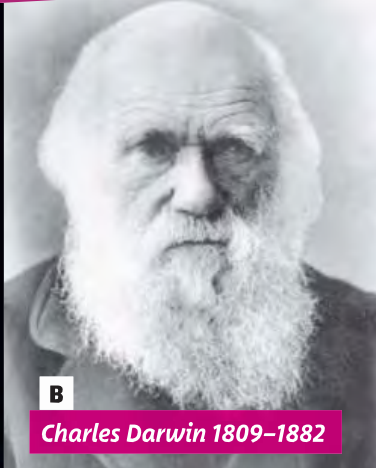
**VIDEO** Grammar ▶ Communication ▶ Documentary ▶

## Could you be a *scientist*?



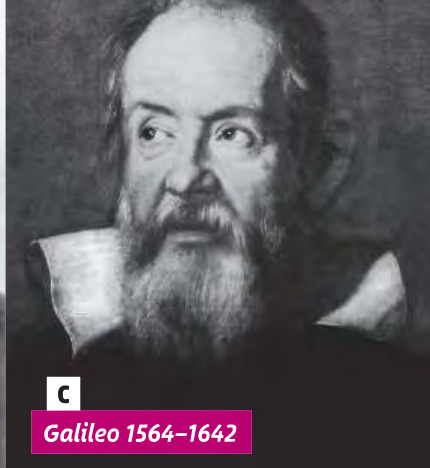
**A**

Albert Einstein 1879–1955



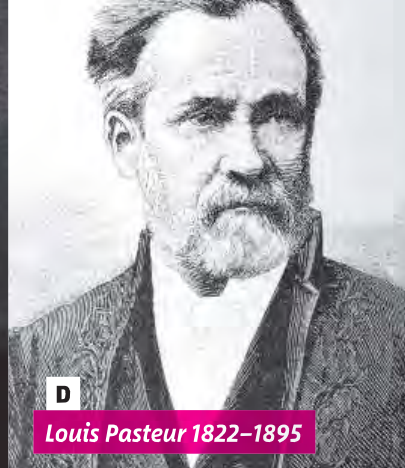
**B**

Charles Darwin 1809–1882



**C**

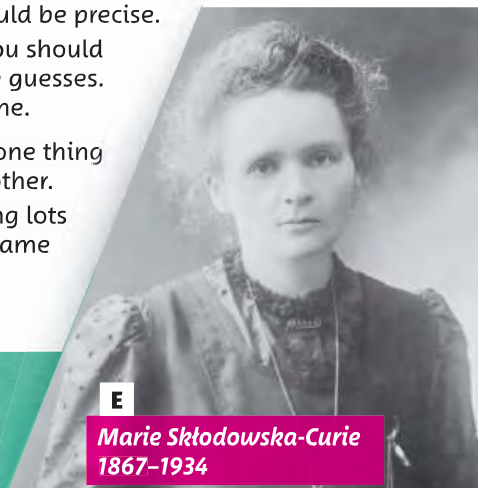
Galileo 1564–1642



**D**

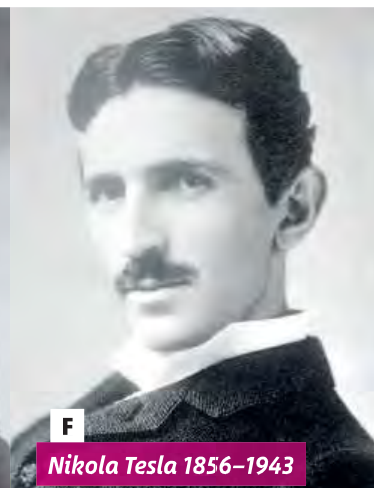
Louis Pasteur 1822–1895

- 1** a I enjoy studying.  
b I can't stand studying.
- 2** a I can remember **data** like **facts** and **formulas** easily.  
b I'm good with faces but I can't remember numbers.
- 3** a Details are important to me. I need to **discover** exactly how things work.  
b I avoid **analysing** things in too much detail. I prefer the big picture.
- 4** a I'd like to work in a **laboratory** one day.  
b I want to work outside.
- 5** a In my opinion, you mustn't make guesses. You should be precise.  
b In my opinion, you should sometimes make guesses. They can save time.
- 6** a I prefer to finish one thing before I start another.  
b I don't mind doing lots of things at the same time.
- 7** When I fail to understand something,  
a I stop reading, take a break and come back to it later.  
b I keep on reading until I get it.
- 8** When I'm learning to do something but it seems impossible,  
a I practise doing it until I get better.  
b I give up doing it and start doing something else.
- 9** When the **results** in a **Science** class show my **hypothesis** is wrong,  
a I try to think of a better one.  
b I continue doing **experiments**.



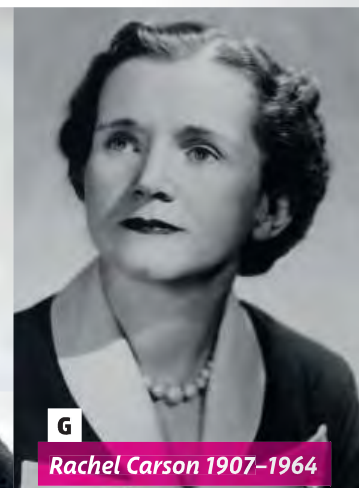
**E**

Marie Skłodowska-Curie  
1867–1934



**F**

Nikola Tesla 1856–1943



**G**

Rachel Carson 1907–1964



1 Who is the most famous scientist or inventor from your country? What is he/she famous for?

2 Match the scientists in pictures A–G with descriptions 1–7 below.

- 1 ☐ A French chemist and **biologist** who gave his name to a process that kills microbes in food and drink.
- 2 ☐ An American marine biologist and **ecologist**; she transformed the way we think about the environment.
- 3 ☐ A German **physicist** famous for his theory of relativity.
- 4 ☐ An English **naturalist** and **geologist** famous for his theory of evolution.
- 5 ☐ A Serbian electrical **engineer** and **inventor** whose name is now a make of electric cars.
- 6 ☐ An Italian **astronomer**, physicist and **mathematician**, the 'father' of science.
- 7 ☐ A Polish physicist and **chemist** – the only person to win two Nobel prizes in two different sciences.

3 What qualities do you need to be a scientist? Discuss in pairs. Then do the quiz and check your score on page 190. Do you agree with the results?

### Verb patterns: the infinitive and the -ing form

4 Match sentences 1–3 with verb patterns a–c.

- 1 ☐ I enjoy studying.
- 2 ☐ You mustn't make guesses.
- 3 ☐ I want to work outside.

- a verb + to + infinitive
- b verb + -ing form
- c verb + infinitive without to

5 Study the Grammar box and Watch out! Which verb patterns can you find in the quiz?

#### Verb patterns: the infinitive and the -ing form

We use the **-ing form** after these verbs: **avoid, can't stand, continue, (don't) mind, enjoy, finish, practise, stop**

We use **to + infinitive** after these verbs: **agree, decide, fail, hope, learn, manage, need, promise, try, want, would like**

We can use either the **-ing form** or **to + infinitive** after these verbs: **begin, hate, like, love, prefer, start**

We use the **infinitive without to** after modal verbs, e.g.: **can, could, might, must, should**

Grammar Reference and Practice > page 180

#### WATCH OUT!

After prepositions (e.g. after *give up, keep on, think about, interested in*, etc.) we use the **-ing form**:

**Keep on trying** until you succeed.

6  **3.11** Complete the text with the correct forms of the verbs in brackets. Listen and check.

I want <sup>1</sup>**to be** (be) a scientist when I leave school. I'd really like <sup>2</sup>\_\_\_\_\_ (become) an astrophysicist. I enjoy <sup>3</sup>\_\_\_\_\_ (work) in the laboratory and I love <sup>4</sup>\_\_\_\_\_ (watch) the sky at night. The problem is I need <sup>5</sup>\_\_\_\_\_ (pass) Maths and it's my worst subject. I keep on <sup>6</sup>\_\_\_\_\_ (fail). My friends say I should <sup>7</sup>\_\_\_\_\_ (forget) my dream and think about <sup>8</sup>\_\_\_\_\_ (study) something else at university. But I can't <sup>9</sup>\_\_\_\_\_ (do) that. So I've decided <sup>10</sup>\_\_\_\_\_ (take) extra Maths classes at the weekend. I don't mind <sup>11</sup>\_\_\_\_\_ (give up) some free time to try <sup>12</sup>\_\_\_\_\_ (make) my dream come true.

7 Check you understand the highlighted words from the quiz. Then choose the correct words to complete the sentences below.

- 1 His most famous *data / formula* is  $E = mc^2$ .
- 2 Marie Skłodowska-Curie *analysed / discovered* two elements: radium and polonium.
- 3 Louis Pasteur's *hypothesis / laboratory* was in Paris.
- 4 In a famous *experiment / fact*, Galileo dropped two balls from the Tower of Pisa.
- 5 The *results / science* of the experiment were disappointing.

8 Complete the statements with the infinitive or the -ing form of the verbs in brackets. Then in pairs, say if the statements are true for you.

- 1 I like **doing** (do) experiments.
- 2 I can't stand \_\_\_\_\_ (analyse) data.
- 3 I might \_\_\_\_\_ (study) Physics at university.
- 4 I'm going to give up \_\_\_\_\_ (study) Chemistry.
- 5 I'm thinking about \_\_\_\_\_ (become) a biologist.
- 6 I prefer \_\_\_\_\_ (watch) documentaries online.
- 7 I want \_\_\_\_\_ (win) a Nobel Prize in chemistry one day.
- 8 I hope \_\_\_\_\_ (work) in a laboratory when I'm older.
- 9 I love programming. I can't stop \_\_\_\_\_ (do) it.

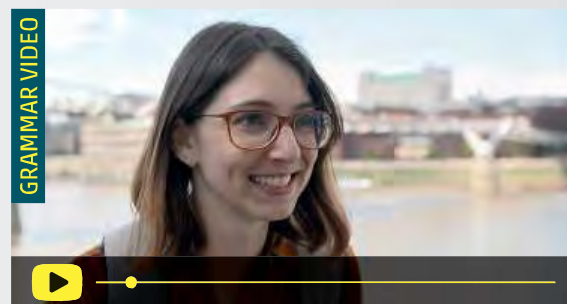
9 **SPEAKING** Work in pairs. How many sentences about yourself can you say with verbs from the Grammar box and Watch out! in one minute? Give your partner a point for every correct sentence.

A *I'd like to work for NASA.*

B *Correct. One point.*

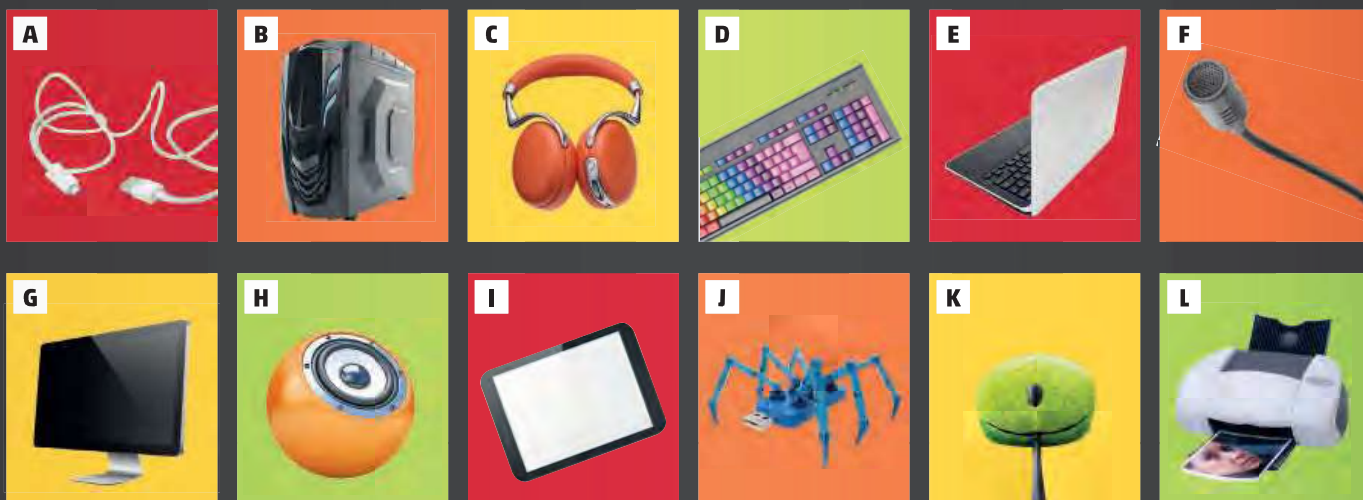
 **29** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Would you prefer to be a scientist or an artist?



GRAMMAR VIDEO

## 8B VOCABULARY | Computers



1 **THINK BACK** Look at the computer equipment above and name items A–L. Which things have you got/would you like to have?

2 In pairs, ask and answer questions about the things in Exercise 1.

*What kind of computer have you got?*

*Do you prefer to use speakers or headphones?*

*Do you use a wireless keyboard?*

3 In pairs, replace the computer icons with the correct forms of the verbs from the box. Are sentences 1–5 true for you? Do you agree with sentences 6–7?

copy create cut drag empty expand paste post  
share store swipe tap update

1 I need to empty my trash can. I haven't clicked on it for months. It's enormous.

2 I \_\_\_\_\_ things on Facebook every day and \_\_\_\_\_ my profile every week.

3 I always save my photos in the photo library and \_\_\_\_\_ them in the cloud but I never print them.

4 My computer crashes every time I try to \_\_\_\_\_ a table or download a new program.

5 My gran doesn't like touchscreens. She can't \_\_\_\_\_, \_\_\_\_\_ right or left, \_\_\_\_\_ things around the screen or use her fingers to \_\_\_\_\_ images.

6 Sometimes it's better to delete photos and not \_\_\_\_\_ them on social media.

7 It's easy to search for information on the Internet and then to \_\_\_\_\_ and \_\_\_\_\_ text into your document. But it's not a good idea to \_\_\_\_\_ your homework like that.

4 In pairs, make as many collocations as you can with the words from the box. Use the verbs in Exercise 3.

document file folder icon image information  
message photo picture profile table text

**A** open a document **B** save a document

5 **3.12 PRONUNCIATION** Listen to how the final *e* changes the sound of the underlined vowels in the words below. Listen again and repeat.

| Short vowels | Long vowels and diphthongs |
|--------------|----------------------------|
| tap          | ta <u>pe</u>               |
| past         | pa <u>ste</u>              |
| le <u>t</u>  | de <u>le</u> te            |
| fi <u>ll</u> | fi <u>le</u>               |
| no <u>t</u>  | no <u>te</u>               |
| cu <u>t</u>  | cu <u>te</u>               |

6 **3.13 PRONUNCIATION** Add the words from the box to lists 1–2 below according to the pronunciation of the underlined vowels. Listen, check and repeat.

app click copy crash disk drag expand  
hotspot junk mail laptop link online page  
paste profile save share store swipe tablet  
update web

1 **short vowels:** chat, app, ...

2 **long vowels and diphthongs:** create, ...

7 **SPEAKING** In pairs, ask and answer the questions using the vocabulary in this lesson.

- How often do you use a computer?
- What kind of things do you do on your computer?
- Do you spend more time playing or working on your computer?
- What kind of computer would you like to have if money was no problem?



## 8C SPEAKING

### 1 In pairs, ask and answer the questions.

- 1 How long have you had your phone?
- 2 Was it a present or did you buy it?
- 3 Where did you (or they) get it? In a shop or online?
- 4 Do you need to buy a new phone? Which model would you like to get?

### 2 In pairs, describe the photo. Use the Speaking box on page 99 and the prompts below to help you. Do you think the man will buy the phone?

ask for help confused customer explain impatient sale (shop) assistant

### 3 30 3.14 Read and watch or listen to the conversation and check your answer in Exercise 2.

- Customer** I wonder if you can help me. I need to get a new phone. I'd like to buy a smartphone.
- Assistant** What kind of phone are you looking for? 4G? 5G?
- Customer** I'm sorry, I'm not sure I understand. Can you explain what the difference is?
- Assistant** 5G means 'fifth generation'.
- Customer** Oh, right. Well, 5G then, I suppose.
- Assistant** What kind of OS do you want?
- Customer** I'm sorry. I don't know what you mean.
- Assistant** What kind of operating system?
- Customer** Oh, operating system! This one, I suppose.
- Assistant** OK, this one's got a five-and-a-half inch HD screen ...
- Customer** Sorry, what does HD stand for again?
- Assistant** HD? It stands for High Definition. It's got a resolution of twenty-five sixty by ...
- Customer** It looks wonderful. Has it got a camera?
- Assistant** Yes, of course. It's got a dual lens camera.
- Customer** Dual lens? What's that exactly? Could you tell me what it does?
- Assistant** It's a kind of camera that lets you take 3D photos.
- Customer** Brilliant! I love it. How much is it?
- Assistant** £719.

### 4 30 3.14 Watch or listen to the conversation again and decide if statements 1–4 are true or false. Say why.

- 1 ☐ The customer knows exactly which phone he wants to buy.
- 2 ☐ The shop assistant explains what 5G means.
- 3 ☐ The customer knows quite a lot about smartphones.
- 4 ☐ He likes the phone but not its price.

### 5 Study the Speaking box and find the expressions in the conversation in Exercise 3.



08

## SPEAKING | Explanations

### Asking for explanations

- I'm sorry, I'm not sure I understand.  
 I don't know what you mean/that means.  
 What is that (exactly)?  
 What does HD stand for?  
 Can you explain ...?  
 Could you tell me what that is/does/means?  
 What do you mean (by ...)?

### Giving explanations

- It's a/the kind/type/sort of ...  
 It means ...  
 It stands for High Definition.  
 It helps you to/lets you ...

### 6 3.15 Complete the conversation below with the words from the box. Will the man buy the other phone? Listen and check.

by explain for kind lets ~~mean~~ stands sure

- Assistant** This one's dual SIM.
- Customer** I'm sorry. I don't know what you <sup>1</sup>mean.
- Assistant** It has two SIM cards.
- Customer** What does that stand <sup>2</sup>\_\_\_\_\_?
- Assistant** It <sup>3</sup>\_\_\_\_\_ for Subscriber Identity Module.
- Customer** Can you <sup>4</sup>\_\_\_\_\_ what that is?
- Assistant** Yes, it's a <sup>5</sup>\_\_\_\_\_ of smart card inside the phone that identifies you and stores your personal data.
- Customer** I see.
- Assistant** This phone comes with a turbocharger, too.
- Customer** I'm not <sup>6</sup>\_\_\_\_\_ I understand. What do you mean <sup>7</sup>\_\_\_\_\_ turbocharger?
- Assistant** A turbocharger <sup>8</sup>\_\_\_\_\_ you charge the battery on your phone quicker.

### 7 In pairs, practise the conversations in Exercises 3 and 6.

### 8 Work in pairs. Student A, go to page 189. Student B, go to page 191.

# THE UPS AND DOWNS OF SOCIAL MEDIA

*Social networking websites have changed the way people communicate, but like most things in life they have their ups and their downs.*

## GETTING WET FOR A GOOD CAUSE

Would you like to throw a bucket of ice-cold water on your head? Probably not.

- 5 But if you accept the Ice Bucket Challenge, that's what you do. Not for fun, but to help find a cure for motor neurone disease (MND)\*, an illness that destroys the neurones that control muscle movement
- 10 and is usually deadly in 2-4 years.

The rules are simple. If someone challenges you, you have twenty-four hours to record a video in which you (or some friends) throw a bucket of ice-cold water on your head. If you do it, you have to pay some money, e.g. \$10. If you don't, you have to pay more, e.g. \$100. Afterwards, you nominate at least three other people to carry out the challenge.

- 20 It's not clear exactly where the challenge started, but it went **viral** in the summer of 2014. All around the world people were posting about it on social media websites and uploading videos. The videos were short and fun to watch. By August 2014 there were 2.4 million Ice Bucket videos just on Facebook.

- Celebrities like basketball star LeBron James, singer Lady Gaga and Facebook boss Mark Zuckerberg joined in. President Obama didn't accept the challenge but he did donate \$100.

- The challenge was a huge success. One MND organisation in the US received over \$100 million in just one month. And it hasn't finished. Campaigners have promised to keep repeating the challenge until there's a cure for MND.

\* Also called ALS (amyotrophic lateral sclerosis)



## FOMO - A MODERN ANXIETY

How often do you check your phone every day? Twenty, fifty, eighty times? Surveys have shown that the average person checks their phone about seventy times a day. And you might not believe it but some people spend up to nine hours a day using social media or online video or music.

- We all want to post comments, **follow** celebrities and know what's going on with our friends. Social media can make our lives full and exciting. However, research also shows a worrying trend. Some people can't stop checking their social media **sites**. They do it all the time - sometimes hundreds of times a day. Lots of us know that we look at our phones too often and try to control it. But when you really can't stop checking, it's a problem. It distracts us from other things and it can make us stressed. Scientists have given this problem a name. It's called FOMO. This stands for Fear Of Missing Out! Three children in every classroom today may have this problem.

People who have FOMO feel they need to check their social media sites all the time. They have a real fear that they will miss something new, interesting or important. Perhaps a friend has met a new boyfriend, a celebrity has talked about his new film or there's a funny video about a new dance craze

25 **trending**? The problem is that on social media there is always something new, so this person needs to check again and again. A habit has turned into an obsession.

Do you know someone who starts and finishes their day with social media **updates**? Do they get irritated easily and dissatisfied with their lives? Do they get anxious if they can't check their phone? Then this person probably has FOMO. And they might need help.





- 1 In groups, say which social media sites you use and what you use them for.
- 2 Read the article. Which text shows how social media can play a positive role and which shows how it can have a negative side?
- 3 Look at these sentences from the first part of the article. Which one is a fact and which an opinion? Study Active Reading and check your answer.
  - 1 The rules are simple.
  - 2 You have twenty-four hours to record a video.

### ACTIVE READING | Telling facts from opinions

- A fact is something that you can check and prove to be true.
- Facts often include numbers, but not every statement with a number is a fact.
- An opinion is what someone believes or feels about something. You can agree with it or not.
- To give opinions, we often use adjectives like *great*, *terrible*, *simple*, etc., adverbs like *probably* and *possibly*, and verbs like *feel*, *think*, *seem*, etc.

- 4 Decide if these sentences are facts or opinions. Use Active Reading to help you. Then find more facts and opinions in the article.
  - 1 MND is an illness that usually kills you in 2–4 years. *fact*
  - 2 It's not clear exactly where the challenge started.
  - 3 The videos were short and fun to watch.
  - 4 By August 2014 there were 2.4 million Ice Bucket videos on Facebook.
  - 5 The average person checks their phone about seventy times a day.
- 5 Read the first part of the article again and complete the notes with 1–3 words in each gap.
  - 1 Motor neurone disease makes a person's muscles difficult to control.
  - 2 The rules of the Ice Bucket Challenge say that you have to \_\_\_\_\_ of yourself throwing a bucket of cold water on your head.
  - 3 You should choose \_\_\_\_\_ other people that have to do it too.
  - 4 Sports stars, famous singers and other \_\_\_\_\_ also took part in the challenge.
  - 5 President Obama chose not to \_\_\_\_\_ but gave \$100 to the charity instead.
- 6 Read the second part of the article again and answer the questions.
  - 1 How many hours a day can certain users spend on social sites? *up to nine hours a day*
  - 2 Who do many people want to follow on social media?
  - 3 When can phone checking become a problem?
  - 4 How many children in an average class might suffer from FOMO?
  - 5 Why do people with FOMO check their phones so often?
  - 6 When do people with FOMO get anxious?

- 7 Use the highlighted words for social media from the article to complete the statements below. Then in pairs, say if the statements are true for you.
  - 1 I would like to make a video that goes *viral* but it isn't as easy as it seems.
  - 2 Lots of people \_\_\_\_\_ me on Instagram.
  - 3 I always know what's \_\_\_\_\_ on Twitter.
  - 4 My friend often turns up late for class because she checks her phone for social media \_\_\_\_\_ at break time.
  - 5 Facebook is my favourite social networking \_\_\_\_\_.
- 8 Find these phrasal verbs in the article. Then use their correct forms to complete the sentences below.

carry out go on join in miss out ~~stand for~~ turn into

- 1 What do the letters UK *stand for*?
  - 2 My sister always wants to know the latest gossip because she doesn't want to \_\_\_\_\_!
  - 3 We're \_\_\_\_\_ an experiment into social media.
  - 4 I don't know what's \_\_\_\_\_. I'm confused. Could you help me, please?
  - 5 It started as a discussion but quickly \_\_\_\_\_ a big argument.
  - 6 Our class started a project and then all the other classes \_\_\_\_\_.
- 9 **SPEAKING** Do you think FOMO is a serious problem? Discuss in groups. Use the prompts below to help you.
 

easy/difficult to stop normal for people today  
people you know sign of the times will get worse
  - 10 **REFLECT | Society** Do you know any other cases where social media played a positive social role, e.g. through crowd funding for a good cause? Discuss in pairs.

**31 WATCH AND REFLECT** Go to page 169. Watch the documentary *Gadgets for the classroom* and do the exercises.





## 8E GRAMMAR



- 1** In pairs, describe the photo. What are the people doing? How do they feel? What is going to happen next?
- 2** **3.17** Read and listen to the conversation and check your predictions in Exercise 1.
- Sid** I can't believe you've never had an anti-virus on your computer.
- Pat** I don't need one. I've never had a virus.
- Sid** Pat! If you don't put anti-virus software on your computer, you'll get a virus sooner or later.
- Pat** OK! I'll do it. But it isn't easy. Why don't you do it for me?
- Sid** If I install all your software for you, you'll never learn.
- Pat** OK, so what do I do?
- Pat** What will happen if I click on this?
- Sid** Don't do that! If you do that, the computer will crash!
- Pat** What! Really?
- Sid** No, of course the computer won't crash if you click on that link. I'm just joking.
- Pat** Very funny.
- Sid** OK, that's it. If someone sends you a virus now, you'll be OK.
- Pat** Cool! How much do I owe you for the virus ...? For the anti-virus, I mean.
- Sid** Not much. But if you do me a favour, you won't have to pay me anything.
- 3** **3.18** Sid wants Pat to do him a favour. What do you think it is? Discuss in groups. Then listen and check.

### The first conditional

- 4** Match fragments 1–3 with a–c to form three sentences. Then look back at the conversation and check.
- The computer won't crash
  - If someone sends you a virus now,
  - What will happen
- a** ☐ if I click on this?
- b** ☐ if you click on that link.
- c** ☐ you'll be OK.

- 5** Look at sentence 2 in Exercise 4 and answer the questions.
- Does Sid think that Pat's computer is in danger?
  - Which tense follows *if*?
  - Which tense is in the other part of the sentence?
- 6** Study the Grammar box and **Watch out!** and find more examples of the first conditional in the conversation.

### The first conditional

We use the first conditional to talk about a realistic situation that will/might happen in the future.

There are two parts to a sentence in the first conditional:

#### The condition

*If* + Present Simple,

#### The result

*will* + infinitive

*If* you **press** this button, you **will switch** the phone off.

Grammar Reference and Practice > page 180

### WATCH OUT!

If you put the result first, don't use a comma:

*She **won't come** if you **don't invite** her.*

- 7** **3.19** Sid is trying on clothes for the wedding. Complete the sentences with the correct forms of the verbs in brackets. Listen and check.
- Sid** If you laugh (laugh) at me, I won't be (not be) happy.
  - Pat** I \_\_\_\_\_ (buy) you dinner if I \_\_\_\_\_ (laugh) at you.
  - Pat** What \_\_\_\_\_ (your sister/think) if you \_\_\_\_\_ (go) to the wedding like that?
  - Pat** I \_\_\_\_\_ (not help) you if you \_\_\_\_\_ (not listen).
  - Sid** If you \_\_\_\_\_ (not stop) kidding, I \_\_\_\_\_ (get) angry.
- 8** Complete the sentences. Then in pairs, compare your answers.
- If I get enough money for my birthday, ...
  - Our teacher won't be happy if ...
  - If ..., I'll cry.
  - If the teacher doesn't give us any homework, ...
  - If ..., nobody will talk to you.
  - What will you do if ...?
- 9** In pairs, take turns to use the result of your partner's sentence to make another first conditional sentence. Start with sentences from Exercise 8.
- A** *If I get enough money for my birthday, I'll buy a new console.*
- B** *If you buy a new console, you'll spend all your time in your room.*
- A** *If I spend all my time in my room, I'll ...*
- 10** **SPEAKING** In pairs, ask and answer questions in the first conditional. Use the prompts below to help you.
- your computer dies   lose your phone  
fail a Science test   get a 10 in a Science test  
get a computer virus   a friend doesn't listen to you



- 1 Match the game genres from the box with the definitions. Which of the genres can you see in the pictures?

platform puzzle racing sandbox shooter sports

In this kind of game, you:

- 1 move freely through a virtual world sandbox game
- 2 fight opponents and try to stay alive
- 3 control a player/team in a match or competition
- 4 put things in the right place or solve clues (often with a time limit)
- 5 jump over walls and other obstacles
- 6 compete to ride, drive or fly the fastest and finish first

- 2 Which types of games from Exercise 1 have you played? What did you think of them? Discuss in pairs.

*I've played sports games. They were OK.*

- 3 Complete the questions with the words from the box. Then in pairs, ask and answer the questions.

3D consoles educational gamer genres handheld multiplayer

- 1 How often do you play video games? Who do you play with? Do you usually play on video consoles, on PCs or on \_\_\_\_\_ devices?
- 2 What are your favourite \_\_\_\_\_: action, sandbox, role-playing ...?
- 3 Do you like playing \_\_\_\_\_ games where you learn something?
- 4 Do you prefer 2D or \_\_\_\_\_ games?
- 5 Have you ever played a \_\_\_\_\_ online game with lots of people you don't know?
- 6 Are you a serious \_\_\_\_\_ or do you just play for fun?

- 4 3.20 You will hear three short recordings. Read questions 1–3 and study the pictures. Then listen and choose the correct answer for each recording.

- 1 How much did the game cost?

A £9.95

B £29.95

C £39.95

- 2 What is the game about?

A  $E=mc^2$

B

C

- 3 Where did Saoirse use to work?

A

B

C

- 5 3.20 Listen again and tick the positive aspects of gaming that the people mention.

|             | Video games can ...                                                                                                                                          |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EDUCATION   | <input type="checkbox"/> teach you about different subjects<br><input type="checkbox"/> give you the chance to teach others                                  |
| HEALTH      | <input type="checkbox"/> improve your vision, memory and brain<br><input type="checkbox"/> give you physical exercise                                        |
| SOCIAL LIFE | <input type="checkbox"/> help you make friends<br><input type="checkbox"/> show you how to win or lose<br><input type="checkbox"/> reduce violence and crime |
| WORK        | <input type="checkbox"/> improve hand-eye coordination<br><input type="checkbox"/> teach creativity, problem-solving, leadership, etc.                       |

- 6 **SPEAKING** In groups, ask and answer the questions.

- 1 Do you think you spend too much time gaming?
- 2 Do your parents think you spend too much time gaming?
- 3 What are the typical arguments you hear against playing video games too often?
- 4 What are the three best reasons for playing video games? Use the table in Exercise 5 to find ideas.



### OUR SOCIETY IS TOO DEPENDENT ON TECHNOLOGY. DO YOU AGREE?

- 1** Look around you. What do you see? Electric lights, motorised transport and electronic devices. Technology is everywhere nowadays, but are we too dependent on it? In my opinion, we are.
- 2** I am not suggesting we should live without technology. After all, it makes our lives more efficient, comfortable and fun. Firstly, housework and travel take up less time. Secondly, it entertains us and heats and lights our homes. And finally, it helps us study, contact friends and keep up with the news.
- 3** However, very often, we use technology without thinking. We drive to the shops when it is only a five-minute walk; we play sports on screens instead of going to the park; we chat online rather than meeting friends face to face; we sit at parties staring at our phones when we could be dancing. It seems to me that technology is making us less sociable. In addition, it is bad for our health.
- 4** To sum up, we live in an age of technology. In many ways, it makes our lives better. But too much technology can make us unhappy and unhealthy. So, I believe we should try to use technology less in order to enjoy life more.





- 1 In groups, agree on three items of technology you need the most.

*I really need my phone. I can't live without it.*

- 2 Read the essay question and the comments below. In groups, say which point of view is most similar to your own.

A

Technology is great. I can't live without it. I'm always switched on.

B

We should live more natural lives and try to switch things off more often.

C

Technology is like most things: it's fine in moderation.

D

Most of my friends love technology but I think we should be able to live without it.

- 3 Read the essay and say which point of view A-D in Exercise 2 is most similar to the author's.
- 4 Look at the first paragraph of the essay. Which sentence restates the essay question?
- 5 Look at the essay again and match paragraphs 1-4 with their functions a-d below. Then study the Writing box and check.

- a ☐ give your opinion/arguments  
b ☐ mention other arguments  
c ☐ summarise your opinion  
d ☐ introduce the question

## WRITING | An opinion essay

### Paragraph 1

In the introduction, first restate the essay question and then state your own opinion. Use a question or an interesting comment to make your reader want to continue reading.

### Paragraphs 2 and 3 (in the order you prefer)

Give your own opinion with some arguments or examples. Mention other arguments and say why you disagree with them.

### Paragraph 4

Summarise the debate and state your opinion again.

### Connect your sentences

*In my opinion, .../It seems to me .../I believe .../I think ...*

*I'm not suggesting .../I don't believe ...*

*Some people say ... but ...*

*Nowadays .../Today .../In many ways ...*

*First of all, .../ Firstly, .../ Secondly, .../ Finally, ...*

*However, .../But .../On the other hand, ...*

*After all, .../Basically .../When you think about it, ...*

*In addition, .../What's more, ...*

*To sum up, .../In conclusion, ...*

- 6 Which of the phrases from the Writing box can you find in the text?

- 7 Complete the text with one word in each gap. Use the Writing box to help you.

I <sup>1</sup> *believe* that modern technology has made the world a better place.

Some <sup>2</sup> \_\_\_\_\_ that technology is destroying life on earth. <sup>3</sup> \_\_\_\_\_, I think the opposite is true. <sup>4</sup> \_\_\_\_\_ ways modern technology is helping to save the planet. <sup>5</sup> \_\_\_\_\_ all, thanks to computers, people can work from home. <sup>6</sup> \_\_\_\_\_, technology is helping to make energy and transport cleaner. What's <sup>7</sup> \_\_\_\_\_, technology makes our lives easier and more enjoyable.

<sup>8</sup> \_\_\_\_\_, modern technology is not a bad thing.

<sup>9</sup> \_\_\_\_\_ all, if it were so bad, it wouldn't be so popular.

It <sup>10</sup> \_\_\_\_\_ me that it's essential for the future of our world.

- 8 Use a dictionary to check the meaning of the words from the box. Use three of them to complete the caption in the cartoon. Then in pairs, say which of these things you take on holiday with you.

adaptor cable gamepad plug remote control socket switch



That dreadful moment when you're on holiday in Scotland and you realise the <sup>1</sup> \_\_\_\_\_ doesn't fit in the <sup>2</sup> \_\_\_\_\_, you haven't got an <sup>3</sup> \_\_\_\_\_ and that you might have to go outside.

- 9 **SPEAKING** In groups, think of arguments for and against the statement in the essay question below. Look back at page 115 for some ideas.

Young people spend too much time gaming. Do you agree?

- 10 **WRITING TASK** Write an essay to answer the question in Exercise 9. Use the Writing box and the essay on page 116 to help you.

## REMEMBER MORE

- 1 Find jobs in the word list which finish with each ending.**

|      |     |
|------|-----|
| -ist | -er |
|      |     |
| -ian | -or |
|      |     |

- 2 Complete the phrases with one word in each gap. Then check with the word list.**

- I can make your \_\_\_\_\_ come true!
- Working here has its ups and \_\_\_\_\_ but generally it is enjoyable.
- Don't worry about small details. Think of the big \_\_\_\_\_.
- I've talked to her many times over the phone but I've never met her \_\_\_\_\_ to \_\_\_\_\_.

- 3 Complete the sentences with correct prepositions from the word list.**

- The builders are going to carry \_\_\_\_\_ important repair work this weekend.
- If you want to join \_\_\_\_\_, please do.
- We came \_\_\_\_\_ these old clothes when we were tidying our spare room.
- Don't laugh \_\_\_\_\_ Tom's new haircut. I think he looks nice.

- 4 Complete the phrasal verbs. Then check with the word list.**

- Why didn't you \_\_\_\_\_ up at the meeting yesterday? Were you ill?
- Ancient people \_\_\_\_\_ up stories to explain earthquakes.
- I'm definitely going to \_\_\_\_\_ up with the news while I'm on holiday.

- 5 Do the task below.**

Imagine an ideal smartphone or tablet. Describe how it works and what you use it for. Write down all your ideas and prepare a short instruction using different words related to technology from the word list.

## 8A GRAMMAR AND VOCABULARY



5.50

|                                                       |
|-------------------------------------------------------|
| analyse (v) /'ænaləɪz/                                |
| astronomer (n) /ə'strɒnəmə/                           |
| astrophysicist (n) /,æstrəʊ'fɪzɪsɪst/                 |
| avoid (v) /ə'vɔɪd/                                    |
| biologist (n) /baɪə'lɒdʒɪst/                          |
| chemist (n) /'kemɪst/                                 |
| data (n) /'deɪtə/                                     |
| discover (v) /dɪs'kʌvə/                               |
| don't mind /,dəʊnt 'maɪnd/                            |
| ecologist (n) /ɪ'kɒlədʒɪst/                           |
| electric car (n) /ɪ'lektrɪk 'kɑː/                     |
| engineer (n) /,endʒɪ'nɪə/                             |
| evolution (n) /,i:və'lʊʃən/                           |
| experiment (n) /ɪk'sperɪmənt/                         |
| fact (n) /fækt/                                       |
| formula (n) /'fɔːmjələ/                               |
| geologist (n) /dʒɪ'blɒdʒɪst/                          |
| hypothesis (n) /haɪ'pɒθəsɪs/                          |
| inventor (n) /ɪn'ventə/                               |
| laboratory (n) /lə'bɒrətɪ/                            |
| make (n) /meɪk/                                       |
| make your dream come true /,meɪk jə 'driːm kʌm 'truː/ |
| marine (adj) /mə'riːn/                                |
| mathematician (n) /,mæθɪmə'tɪʃən/                     |
| microbe (n) /maɪkrəʊb/                                |
| naturalist (n) /'nætʃərəlɪst/                         |
| Nobel prize (n) /,nəʊbel 'praɪz/                      |
| physicist (n) /'fɪzɪsɪst/                             |
| polonium (n) /pə'ləʊniəm/                             |
| precise (adj) /prɪ'saɪs/                              |
| process (n) /'prəʊses/                                |
| radium (n) /'reɪdiəm/                                 |
| relativity (n) /,relə'tɪvɪti/                         |
| result (n) /rɪ'zʌlt/                                  |
| save time /,seɪv 'taɪm/                               |
| science (n) /'saɪəns/                                 |
| scientist (n) /'saɪəntɪst/                            |
| take a break /teɪk ə 'breɪk/                          |
| the big picture /ðə 'bɪɡ 'pɪktʃə/                     |
| transform (v) /træns'fɔːm/                            |
| wrong (adj) /rɒŋ/                                     |

## 8B VOCABULARY



5.51

|                     |
|---------------------|
| cable (n) /'keɪbəl/ |
| click (n, v) /klɪk/ |

|                                                 |
|-------------------------------------------------|
| computer equipment (n) /kəm'pjʊ:tər ɪ'kwɪpmənt/ |
| copy (v) /'kɒpi/                                |
| crash (v) /kræʃ/                                |
| create (v) /kri'eɪt/                            |
| cut (v) /kʌt/                                   |
| delete (v) /dɪ'li:t/                            |
| desktop computer (n) /,desk'tɒp kəm'pjʊ:tə/     |
| digital camera (n) /,dɪdʒɪtəl 'kæmərə/          |
| disk (n) /dɪsk/                                 |
| document (n) /'dɒkjəmənt/                       |
| download (v) /,daʊn'ləʊd/                       |
| drag (v) /dræg/                                 |
| empty (v) /'empti/                              |
| enormous (adj) /ɪ'nɔːməs/                       |
| expand (v) /ɪk'spænd/                           |
| file (n) /faɪl/                                 |
| folder (n) /'fəʊldə/                            |
| headphones/headset (n) /'hedfəʊnz/'hedset/      |
| hotspot (n) /'hɒtspt/                           |
| icon (n) /'aɪkɒn/                               |
| image (n) /'ɪmɪdʒ/                              |
| information (n) /,ɪnfə'meɪʃən/                  |
| junk mail (n) /'dʒʌŋk meɪl/                     |
| laptop (n) /'læptɒp/                            |
| link (n) /lɪŋk/                                 |
| message (n) /'mesɪdʒ/                           |
| microphone (n) /maɪkrə'fəʊn/                    |
| monitor (n) /'mɒnɪtə/                           |
| mouse (n) /maʊs/                                |
| note (n) /nəʊt/                                 |
| online (adv) /ɒn'laɪn/                          |
| page (n) /peɪdʒ/                                |
| paste (v) /peɪst/                               |
| photo (n) /'fəʊtəʊ/                             |
| photo library (n) /'fəʊtəʊ 'laɪbrəri/           |
| picture (n) /'pɪktʃə/                           |
| post (v) /pəʊst/                                |
| print (v) /prɪnt/                               |
| printer (n) /'prɪntə/                           |
| profile (n) /'prəʊfaɪl/                         |
| program (n, v) /'prəʊgræm/                      |
| save (v) /seɪv/                                 |
| screen (n) /skriːn/                             |
| search for /'sɜːtʃ fə/                          |
| share (v) /ʃeə/                                 |
| site (n) /saɪt/                                 |



**social media** (n) /ˌsəʊʃəl 'mi:diə/

**speaker** (n) /'spi:kə/

**store** (v) /stɔ:/

**swipe** (v) /swaɪp/

**table** (n) /'teɪbəl/

**tablet** (n) /'tæblɪt/

**tap** (v) /tæp/

**tape** (v) /teɪp/

**text** (n) /tekst/

**the cloud** (n) /ðə 'klaʊd/

**touchscreen** (n) /'tʌtʃskri:n/

**trash can** (n) /'træʃ kən/

**update** (v) /ʌp'deɪt/

**USB flash drive/pen drive** (n) /ju: es ,bi: 'flæʃ draɪv/'pen draɪv/

**web** (n) /web/

**wireless keyboard** (n) /ˌwaɪələs 'ki:bɔ:d/

## 8C SPEAKING 5.52

**5G** (n) /ˌfaɪv 'dʒi:/

**battery** (n) /'bætəri/

**capacity** (n) /kə'pæsɪti/

**charge** (v) /tʃɑ:dʒ/

**display** (n) /dɪ'spleɪ/

**dual lens** (n) /dju:əl 'lenz/

**High Definition (HD)** (adj) /ˌhaɪ ,defə'nɪʃən (,ertʃ 'di:)/

**inch** (n) /ɪntʃ/

**module** (n) /'mɒdjʊ:l/

**operating system (OS)** (n) /'ɒpəreɪtɪŋ ,sɪstəm (əʊ 'es)/

**personal data** (n) /ˌpɜ:sənəl 'deɪtə/

**pixel** (n) /'pɪksəl/

**resolution** (n) /ˌrezə'lju:ʃən/

**SIM card** (n) /ˌsɪm kɑ:d/

**smartphone** (n) /'smɑ:t'fəʊn/

**stand for** /ˈstænd fə/

**subscriber** (n) /səb'skraɪbə/

**turbocharger** (n) /'tɜ:bəʊ,tʃɑ:dʒə/

## 8D READING AND VOCABULARY

### 5.53

**a good cause** /ə ,ɡʊd 'kɔ:z/

**anxiety** (n) /æŋ'zaɪəti/

**average** (adj) /'ævərɪdʒ/

**bother** (v) /'bɒðə/

**bucket** (n) /'bʌkɪt/

**campaigner** (n) /kæm'peɪnə/

**carry out** /ˌkæri 'aʊt/

**challenge** (v) /'tʃælɪndʒ/

**comment** (n) /'kɒment/

**communicate** (v) /kə'mju:nɪkeɪt/

**control** (v) /kən'trəʊl/

**craze** (n) /kreɪz/

**crowdfunding** (n) /'kraʊd,fʌndɪŋ/

**cure** (n) /kjʊə/

**deadly** (adj) /'dedli/

**destroy** (v) /dɪ'strɔɪ/

**dissatisfied with** (adj) /dɪ'sætəsfaɪd wɪð/

**distract from** (v) /dɪ'strækt frəm/

**fear** (n) /fɪə/

**follow** (v) /'fɒləʊ/

**get anxious** /ˌget 'æŋkɪəs/

**get irritated** /ˌget 'ɪrɪteɪtɪd/

**get wet** /ˌget 'wet/

**go on** /ˌɡəʊ 'ɒn/

**habit** (n) /'hæbɪt/

**Ice Bucket Challenge** (n) /'aɪs ,bʌkət ,tʃæləndʒ/

**ice-cold** (adj) /ˌaɪs 'kəʊld/

**illness** (n) /'ɪlnɪs/

**join in** /ˌdʒɔɪn 'ɪn/

**miss out** /ˌmɪs 'aʊt/

**motor neurone disease** (n) /ˌməʊtə 'njuərəʊn dɪˌzi:z/

**muscle movement** (n) /'mʌsəl ,mu:vmənt/

**nominate** (v) /'nɒmɪneɪt/

**obsession** (n) /əb'seʃən/

**record** (v) /rɪ'kɔ:d/

**sign of the times** /ˌsaɪn əv ðə 'taɪmz/

**site** (n) /saɪt/

**social networking** (n) /ˌsəʊʃəl 'netwɜ:kɪŋ/

**stand for** /'stænd fɔ:/

**survey** (n) /'sɜ:veɪ/

**trend** (n, v) /trend/

**turn into** /ˌtɜ:n 'ɪntu:/

**turn up** /ˌtɜ:n 'ʌp/

**up to** /'ʌp tu/

**update** (n) /ʌp'deɪt/

**upload** (v) /ʌp'ləʊd/

**ups and downs** /ˌʌps ənd 'daʊnz/

**viral** (adj) /ˌvaɪərəl/

## 8E GRAMMAR 5.54

**computer virus** (n) /kəm'pjʊ:tə ,vaɪərəs/

**die** (v) /daɪ/

**in danger** /ɪn 'deɪndʒə/

**laugh at** /'lɑ:f æt/

## 8F LISTENING AND VOCABULARY

### 5.55

**3D** (adj) /ˌθri: 'di/

**console** (n) /'kɒnsəʊl/

**creativity** (n) /ˌkri:etɪvɪti/

**educational** (adj) /ˌedʒu'keɪʃənəl/

**gamer** (n) /'geɪmə/

**genre** (n) /'ʒɒnrə/

**hand-eye coordination** (n) /ˌhænd ,aɪ kəʊˌɔ:də'neɪʃən/

**handheld** (adj) /'hændheld/

**leadership** (n) /'li:dəʃɪp/

**multiplayer** (adj) /'mʌltɪpleɪə/

**obstacle** (n) /'ɒbstəkl/

**opponent** (n) /ə'pəʊnənt/

**platform** (n) /'plætfɔ:m/

**police station** (n) /pə'li:s ,steɪʃən/

**problem-solving** (n) /'prɒbləm ,sɒlvɪŋ/

**puzzle** (n) /'pʌzl/

**reduce** (v) /rɪ'dju:s/

**sandbox** (n) /'sændbɒks/

**shooter** (n) /'ʃu:tə/

**solve clues** /ˌsɒlv 'klu:z/

**violence** (n) /ˌvaɪələns/

**virtual** (adj) /'vɜ:ʃʊəl/

**vision** (n) /'vɪʒən/

## 8G WRITING AND VOCABULARY

### 5.56

**adaptor** (n) /ə'dæptə/

**cable** (n) /'keɪbəl/

**chat online** /ˌtʃæt ɒn'laɪn/

**debate** (n) /dɪ'beɪt/

**dependent** (adj) /dɪ'pendənt/

**efficient** (adj) /ɪ'fɪʃənt/

**face to face** /ˌfeɪs tə 'feɪs/

**gamepad** (n) /'geɪmpæd/

**go outside** /ˌɡəʊ aʊt'saɪd/

**heat** (v) /hi:t/

**keep up with** /ˌki:p 'ʌp wɪð/

**light** (v) /laɪt/

**motorised** (adj) /'məʊtəraɪzd/

**plug** (n) /plʌg/

**remote control** (n) /rɪ'məʊt kən'trəʊl/

**socket** (n) /'sɒkɪt/

**stare at** /ˈsteə ət/

**switch** (n) /swɪtʃ/

## VOCABULARY AND GRAMMAR

### 1 Tick the physical objects in the box below.

app cable ☒ cloud disk headphones hotspot  
image junk mail keyboard laptop link printer  
profile speakers touchscreen website

### 2 Complete the sentences with the verbs from the box.

~~carry~~ click crash discover expand follow go paste  
store tap

- It isn't easy to carry out a good experiment.
- Do you think we'll \_\_\_\_\_ intelligent life on another planet one day?
- You don't need to hit the screen, just \_\_\_\_\_ it gently.
- Can you \_\_\_\_\_ the photo? It's too small. I can't see any details.
- Millions of people \_\_\_\_\_ J.K. Rowling on Twitter.
- This is a funny video but I don't think it'll \_\_\_\_\_ viral.
- How do you cut and \_\_\_\_\_ if the mouse isn't working?
- I \_\_\_\_\_ all my documents on an external hard drive just to be on the safe side.
- If you \_\_\_\_\_ on that link, you'll get the information you need.
- Why does your computer always \_\_\_\_\_ when you're doing something important?

### 3 Complete the sentences with the correct words formed from the words in bold.

- Nowadays astronomers look at computer screens to see the stars. **ASTRONOMY**
- My parents don't believe that this game is \_\_\_\_\_. **EDUCATE**
- Can you help me \_\_\_\_\_ my unboxing video to YouTube? **LOAD**
- \_\_\_\_\_ have a different way of seeing the world. **MATHEMATICS**
- My mum says I spend too much time on social \_\_\_\_\_ websites. **NETWORK**
- Stephen Hawking, who died in 2018, was a famous English \_\_\_\_\_. **PHYSICS**

### 4 Complete the sentences with the correct forms of the verbs in brackets.

- I can't stand watching (watch) silly videos about cats on Facebook.
- I don't think you should \_\_\_\_\_ (do) that.
- I need \_\_\_\_\_ (buy) a new phone.
- I'm thinking about \_\_\_\_\_ (study) Chemistry at university after I finish school.
- I've decided \_\_\_\_\_ (get) a new phone.
- It could \_\_\_\_\_ (be) dangerous.
- What do you enjoy \_\_\_\_\_ (do) in your free time?
- Which famous scientist would you like \_\_\_\_\_ (meet)?
- You can't avoid \_\_\_\_\_ (do) Maths if you want to study Science.
- You promised \_\_\_\_\_ (help) me with the Science project this evening.

### 5 Complete the first conditional sentences with the correct forms of the verbs in brackets.

- I 'll help (help) you if you help (help) me.
- If you \_\_\_\_\_ (lend) me your phone, I \_\_\_\_\_ (call) her.
- How much \_\_\_\_\_ (you/pay) me if I \_\_\_\_\_ (give) you this game?
- If we \_\_\_\_\_ (play) again, you \_\_\_\_\_ (not win).
- They \_\_\_\_\_ (win) if we \_\_\_\_\_ (not try) harder.
- If you \_\_\_\_\_ (not like) it, what \_\_\_\_\_ (you do)?
- I \_\_\_\_\_ (not go) if they \_\_\_\_\_ (not pay) me.
- If you \_\_\_\_\_ (not practise), you \_\_\_\_\_ (not get) better.

### 6 Use the prompts to make sentences in the first conditional.

- it / cost too much / not buy  
*If it costs too much, I won't buy it.*
- it / crash / you / do that
- we / get wet / we / not take an umbrella
- what / you / do / rain this weekend / ?
- you / do that / be sorry
- she / not forget the console / we / play a tournament
- you / not learn / not pay attention
- I / give you this game / you / give me / that comic / ?

## USE OF ENGLISH

### 7 Complete the text with one word in each gap.

#### STRATEGY | Open cloze

This task tests different types of words. For example, you may need to complete a phrasal verb or find a correct linker, article, auxiliary verb, etc.



I think I'd make <sup>1</sup>a good scientist. First of <sup>2</sup>\_\_\_\_\_, I always want to know what's going <sup>3</sup>\_\_\_\_\_ around me. When I come across something new, I need to discover <sup>4</sup>\_\_\_\_\_ it works. If I don't understand immediately, I don't give <sup>5</sup>\_\_\_\_\_. And I don't <sup>6</sup>\_\_\_\_\_ guesses. I keep <sup>7</sup>\_\_\_\_\_ studying it until I do understand. Secondly, I don't <sup>8</sup>\_\_\_\_\_ working hard, in fact, I enjoy it. I love carrying <sup>9</sup>\_\_\_\_\_ experiments at school and in my free time I read science books just <sup>10</sup>\_\_\_\_\_ fun. <sup>11</sup>\_\_\_\_\_ addition, I'm very punctual. I never turn <sup>12</sup>\_\_\_\_\_ late, I'm always on time.



## LISTENING

- 8  **3.21** You are going to hear ten short recordings. Read questions 1–10 and the possible answers. Then listen and choose the correct answer for each recording.

### STRATEGY | Multiple choice task

When listening to the recording for the first time, note down your own answers to the questions. Then compare them to the options in the task and choose the ones which are closest in meaning to yours.

- 1 What is the girl going to do before breakfast?
  - a look for her phone
  - b check her messages
  - c read a book
- 2 What would the boy like to be when he's older?
  - a an astrophysicist
  - b a mathematician
  - c a doctor
- 3 What does the girl tell her grandmother to do?
  - a save the document
  - b print the document
  - c switch on the printer
- 4 According to the speaker, how long does a normal adult spend online while mobile every week?
  - a thirty minutes
  - b about three hours
  - c five to six hours
- 5 Why does the boy want to change his phone?
  - a the screen is too small
  - b the camera isn't very good
  - c the battery life is poor
- 6 What did the speaker do?
  - a he played an online game
  - b he met someone from another country
  - c he went into his brother's room
- 7 When did physicist Peter Higgs win the Nobel Prize?
  - a 2012
  - b 2013
  - c 2015
- 8 How much money does Ken have to give John?
  - a \$20
  - b \$30
  - c \$50
- 9 What did the girl do with the video?
  - a she sent it to a friend
  - b she deleted it
  - c she uploaded it to YouTube
- 10 Who enjoys doing biology experiments?
  - a the girl
  - b the boy
  - c their teacher

- 9  **3.22** Listen to an extract from a girl's presentation at school. Then listen again and write down what you hear.

### STRATEGY | Dictation

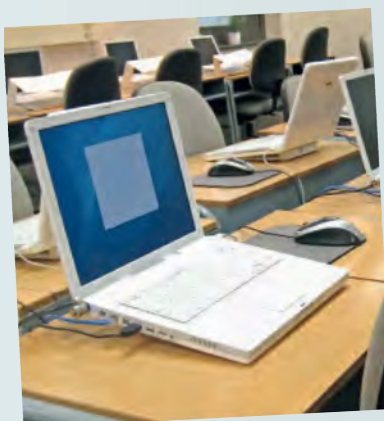
If you cannot hear a particular word during the second reading of the dictation, leave a space and keep writing. Then, when the dictation has finished, you can read it through and use your knowledge of topic vocabulary and grammar to help you guess the missing word(s).

## SPEAKING

- 10 Read the information below. Then in pairs, do the speaking task.

Your school is going to spend money on some new equipment. Talk together about the different ideas for the new equipment and decide on the best items for the school to buy.

Look at the pictures which show some ideas to help you.



## WRITING

- 11 Write an essay about the topic below.

**WRITE AN ESSAY**

**AND WIN A BRAND NEW TOP-OF-THE-RANGE SMARTPHONE**

**DO PHONES MAKE OUR LIVES BETTER OR WORSE? HOW?**

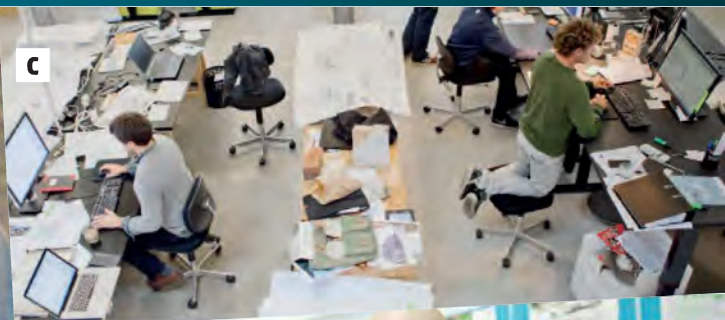




A



B



C



D



E

- 1** Look at photos A–E of people at work. Tick the things below that the people have to do in their jobs. Would you like to have any of these jobs? Say why.

- |                                                 |                                             |
|-------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> work on your own       | <input type="checkbox"/> work outdoors      |
| <input type="checkbox"/> work in a team         | <input type="checkbox"/> do physical work   |
| <input type="checkbox"/> use a foreign language | <input type="checkbox"/> work part-time     |
| <input type="checkbox"/> go on business trips   | <input type="checkbox"/> work full-time     |
| <input type="checkbox"/> wear a uniform         | <input type="checkbox"/> work with children |
| <input type="checkbox"/> work from home         | <input type="checkbox"/> work with animals  |
| <input type="checkbox"/> work in an office      | <input type="checkbox"/> manage people      |

- 2** In pairs, say which three of the things below would be the most important to you in your future job. Say why.

|                     |                       |                |
|---------------------|-----------------------|----------------|
| doing what you like | fast promotion        | flexible hours |
| friendly colleagues | high salary           | long holidays  |
| on-the-job training | opportunity to travel |                |

- 3** **3.23** Listen to an interview with a careers adviser and match the advice for choosing a career 1–6 with extra tips a–f.

### LIFE SKILLS | How to choose a future career

- 1 Get to know yourself.
- 2 Visit a professional adviser.
- 3 Research jobs you are interested in.
- 4 Check what skills and qualifications you need to do this job.
- 5 Consider other career options if necessary.
- 6 Make your own decisions.

- a ☐ Be ready to adapt your plans.
- b ☐ What are you like? What interests do you have?
- c ☐ Get some work experience and meet people who do your dream job.
- d ☐ What courses do you need to complete?
- e ☐ Choose a job that makes you happy.
- f ☐ Take a personality test to find a possible future job.

- 4** In pairs, ask and answer the questions below. Note down your partner's answers.

- 1 What are your hobbies? What do you enjoy doing in your free time?  
*I'm keen on ... I spend a lot of time ...*
- 2 What are you good at? What school subjects do you like?  
*People say I'm good at ... I really enjoy ...*
- 3 What are your strengths and weaknesses?  
*I sometimes find it hard to ...*
- 4 What are you like? Write down five adjectives to describe you.  
*I'd describe myself as ... I'd say I'm ...*

- 5** Use your notes from Exercise 4 to suggest at least three possible jobs which would be a good choice for your partner. Justify your choices.



- 6** Read the biographies of three successful people below. Match texts A–C with questions 1–6. Each question can be matched with one, two or three texts.

Which person ...

- 1 chose a career related to something they liked to do as a child?
- 2 completed his/her university education?
- 3 received advice to quit his/her job?
- 4 followed his/her parents' advice?
- 5 was not discouraged in spite of difficulties?
- 6 was interested in a number of different subjects?

## ROADS TO SUCCESS

**A** In high school he worked as a presenter on the school radio because he had a good voice. While at college, he signed up for a drama course and first got interested in acting. However, he wasn't a very strong student and quit university before graduation. He moved to Los Angeles to look for a job on the radio, but couldn't find one. Instead, he got small roles in film productions. Although he was once told that he would probably never be a successful actor, he continued to go to auditions. Seven years after his first acting job, he got a big role in a hit film and became a Hollywood star.

**B** She wrote her first story when she was only six years old. Her parents wanted her to study French, so she chose this subject at university, even though deep down she wanted to study English. After graduation, she had a few different jobs in London, but still had an ambition to write books. One day during a long train journey, she had an idea that would change her life: she decided to write a book for children. However, it took her a few years to finish the book. The first twelve publishers that read the story didn't like it, but finally she found one that decided to publish it. Seven years later, she became the first woman to make a million pounds from writing books.

**C** As a child, he had original and unusual ideas and was interested in electronics. He went to college to study Law, but was not really sure what he wanted to do. Soon, he quit and instead began attending different courses he found interesting, such as Art and Calligraphy. When he was just twenty, together with a friend he built his first computer in his family's garage. They started a new company, which became quite successful. However, success did not last long and after some time he lost his job as the director of the company. He was a bit upset to begin with, but after some time he decided to continue doing what he loved and opened two new technology companies. These companies have later become one of the best known and successful businesses in the world.

- 7** In pairs, try to guess who the people described in the texts are. Check your answers on page 190. What do you think helped them become successful? Use the prompts below or your own ideas.

determination education hard work interests/skills  
luck passion self-belief talent

- 8** In pairs, read the quotes and explain what they mean.

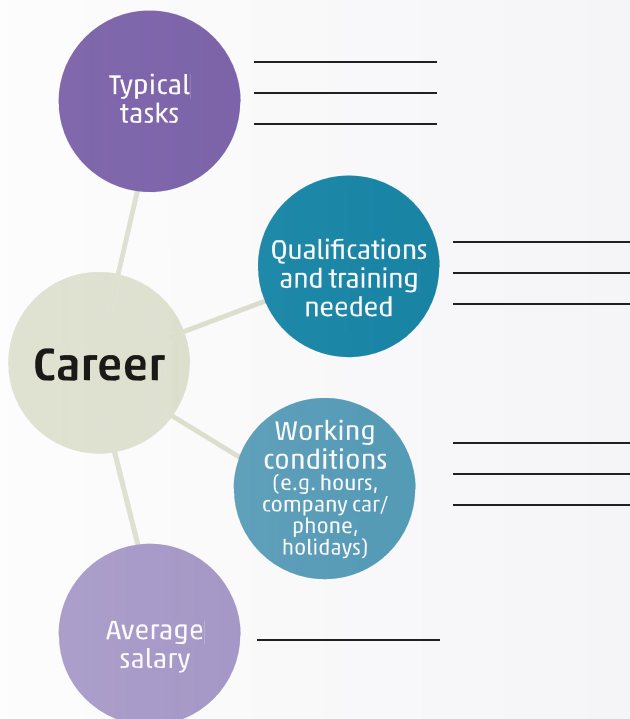
“The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.”  
*Steve Jobs (American businessman)*

“Let the beauty of what you love be what you do.”  
*Rumi (thirteenth-century Persian philosopher and poet)*

- 9** Do the task below.

### LIFE SKILLS | Project

**A** Choose one of the jobs your partner suggested for you in Exercise 5. Use the Internet to find more information about it. Complete the diagram below.



**B** In small groups, share your findings. Explain why the job is suitable for you. Does your group agree? Say why.



# 09

## Art lovers

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| <b>VOCABULARY</b> | Culture, creative jobs                                                     |
| <b>GRAMMAR</b>    | Past Perfect, reported speech <a href="#">Use of English &gt; page 188</a> |
| <b>SPEAKING</b>   | Informal invitations                                                       |
| <b>WRITING</b>    | A short review                                                             |
| <b>VIDEO</b>      | Grammar  Documentary  Communication                                        |



TERI HORTON WITH HER PAINTING

## JACKSON WHO?

**ART RICHES** SURPRISING STORIES FROM THE WORLD OF ART

### A WOMAN BOUGHT A PAINTING THAT COULD BE WORTH \$50 MILLION FOR \$5. HOW DID SHE DO IT?

One day a 73-year-old American called Teri Horton saw a large colourful painting in a California thrift shop\*. She had never bought such a big painting before but she liked the colours and thought it would be a fun present for a friend who was depressed, so she bought it for \$5. (The shop assistant had asked for \$8 but Teri was good at bargaining.) After she had bought it, she took it to her friend's house. The friend, however, didn't like the painting, and anyway, they hadn't managed to get it through the door and into her home, so Teri decided to sell it at a yard sale\*\*. A local Art teacher saw it and thought it looked familiar. Had Jackson Pollock painted it? Teri had

never heard of him. Before she retired, she'd worked as a truck driver and she was no art expert. But she soon found out that Pollock was a world famous abstract artist who had died in 1956 and whose paintings sell for millions. Unfortunately, nobody had signed the painting and some experts claimed it wasn't authentic. However, after an expert had found a fingerprint on the painting that seemed to be Pollock's, a buyer offered her \$9 million. She turned it down. She says she won't sell it for less than \$50 million.

\* In the US, a thrift shop is like a charity shop in the UK.

\*\* In a yard sale, you sell some of your things in front of your house. It's common in the US.

## 9A GRAMMAR AND VOCABULARY

- 1 In pairs, describe the painting on the right using the adjectives from the box. What do you think it shows? Then ask and answer the questions below.

bright cheerful colourful depressing gloomy  
imaginative irritating original scary  
thought-provoking unsophisticated

- 1 When (and why) did you last go to an art gallery? What did you see? Did you enjoy it?
- 2 What do you think of modern art?
- 2 In pairs, think of possible answers to the question in the text heading above. Then read the text to check your ideas.
- 3 Close your books and in pairs tell Teri's story from memory.



FRANZ MARC, MANDRILL, 1913

## Past Perfect

4 Read the text again. For each pair of sentences, tick the thing that happened first.

- 1 ☐ a Teri bought the painting for \$5.  
☐ b The shop assistant had asked for \$8.
- 2 ☐ a Teri decided to sell the painting.  
☐ b They hadn't managed to get the painting inside the friend's house.
- 3 ☐ a An expert had found a fingerprint on the painting.  
☐ b Someone offered \$9 million for the painting.

5 Study the Grammar box and find more examples of the Past Perfect in the text.

| Past Perfect                                                                     |                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                  | We use the <b>Past Perfect</b> to talk about an action in the past that was completed before another action or a time in the past. We often contrast an action in the Past Simple with an earlier one in the Past Perfect. |
|                                                                                  | I • You • He • She • It • We • They                                                                                                                                                                                        |
| +                                                                                | I <b>had finished</b> .                                                                                                                                                                                                    |
| -                                                                                | They <b>hadn't started</b> .                                                                                                                                                                                               |
| ?                                                                                | <b>Had</b> he <b>gone</b> ? Yes, he <b>had</b> ./No, he <b>hadn't</b> .                                                                                                                                                    |
| Wh-?                                                                             | Where <b>had</b> she <b>gone</b> ?                                                                                                                                                                                         |
| <b>Linkers:</b> after, already, as soon as, before, by, by the time, once, until |                                                                                                                                                                                                                            |
| <b>Grammar Reference and Practice &gt; page 181</b>                              |                                                                                                                                                                                                                            |

6 Read the caption for the photo in Exercise 7. Then in pairs, think of possible answers to the question. Do Exercise 7 and check.

7  3.24 Complete the text with the Past Perfect of the verbs in brackets. Listen and check.



In July 2010, seven-year-old Kieron Williamson had an art exhibition. Kieron <sup>1</sup>**had painted** (paint) thirty-three watercolours of landscapes for the exhibition in Holt, Norfolk. At his previous exhibition in 2009, Kieron <sup>2</sup>\_\_\_\_\_ (sell) sixteen paintings. How much money <sup>3</sup>\_\_\_\_\_ (he/make)? £18,200. This time people <sup>4</sup>\_\_\_\_\_ (come) from countries all around the world to buy his paintings. By the time the exhibition finished, all thirty-three paintings <sup>5</sup>\_\_\_\_\_ (go) and Kieron <sup>6</sup>\_\_\_\_\_ (make) £150,000! The Williamsons were delighted. They <sup>7</sup>\_\_\_\_\_ (not expect) the paintings to sell so well.

8 Choose the correct forms to complete the sentences.

- 1 Kieron *started* / *had started* painting at the age of five after his parents *gave* / *had given* him a drawing pad.
- 2 In 2012 Kieron *published* / *had published* a book. It *sold* / *had sold* out only forty-eight hours after it *went* / *had gone* on sale.
- 3 By the time he *was* / *had been* ten, Kieron *started* / *had started* using oil paints instead of watercolours.
- 4 By 2013 he *became* / *had become* famous and the media *already gave* / *had already given* him the name 'Mini-Monet'.
- 5 Once he *earned* / *had earned* enough, he *bought* / *had bought* his parents a new house.

9 Complete the sentences with the correct forms of the verbs in brackets.

- 1 When Pablo Picasso **died** (die) at the age of ninety-one, he \_\_\_\_\_ (create) tens of thousands of works of art.
- 2 After he and his friend Paul Gauguin \_\_\_\_\_ (have) an argument, Vincent van Gogh \_\_\_\_\_ (lose) part of his ear.
- 3 By the time she \_\_\_\_\_ (be) seven, Georgia O'Keeffe \_\_\_\_\_ (already/decide) to become an artist.
- 4 Frida Kahlo \_\_\_\_\_ (spend) many years alone in her room after she \_\_\_\_\_ (have) a serious traffic accident at the age of eighteen.
- 5 Before Leonardo Da Vinci \_\_\_\_\_ (become) an apprentice to the artist Verrocchio in 1466, he \_\_\_\_\_ (never/study) art.

10 **SPEAKING** In pairs, tell stories about art from your life. Use the linkers in the Grammar box and include at least one example of the Past Perfect.

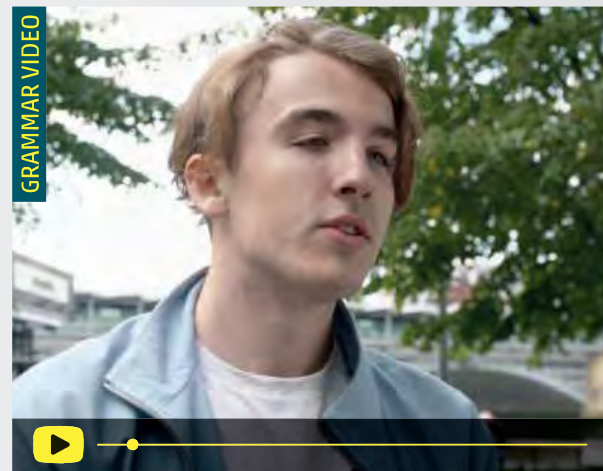
*When I was younger, my gran asked me to paint a picture. As soon as I finished the painting, I realised I'd painted all over her expensive dining table. My gran had left the room but when she came back, she ...*

11 **REFLECT | Society** In pairs, discuss the questions.

- 1 Why is some art so expensive?
- 2 Should the government pay people to make art?

 32 Read the unfinished sentence and watch the video. Say how the speakers finish the sentence. Then in pairs, finish the sentence for yourselves.

By the time I was ten, I had learned ...







## 9B VOCABULARY | Creative jobs

- 1 **THINK BACK** In pairs, describe the photo. Add more creative jobs to the list below. Then think of some famous people and say what jobs they have.

Creative jobs: artist, dancer, photographer ...

A *Justin Timberlake.*

B *He's a singer.*

A *Yes, but he's also an actor.*

- 2 In pairs, match the creative jobs from the box with:  
a) film, b) theatre or c) music. Sometimes more than one answer is possible. Which job do you think is the easiest and which is the most difficult?

☒ a camera operator   ☐ composer   ☐ conductor  
☐ director   ☐ extra   ☐ lighting technician  
☐ playwright   ☐ screenwriter   ☐ songwriter  
☐ sound engineer   ☐ stage manager  
☐ stunt performer

- 3 Check you understand the highlighted words and phrases. In pairs, read the clues and identify the creative jobs they describe.

- I need to remember my **lines**. I work on TV but I prefer doing **plays** in front of a real **audience** in the **theatre**. I'd love to **play a good part** in a **film**.  
*actor/actress*
- I make most of my money from playing **concerts**, not selling **CDs**. I play an **instrument** in a **rock band**.
- I usually work on a **stage** in a theatre. When I stand behind the **curtain** just before a **live performance**, I always feel nervous. I can do modern things but I prefer ballet.
- I'm doing a **remake** of an old **movie** from 1950. It's **based on** a novel and it's **set in** California. Most of the action **takes place** in a motel. It's going well but some of the **stars** are hard to work with.
- In my job **light** is very important. I work with a camera and a **tripod**. I **take photos** of people, sometimes **fashion models**. I prefer working in **black and white**.
- I often work in the country. I've got a lot of **brushes** and **paints**. I prefer **watercolours** to **oils** and **landscapes** to **portraits** – I'm not very good at painting people.

- 4 Complete the questions with words from Exercise 3. Then in pairs, ask and answer the questions.

- Do you prefer **live** performances or recorded music?
- Do you think that male film actors get better \_\_\_\_\_ than women?
- Have you ever acted in a \_\_\_\_\_?
- What should actors do if they forget their \_\_\_\_\_ on stage?
- Can you think of any films that are \_\_\_\_\_ on books you've read?
- Why does Hollywood make so many \_\_\_\_\_ of old films instead of using original ideas?
- Do you think it's easier to paint a \_\_\_\_\_ or a portrait?
- When should you use a \_\_\_\_\_ to take photos?

- 5 Study **Watch out!** Then in pairs, make true sentences with the words from the box.

act   dance   draw   explain things   paint   play instruments  
remember things   sing   speak clearly  
take photos/selfies   talk to people  
tell people what to do

*I think I'm good at acting but I'm terrible at singing.*

### WATCH OUT!

You can say that you are *good*, *not very good* or *terrible* at something:

*I'm good at Science, I'm not very good at sport. I'm terrible at Art.*

But if you use a verb after *good at/bad at*, you have to add *-ing*:

*I'm good at singing. I'm not very good at drawing. I'm terrible at dancing.*

- 6 In pairs, talk about an artistic job you would like to have. Use **Watch out!** and the vocabulary from Exercises 3 and 5.

A *I'd like to be an actor.*

B *Would you like to be a theatre actor or to work in film and TV?*

A *I'd prefer to work in the theatre than on TV or in films because I think it's exciting to perform live in front of an audience. I think I could be a good actor because I'm good at remembering lines.*



- 1 In pairs, talk about your favourite TV programme using the types of TV show from the box. Why do you like it?

cartoon chat show documentary drama series  
game show quiz show reality TV sitcom  
sketch show soap the news

- A *My favourite TV show is the soap Eastenders. It's on BBC 1 at eight o'clock four nights a week.*  
B *How long is each episode?*

- 2 Look at the photo below. What kind of programme is *Southsiders*?



Jenny has bad news for Pete. Watch *Southsiders* Thursday at 8.

- 3 3.25 Read the report of what happened in the last episode and put the sentences below in the correct order. Listen and check. Then in pairs, read the conversation aloud.

Did you see *Southsiders* last night? It was great. Jenny told Pete she was fed up and she was leaving him because she didn't love him anymore. Pete said he couldn't believe it, that he needed her and that she was everything to him. Then he started to cry! He told her she'd always been the love of his life and that he'd always love her. He told her he could change. But she didn't listen to him. She told him he had hurt her too often. Then she said she hadn't left him before because she'd been sorry for him.

- a ☐ You're everything to me.  
b ☒ I'm fed up, Pete.  
c ☐ I need you.  
d ☐ I'm leaving you because I don't love you anymore.  
e ☐ You've always been the love of my life.  
f ☐ You've hurt me too often.  
g ☐ I didn't leave you before because I was sorry for you.  
h ☐ I'll always love you.  
i ☐ I can change.  
j ☐ I can't believe it.

## Reported speech

- 4 Read sentences 1–2 and answer questions a–b.

- 1 'I'm fed up!'  
2 Jenny told Pete she was fed up.  
a Which is a quote and which is a report?  
b How is the verb form in the report different from the one in the quote?

- 5 Study the Grammar box and check your answers to Exercise 4.

## Reported speech

### Direct speech

Present Simple

(is/are – do/does)

Present Continuous

(am/are/is doing)

Present Perfect

(has/have done)

Past Simple (did)

will (will do)

can (can do)

### Reported speech

→ Past Simple (was/were – did)

→ Past Continuous (was/were doing)

→ Past Perfect (had done)

→ Past Perfect (had done)

→ would (would do)

→ could (could do)

Time expressions also change: yesterday → the day before; the last time → the time before; tomorrow → the day after

Grammar Reference and Practice > page 181

## WATCH OUT!

I **said** that I didn't want to watch that show.

I **told her/Jan** that I didn't want to watch that show.

- 6 3.26 Listen to the rest of the conversation between Jenny and Pete. Complete the description using reported speech.

Pete promised Jenny that he <sup>1</sup>would be a better man. He said he <sup>2</sup>\_\_\_\_\_ serious. Jenny laughed and said that he <sup>3</sup>\_\_\_\_\_ the same thing the time <sup>4</sup>\_\_\_\_\_. She said that he <sup>5</sup>\_\_\_\_\_ change because he <sup>6</sup>\_\_\_\_\_ to change. Then she told him she <sup>7</sup>\_\_\_\_\_ to him any more. Pete shouted that he <sup>8</sup>\_\_\_\_\_ her. But Jenny told him that their love <sup>9</sup>\_\_\_\_\_. Then she said goodbye and left.

- 7 Report these quotes from *Southsiders*. Use **tell** if you know who the speaker is talking to.

### This week's best lines from *Southsiders*

- 1 'I'm your mother, you're my son, we're family.' (Trudy to Pete)  
*Trudy told Pete that she ...*  
2 'I can't take it anymore.' (Bob)  
3 'Pete's looking for you.' (Kev to Phil)  
4 'I've made a decision.' (Sid)  
5 'We'll keep on fighting, we won't give up.' (Katja)  
6 'Jim stole my money and then he ran away.' (Zadie to Jenny)  
7 'You have no idea what you're talking about.' (Donna to Matt)  
8 'I don't like talking about other people but I've heard some news.' (Mrs P to Lily)

- 8 3.27 Listen to a conversation between Hayley and Kev. Then in pairs, report the conversation. Use reported speech.

*Hayley told Kev that Jenny ...*

- 9 **SPEAKING** In pairs, report a conversation either from your life or from a TV show that you watch. Use reported speech.

## 9D READING AND VOCABULARY

### 1 In pairs, ask and answer the questions.

- 1 What are your three favourite instruments?
- 2 Can you play an instrument? If not, would you like to learn?
- 3 Have you ever performed in public? If so, what was it like? If not, why not?

### 2 Read the information in the Fact Box on page 129 and answer the questions.

- 1 Who is David Garrett?
- 2 What's the difference between a Stradivarius and a Guaragnini violin?

### 3 Read the article quickly and choose the best answer.

What is the main purpose of the text?

- a To explain how David Garrett got into the music business.
- b To tell the story of a difficult moment in David's life.
- c To summarise David's career.
- d To compare the quality of different violins.

### 4 Read the article again and choose the correct answers.

- 1 Which of these things had David *not* done by the age of eleven?
  - a played the violin in a concert
  - b become a soloist
  - c started making records professionally
  - d bought a violin
- 2 Which sentence is true?
  - a The first violin David bought was a Stradivarius.
  - b He had to wait for years before he could play the Guaragnini.
  - c He felt proud and happy when he'd paid for the Guaragnini.
  - d The Guaragnini was a Christmas present.
- 3 Which of these was *not* a cause of the accident?
  - a the backpack he was wearing
  - b the weather
  - c the fact David was in a hurry
  - d his shoes
- 4 How did David feel just after the accident?
  - a He wasn't worried.
  - b He was in great pain.
  - c He was so sad he cried.
  - d He didn't know what to say.
- 5 After the accident, David
  - a had an argument with a good friend.
  - b had to borrow a lot of money.
  - c bought a second-hand violin.
  - d broke another violin.

### 5 In pairs, check you understand the highlighted words and phrases below. Then complete the sentences with the correct forms of the highlighted words from the article. There are two extra words.

- 1 David has played in **pop groups** and **rock bands** but he started by playing in an **orchestra**.
- 2 He sometimes plays **hit songs** but more often he \_\_\_\_\_ in **classical music** concerts.
- 3 The people in the \_\_\_\_\_ at David's concerts are not just teenage **fans**; they are of all ages.
- 4 He plays in \_\_\_\_\_ and theatres more often than he plays in **clubs**.
- 5 As a \_\_\_\_\_, David is the most important musician in any classical concert.
- 6 He \_\_\_\_\_ for many hours every day.

### 6 In pairs, use the vocabulary from this lesson and from lesson 9B to talk about the things below.

- 1 your favourite and least favourite kinds of music
  - 2 your favourite musical artists
  - 3 the last time you saw a live musical performance
  - 4 the best concert you've ever seen
- I love all kinds of music, especially pop and electronic but I also like jazz and some classical music.*

### 7 SPEAKING Prepare a short talk about a time when you lost something that was very important to you. Use some of the prompts below to help you. Then tell your story to the class.

This happened when/after/before ...  
 While I was (crossing the road), I ...  
 I had just ... when ...  
 I'd never felt so sad/shocked/surprised.  
 He/She told me (it wasn't the end of the world.)  
 He/She said (it had been an accident.)  
 I didn't understand (how it had happened.)

**33 WATCH AND REFLECT** Go to page 170. Watch the documentary *A star's in town* and do the exercises.





# He broke a £1m violin

3.28

## FACT BOX

- David Garrett was born in Germany in 1980. He is one of the most famous and talented violinists in the world. He plays both classical and pop music, has performed with the world's best orchestras and has recorded more than twenty albums.
- The Italian Stradivari family made violins in the seventeenth and eighteenth centuries. Today most experts consider Stradivarius violins to be the best in the world. They are very rare and can be worth millions of dollars.
- Giovanni Guaragnini was an eighteenth-century violin maker. He may be the third greatest violin maker in history.

David Garrett began playing the violin when he was four. By the time he was seven, he was **performing** in concerts. He was a **soloist** in an **orchestra** at nine. And when he was eleven, he had already started recording for a record company: their youngest-ever artist.

For years he'd played a borrowed Stradivarius. He'd tried many violins but had never found one he really wanted to buy. However, after leaving college, he finally found the instrument he wanted. It was a beautiful violin made by Guaragnini in 1772.

The violin cost almost one million pounds. David had to borrow the money, and for years every penny he earned went to pay for the violin. When he made the last payment in December 2007, he felt he'd become a real musician. The Guaragnini was his. He loved it as if they were in a relationship. That's not surprising when you think that every day David spends more time **rehearsing** with his violin than he does sleeping.

Two weeks after buying the Guaragnini violin, he played a Mendelssohn concerto at the Barbican **concert hall** with the London Philharmonic. His family were in the **audience**. They planned to have dinner together before flying to Germany for Christmas. When David had finished his **performance**, he lovingly placed the violin in its **case**. Then he put the case on like a backpack and ran out of the theatre.

It had been a rainy day. The ground was wet. He was in a hurry and he was still wearing his concert shoes. Suddenly, he slipped and fell all the way down the steps on his back.

He didn't get up immediately. His family rushed over and asked if he was alright. But at that moment, he didn't care if he was hurt. His only thought was the violin. He'd landed with all his weight on the case, which was light and comfortable but not strong. Before he opened it, he knew the violin hadn't survived, but the damage was worse than he had imagined; the body was completely broken.

His sister was crying. But David didn't shout or cry, he just stared. He was in shock.

After a while, he called a violin-expert friend and asked him to come. The expert took one look at the Guaragnini and said that the most important thing was that David was all right and that there would be other violins in his life.

David felt as if he'd lost a friend. The repairs took seven months and cost £60,000. Meanwhile, David played other violins, borrowed instruments that were excellent but they never felt right.

Then, one day his father called him up. He'd spoken to the owner of a beautiful Stradivarius, who wanted to sell it. David went to see it. He examined it carefully. Then he started to play. It took him only three seconds to decide. That was the violin for him.

David still plays the Guaragnini sometimes. It will always be close to him. Perhaps it even saved his life. But now the Stradivarius is his one true love. He's bought a better case for it, of course, because he really doesn't want to break it.

## 9E SPEAKING



1 Look at the photo. How do the two people feel? What do you think is happening?

2 34 3.29 Watch or listen to Part 1 of the story. In pairs, use reported speech to report Johnny's message to Keira.

*Johnny called Keira and left a message. He said ...*

3 35 3.30 Read the conversations below. Then watch or listen to Part 2 and follow the instructions.

1 Say what a) Leanne, b) Mum and c) Dell invite Johnny to do.

2 Say what reasons he gives for turning them down.

3 In pairs, practise reading the conversations.

**Leanne** I've got a spare ticket for the theatre tonight. Do you want to come?

**Johnny** Thanks, Leanne, but I don't really fancy it, to be honest. It's not my cup of tea. Anyway, I don't feel like going out tonight.

**Mum** Would you like to go to the cinema with us this evening?

**Johnny** No, I'm sorry, Mum. I can't.

**Mum** There's a good film on. Your dad says ...

**Johnny** That sounds great but I've got other plans.

**Dell** Do you fancy coming to the concert tonight?

**Johnny** What concert? Who's playing?

**Dell** Nines. How about it? You love rap.

**Johnny** Thanks, Dell, I'd love to but I've got to visit my parents tonight.

4 Study the Speaking box. Which expressions are *not* in the conversations?

### SPEAKING | Informal invitations

#### Making invitations

Do you want to ...?

Would you like to ...?

Do you fancy ...-ing?

How about ...?

#### Accepting invitations

Sure, that sounds good/like a good idea.

Yes, I'd love to. Where shall we meet?

What a great idea! What time?

That's very kind of you, thanks.

#### Turning down invitations

No, thanks.

Thanks but ...

No, I'm sorry, I can't.

I'd love to but ...

That sounds great/like a lot of fun but ...

Maybe some other time.

#### Giving reasons

I don't really fancy it, to be honest.

I'm not really into ...

It's not my cup of tea.

I don't feel like ...-ing.

I've got other plans.

I've got to ...

5 36 3.31 What do you think will happen when Keira calls Johnny? Watch or listen to Part 3 and check.

6 3.32 Complete the sentences with phrases from the Speaking box. Listen and check.

**Johnny** <sup>1</sup>*Do you want to go* to the cinema this evening?

**Keira** <sup>2</sup>\_\_\_\_\_ but \_\_\_\_\_, I can't. I'm going out with my mum. Maybe <sup>3</sup>\_\_\_\_\_.

**Johnny** Yeah, sure.

**Keira** There's an exhibition at the Art Gallery. [...]

<sup>4</sup>\_\_\_\_\_ going on Sunday?

**Johnny** That <sup>5</sup>\_\_\_\_\_ a great idea. I'd <sup>6</sup>\_\_\_\_\_.

7 3.33 PRONUNCIATION Read the information below. Then listen and repeat the questions with the correct intonation.

With *yes/no* questions, our intonation often rises, e.g.  
Do you want to come?

With *wh-* questions, our intonation often falls, e.g.  
What's up?

8 In pairs, look at the *What's on* guide on page 190. Make and respond to invitations using the language from the Speaking box.

A *Do you fancy going to the Expressionist exhibition at the Modern Art Museum?*

B *No, thanks. It's not really my cup of tea. How about ...*



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## Staff Picks

**Bella Forrest***The Gender Game*

The land is controlled by women in the East, men in the West. Nineteen-year-old Violet Bates must escape from her own nation. Then she will cross the toxic river that separates these two worlds and begin a dangerous journey into a forbidden land to find her younger brother.

**Jane Austen***Pride and Prejudice*

This is a story of love and life in the English countryside in the early 1800s. Mr Bennet is a husband and father who wants his five daughters to marry, but it is the women in his life that are really in control in Jane Austen's most famous novel.

**Joe Sugg***Username: Evie*

Beautiful colourful pictures tell the story of a teenager, Evie, and her escape into another world – inside her dead father's computer app. But just like in the real world, Evie soon discovers that life isn't perfect anywhere.

**Carol Ann Duffy***The World's Wife*

A collection of thirty poems by Britain's poet laureate. It's funny, sad, feminist, loving, intelligent, metaphorical. Many of life's experiences are inside this wonderful little book. Ninety-six pages of mixed emotions.

**Mayte Garcia***The Most Beautiful: My Life with Prince*

Prince's ex-wife shares the story of her time with one of pop music's greatest icons. Read about how they met, their magical Valentine's Day wedding, their musical collaboration – and the heart-breaking end of their special relationship.

**James Fenimore Cooper***The Deerslayer*

We meet Cooper's famous hero Nathaniel Bumppo for the first time. He and his friend Harry must save the lives of three people from the Iroquois Indians during the American wars of the 1740s. Enjoy classic action and adventure at its very best.

- 1 Read the descriptions of books on a public library website and guess the category for each book. What kind of books do you usually/never read?
- 2  3.34 In pairs, describe the photo. What do you think the people are talking about? Listen to Part 1 of the conversation and check.



- 3  3.35 Listen to Part 2 of the conversation and tick the words you hear.

- |                                           |                                    |                                           |
|-------------------------------------------|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> author           | <input type="checkbox"/> beginning | <input type="checkbox"/> chapter          |
| <input type="checkbox"/> (main) character | <input type="checkbox"/> cover     | <input type="checkbox"/> hero             |
| <input type="checkbox"/> (opening) line   | <input type="checkbox"/> paragraph | <input checked="" type="checkbox"/> novel |
| <input type="checkbox"/> (writing) style  | <input type="checkbox"/> plot      | <input type="checkbox"/> trilogy          |
|                                           | <input type="checkbox"/> title     |                                           |

- 4  3.36 Listen to the whole conversation again and choose the correct answers.

- 1 Blair is reading the novel because
  - a it is too cold outside to go cycling.
  - b he must read it for his English class.
  - c he is giving a presentation next month.
- 2 Fearne says she doesn't like
  - a the style that the book is written in.
  - b the first sentence of the novel.
  - c the picture on the book's front cover.
- 3 Fearne describes the author's style as
  - a imaginative.
  - b difficult to understand.
  - c poetic.
- 4 Fearne is annoying Blair because
  - a her friend Julie has gone shopping.
  - b she wants him to go out with her.
  - c she needs help with her homework.
- 5 Blair agrees to
  - a read the next chapter of his book to Fearne.
  - b stop reading now and go to the park with Fearne.
  - c go out with Fearne when he finishes the chapter.

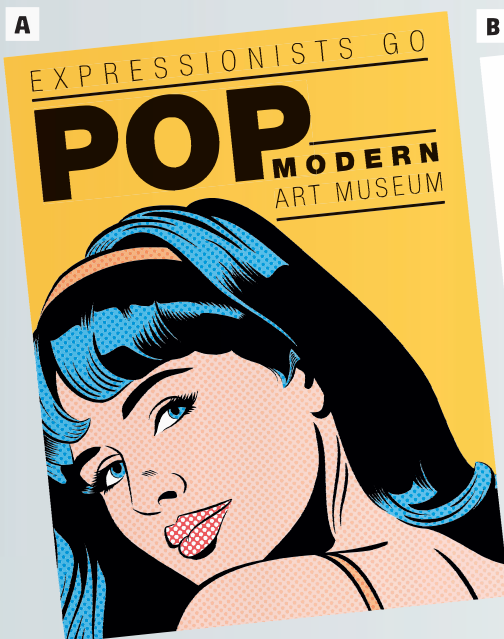
- 5  3.37 Dictation. You will hear Blair giving a report on the book he read. Listen once. Then listen again and write down what you hear.

- 6 **SPEAKING** Work in pairs. Tell your partner about one of your favourite books. Use the vocabulary from the library website and from Exercise 3.

*I really enjoy fantasy fiction. My favourite author is ...*

## WHAT'S ON THIS WEEKEND

USER REVIEWS



### Expressionists Go Pop Modern Art Museum

*Expressionists went Pop and opened my eyes*

I've never been into modern art but a friend told me the Expressionists Go Pop exhibition at the MODAM was worth visiting. It opens at 10 a.m., so I got there early when it was quiet and I must admit I loved it. I didn't like the pop art as much as the abstract expressionism and obviously, some of the paintings are more impressive than others but for the first time in my life I really understood what modern art is about. Go and see it if you can.



### The Pop Planet Festival Millennium Centre

*Not as hot as it should be*

I was looking forward to the Pop Planet Festival last weekend, but it was a bit disappointing. I enjoyed Saturday. Ha Pi and Djarma were absolutely brilliant and Kenny East was quite good. But Sunday was a waste of time. Nikki Spike didn't seem interested; she only sang for thirty minutes. And Doobedoo was even worse. You could hardly see him and the sound was absolutely awful. If the PP festival comes to your town, get tickets for day one but forget about day two.



### The Three Wizards Turn 65 Savoy Theatre

*The magic has gone*

If you're a fantasy fan like me, if you like the *The Three Wizards* films and love the books, then please do yourself a favour and stay well away from this dreadful play. The actors try hard – Cliff Danson is quite good as the bad-tempered ex-wizard who has lost his magic powers – but the dialogues are dull, the plot is totally ridiculous and the whole thing goes on for far too long – almost three hours. Don't waste your time or your money. Just stay in and read the books again.

**1** How do you find out if a book/film/play/TV series/exhibition/CD/concert is good or not? Discuss in pairs.

**2** In pairs, ask and answer the questions. Then use the prompts below to ask and answer more questions.

- 1** What's the last film you saw at the cinema?
- 2** Did you read a review before you saw it?
- 3** Was it as good as you had expected?

buy a CD   go to a concert   read a book  
see a film at the cinema   see a play at the theatre  
visit an exhibition   watch a TV series

**3** Look at the posters. In pairs, say which event you would/wouldn't like to go and why.

**A** *I'd like to go to the music festival because I'm really into pop music.*

**B** *I wouldn't like to go to the play because I can't stand fantasy.*

**4** Read the reviews and match them with the number of stars you think the reviewer gave each event. Justify your opinion.

★★★★★ \_\_\_\_\_

★★★★★ \_\_\_\_\_

★★★★★ \_\_\_\_\_



- 5 Study the Writing box. Then find the expressions from the box in the reviews.

### WRITING | A short review

- Start with a heading that indicates your opinion and if possible, mark the number of stars (★★★★★) you think the event deserves.
- You can make some personal comments:  
I'd never heard of ... before but ...  
A friend told me it was ...  
I was looking forward to going to ... but ...  
I'm a big fan of ...
- Give some factual details:  
It's the group's third album.  
The exhibition is on at ... until ...  
It opens at 10 a.m.  
This is ...'s second novel.  
You can listen to it for free on ...  
It's a murder mystery.
- Give your opinion:  
– positive comments: **totally brilliant, really good, I loved it, I enjoyed it**  
– fifty-fifty comments: **quite good, not bad, alright, OK**  
– negative comments: **absolutely awful, really bad, very boring**  
– comparisons: **not as good as, the best thing they've done, I don't like it as much as ..., slightly better, even worse**
- Justify your opinion:  
It was a waste of money – the sound was terrible and they only played for forty minutes.
- Give recommendations:  
You should/shouldn't ...  
It's worth ... -ing  
I recommend it.  
Go and see it.  
Don't miss it.  
Forget about it.  
Don't waste your time or money on ...

- 6 Study *Watch out!* Which adverb can you use with both normal and strong adjectives?

### WATCH OUT!

#### Normal adjectives

good  
bad  
silly  
funny  
interesting  
surprising  
scary

#### Strong adjectives

brilliant/awesome  
awful/pathetic  
ridiculous  
hilarious  
fascinating  
amazing  
terrifying

We usually modify normal adjectives with the adverbs *very, really* or *quite*, and strong adjectives with the adverbs *absolutely, really* or *totally*:

It's **very** good.

It's **absolutely** brilliant.

- 7 Read the review and choose the correct adjectives. Sometimes both adjectives are correct.



**Hans'n'Grett**

**Hans'n'Grett – Channel 9**  
★★★★★ **Horribly good**

This show is absolutely <sup>1</sup>*fascinating* / *interesting*. The action takes place in Germany in 1930. Two children get lost in a forest. Their friends and family try to find them but come across some very <sup>2</sup>*amazing* / *surprising* things and some really <sup>3</sup>*scary* / *terrifying* monsters. The actors are totally <sup>4</sup>*brilliant* / *good*, especially Sofia Yanquo as Grett. Some people say the plot is very <sup>5</sup>*ridiculous* / *silly* but I think it's really <sup>6</sup>*awesome* / *good*. The dialogues are quite <sup>7</sup>*funny* / *hilarious*, too sometimes. I'm not usually a big fan of German series, but this is one of the best shows I've ever seen. Don't miss it!

- 8 In pairs, talk about artists, groups, TV shows, etc. that you know. Use the adjectives and adverbs in *Watch out!*  
A I saw the Lego Batman Movie last night.  
B What's it like?  
A It's really funny. It's totally brilliant. I loved it.
- 9 **WRITING TASK** Write a review of a film, TV series, book, exhibition, etc. Use the Writing box and *Watch out!* to help you.

## REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.**

documentary

TYPE OF FILM OR STORY

the news

TYPE OF TV PROGRAMME

- 2 Complete the sentences with one word in each gap. Then check with the word list.**

- The film is based \_\_\_\_\_ a true story.
- The story is set \_\_\_\_\_ the Middle Ages.
- The action takes \_\_\_\_\_ in a small village.
- I'm fed \_\_\_\_\_ with superhero movies.

- 3 Find words for these definitions on the word list.**

- It's a story which consists of three books. t\_\_\_\_\_
- He's the person something belongs to. o\_\_\_\_\_
- The people watching the performance. a\_\_\_\_\_

- 4 Complete the sentences with the correct forms of the words from the box. Then check with the word list.**

act art compose play

- My favourite \_\_\_\_\_ is Emma Watson. I like all her roles.
- The greatest \_\_\_\_\_ of classical music was Beethoven.
- My favourite \_\_\_\_\_ is Frida Kahlo. Her paintings are great.
- William Shakespeare is the most famous \_\_\_\_\_ in history.

## ACTIVE VOCABULARY | word families

A good way to learn new words is to remember them in word families. For example, it is easier to memorise the words *perform* – *performance* – *performer* together. Look at the word list and find more words to create word families.

## 9A GRAMMAR AND VOCABULARY

### 5.57

abstract artist (n) /ˌæbstrækt 'ɑ:tɪst/

apprentice (n) /ə'prentɪs/

art gallery (n) /'ɑ:t ˌgæləri/

authentic (adj) /ɔ:'θentɪk/

bright (adj) /braɪt/

cheerful (adj) /'tʃɪəfəl/

claim (v) /kleɪm/

colourful (adj) /'kʌləfəl/

depressing (adj) /dɪ'presɪŋ/

drawing pad (n) /'drɔ:ɪŋ pæd/

exhibition (n) /ˌeksɪ'bɪʃən/

expert (n) /'ekspɜ:t/

fingerprint (n) /'fɪŋgə'prɪnt/

gloomy (adj) /'glu:mi/

imaginative (adj) /ɪ'mædʒɪnətɪv/

irritating (adj) /'ɪrɪteɪɪŋ/

landscape (n) /'lændskeɪp/

local (adj) /'ləʊkəl/

modern art (n) /ˌmɒdn 'ɑ:t/

oil paint (n) /'ɔɪl ˌpeɪnt/

original (adj) /ə'ɒrɪdʒɪnəl/

paint (n, v) /peɪnt/

painting (n) /'peɪntɪŋ/

scary (adj) /'skeəri/

sign (v) /saɪn/

thought-provoking (adj) /'θɔ:t prə'vʊkɪŋ/

thrift shop (n) /'θrɪft ʃɒp/

traffic accident (n) /'træfɪk ˌæksədənt/

turn down /ˌtɜ:n 'daʊn/

unsophisticated (adj) /ˌʌnsə'fɪstɪkətəd/

watercolour (n) /'wɔ:tə'kʌlə/

world-famous (adj) /ˌwɜ:ld 'feɪməs/

yard sale (n) /'jɑ:d seɪl/

## 9B VOCABULARY 5.58

act (v) /ækt/

actor (n) /'æktə/

artist (n) /'ɑ:tɪst/

audience (n) /'ɔ:diəns/

ballet (n) /'bæleɪ/

based on /'beɪst ɒn/

black and white adj /ˌblæk ənd 'waɪt/

brush (n) /brʌʃ/

camera operator (n) /'kæməɹə ˌɒpəreɪtə/

CD (n) /ˌsi: 'di:/

composer (n) /kəm'pəʊzə/

concert (n) /'kɒnsə/

conductor (n) /kən'dʌktə/

creative job (n) /kri'eɪtɪv 'dʒɒb/

curtain (n) /'kɜ:tn/

dance (v) /dɑ:ns/

dancer (n) /'dɑ:nsə/

director (n) /dɪ'rektə/

extra (n) /'ekstrə/

fashion model (n) /'fæʃən ˌmɒdl/

film/movie (n) /fɪlm/'mu:vi/

good/terrible at sth /'ɡʊd/'terəbəl ət ˌsʌmθɪŋ/

instrument (n) /'ɪnstɹəmənt/

light (n) /laɪt/

lighting technician (n) /'laɪtɪŋ tek'nɪʃən/

line (n) /laɪn/

live performance (n) /ˌlaɪv pə'fɔ:məns/

motel (n) /məʊ'tel/

performer (n) /pə'fɔ:mə/

photographer (n) /fə'tɒgrəfə/

play (n) /pleɪ/

play a part /ˌpleɪ ə 'pɑ:t/

play instruments /ˌpleɪ 'ɪnstɹəmənts/

playwright (n) /'pleɪraɪt/

portrait (n) /'pɔ:trɪt/

remake (n) /'ri:meɪk/

rock band (n) /'rɒk bænd/

screenwriter (n) /'skri:nˌraɪtə/

set in ... /'set ɪn .../

singer (n) /'sɪŋə/

songwriter (n) /'sɒŋˌraɪtə/

sound engineer (n) /'saʊnd endʒɪˌnɪə/

speak clearly /ˌspi:k 'kliəli/

stage (n) /steɪdʒ/

stage manager (n) /'steɪdʒ ˌmænɪdʒə/

star (n) /stɑ:/

stunt performer (n) /stʌnt pə'fɔ:mə/

take place /ˌteɪk 'pleɪs/

tell sb what to do /ˌtel ˌsʌmbədi wɒt tə 'du:/

theatre (n) /'θiətə/

tripod (n) /'traɪpɒd/

## 9C GRAMMAR AND VOCABULARY

### 5.59

be sorry for sb /bi 'sɒri fə ˌsʌmbədi/

can't take it anymore /ˌkɑ:nt 'teɪk ɪt enɪˌmɔ:/

cartoon (n) /kɑ:'tu:n/



**chat show** (n) /'tʃæt ʃəʊ/

**documentary** (n) /ˌdɒkjə'mentəri/

**drama series** (n) /ˈdrɑːmə ˌsɪəriːz/

**fed up** adj /ˌfed 'ʌp/

**game show** (n) /ˈgeɪm ʃəʊ/

**keep on doing sth** /ˌkiːp ɒn 'duːɪŋ ˌsʌmθɪŋ/

**make a decision** /ˌmeɪk ə dɪ'sɪʒən/

**quiz show** (n) /'kwɪz ʃəʊ/

**reality TV** (n) /rɪˌæləti tiː 'viː/

**run away** /ˌrʌn ə'weɪ/

**say goodbye** /ˌseɪ guɔd'baɪ/

**sitcom** (n) /'sɪtkɒm/

**sketch show** (n) /'sketʃ ʃəʊ/

**soap opera/soap** (n) /'səʊp ˌɒpərə/səʊp/

**the news** (n) /ðə njuːz/

## 9D READING AND VOCABULARY

### 5.60

**argument** (n) /'ɑːɡjəmənt/

**be all right** /ˌbi ɔːl 'raɪt/

**be in a hurry** /ˌbi ɪn ə 'hʌri/

**be in a relationship** /ˌbi ɪn ə rɪ'leɪʃənʃɪp/

**broken** (adj) /'brʊkən/

**call up** /ˌkɔːl 'ʌp/

**carefully** (adv) /'keəfəli/

**case** (n) /keɪs/

**classical music** (n) /ˌklæsɪkəl 'mjuːzɪk/

**close to** /'kləʊs tə/

**club** (n) /klʌb/

**concert hall** (n) /'kɒnsət ˌhɔːl/

**concerto** (n) /kən'tʃɜːtʃəʊ/

**damage** (n) /'dæmɪdʒ/

**electronic music** (n) /ˌelɪktrɒnɪk 'mjuːzɪk/

**examine** (v) /ɪɡ'zæmɪn/

**fan** (n) /fæn/

**hit song** (n) /hɪt 'sɒŋ/

**in shock** /ɪn 'ʃɒk/

**lovingly** (adj) /'lʌvɪŋli/

**meanwhile** (adv) /'miːnwaɪl/

**music business** (n) /'mjuːzɪk ˌbɪznəs/

**orchestra** (n) /'ɔːkɪstrə/

**owner** (n) /'əʊnə/

**payment** (n) /'peɪmənt/

**penny** (n) /'peni/

**perform** (v) /pə'fɔːm/

**performance** (n) /pə'fɔːməns/

**pop group** (n) /'pɒp gruːp/

**pop music** (n) /'pɒp ˌmjuːzɪk/

**professionally** (adv) /prə'feʃənəli/

**proud** (adj) /praʊd/

**record** (n) /'rekɔːd/

**record** (v) /rɪ'kɔːd/

**rehearse** (v) /rɪ'hɜːs/

**repair** (n) /rɪ'peə/

**rush over** /ˌrʌʃ ə'ʊvə/

**save sb's life** /ˌseɪv ˌsʌmbədɪz 'laɪf/

**shocked** (adj) /ʃɒkt/

**slip** (v) /slɪp/

**soloist** (n) /'səʊləʊɪst/

**stare** (v) /steə/

**talented** (adj) /'tæləntɪd/

**violin** (n) /ˌvaɪə'lɪn/

**violin maker** (n) /ˌvaɪə'lɪn 'meɪkə/

**violinist** (n) /ˌvaɪə'lɪnɪst/

## 9E SPEAKING 5.61

**concession** (n) /kən'seʃən/

**fancy doing sth** /ˌfænsi 'duːɪŋ ˌsʌmθɪŋ/

**feel like doing sth** /ˌfiːl laɪk 'duːɪŋ ˌsʌmθɪŋ/

**not my cup of tea** /ˌnɒt maɪ ˌkʌp əv 'tiː/

**sounds good/great/like a good idea** /saʊndz 'ɡʊd/'ɡreɪt/laɪk ə ˌɡʊd aɪ'dɪə/

**What's up?** /ˌwɒts 'ʌp/

## 9F LISTENING AND VOCABULARY

### 5.62

**action** (n) /'ækʃən/

**adventure** (n) /əd'ventʃə/

**annoy** (v) /ə'noɪ/

**author** (n) /'ɔːθə/

**beginning** (n) /bɪ'ɡɪnɪŋ/

**biography** (n) /baɪ'ɒɡrəfi/

**chapter** (n) /'tʃæptə/

**children's book** (n) /'tʃɪldrənz bʊk/

**classic** (n) /ˌklæsɪk/

**comic** (n) /'kɒmɪk/

**cover** (n) /'kʌvə/

**crime story** (n) /'kraɪm ˌstɔːri/

**fantasy** (n) /'fæntəsi/

**fiction** (n) /'fɪkʃən/

**graphic novel** (n) /ˌɡræfɪk 'nɒvəl/

**hero** (n) /'hɪərəʊ/

**historical** (adj) /hɪ'stɒrɪkəl/

**horror story** (n) /'hɒrə ˌstɔːri/

**humour** (n) /'hjuːmə/

**literary** (adj) /'lɪtərəri/

**(main) character** (n) /ˌ(meɪn) 'kærəktə/

**mystery** (n) /'mɪstəri/

**novel** (n) /'nɒvəl/

**(opening) line** (n) /ˌ(əʊpənɪŋ) 'laɪn/

**paragraph** (n) /'pærəɡrɑːf/

**plot** (n) /plɒt/

**poetry** (n) /'pəʊtri/

**romance** (n) /rəʊ'mæns/

**science fiction** (n) /ˌsaɪəns 'fɪkʃən/

**short story** (n) /ʃɔːt 'stɔːri/

**thriller** (n) /'θrɪlə/

**title** (n) /'taɪtl/

**trilogy** (n) /'trɪlədʒi/

**(writing) style** (n) /('raɪtɪŋ) staɪl/

## 9G WRITING AND VOCABULARY

### 5.63

**awful** (adj) /'ɔːfəl/

**be on** /ˌbi ɒn/

**deserve** (v) /dɪ'zɜːv/

**dialogue** (n) /'daɪələɡ/

**do yourself a favour** /ˌdu ʒə'self ə 'feɪvə/

**event** (n) /ɪ'vent/

**expect** (v) /ɪk'spekt/

**expressionist** (n) /ɪk'spreʃənɪst/

**fascinating** (adj) /'fæsɪneɪtɪŋ/

**heading** (n) /'hedɪŋ/

**hilarious** (adj) /hɪ'leəriəs/

**horrifically** (adv) /hə'rɪfɪkli/

**impressive** (adj) /ɪm'presɪv/

**indicate** (v) /ɪndɪkeɪt/

**justify** (v) /'dʒʌstɪfaɪ/

**magic power** (n) /ˌmædʒɪk 'paʊə/

**mark** (v) /mɑːk/

**monster** (n) /'mɒnstə/

**murder mystery** (n) /ˌmɜːdə 'mɪstəri/

**music festival** (n) /'mjuːzɪk ˌfestəvəl/

**pathetic** (adj) /pə'θetɪk/

**personal comment** (n) /ˌpɜːsənəl 'kɒment/

**ridiculous** (adj) /rɪ'dɪkjələs/

**stay in** /ˌsteɪ ɪn/

**stay well away from** /ˌsteɪ wel ə'weɪ frəm/

**terrifying** (adj) /'terɪfaɪɪŋ/

**totally** (adv) /'təʊtli/

**try hard** /ˌtraɪ 'hɑːd/

**watch a TV series** /ˌwɒtʃ ə ˌtiː 'viː ˌsɪəriːz/

## VOCABULARY AND GRAMMAR

- 1 Complete the table with the words from the box. Then think of more words for each category.

brushes cartoon children's documentary fantasy game show instrument landscape poetry soloist violin watercolour

| Visual art   | Music | TV shows | Literature |
|--------------|-------|----------|------------|
| brushes, ... |       |          |            |

- 2 Choose the correct words to complete the sentences.

- Di Jones' latest novel is a *bestseller* / *chapter* / *plot*.
- She writes in a clear, simple *paragraph* / *sentence* / *style* that is easy to understand.
- The main *author* / *character* / *title* is a sixteen-year-old genius who wants to save the world.
- It's great from the opening *cover* / *fiction* / *line* to the end.
- Sid Vokes is a guitarist in a rock *band* / *club* / *orchestra*.
- Sid's group has just *performed* / *recorded* / *rehearsed* a new album.
- They're going to play a *concert* / *performance* / *ticket* in New York.
- They'd love to have a *fan* / *hit* / *pop* song.

- 3 Complete the text with the correct forms of the verbs from the box. There is one extra verb.

be buy change go perform paint play read see visit waste watch



Vanessa is a real culture vulture. She's never learned to <sup>1</sup>play an instrument, she can't <sup>2</sup>paint a picture and she's never <sup>3</sup>in public but she <sup>4</sup>a big fan of art, music, dance and theatre. She <sup>5</sup>every review, she <sup>6</sup>tickets for every live performance, she <sup>7</sup>to classical music concerts every weekend. But Vanessa doesn't like popular culture. She prefers to <sup>8</sup>a play at the theatre or to <sup>9</sup>an exhibition than to <sup>10</sup>her time and money on cinema tickets or pop concerts. And she never <sup>11</sup>TV.

- 4 Rewrite the sentences with *absolutely*, *really* or *totally* and strong adjectives.

- The film is very bad.  
*The film is absolutely terrible.*
- The plot is very silly.
- The actors are very good.
- Some of the dialogues are quite funny.
- The ending is quite surprising.
- The monster is very scary.
- The music is quite interesting.

- 5 Complete the sentences with the correct forms of the verbs in brackets. Use the Past Perfect where possible.

- A few months after she *had retired* (retire), my gran \_\_\_\_\_ (take up) painting.
- I \_\_\_\_\_ (not hear) of Banksy until I \_\_\_\_\_ (see) a documentary about him.
- By the time I \_\_\_\_\_ (leave) school, I \_\_\_\_\_ (already/ win) two art competitions.
- Dad \_\_\_\_\_ (wake) up once the film \_\_\_\_\_ (finish).
- I \_\_\_\_\_ (only/have) my guitar for six months when I \_\_\_\_\_ (join) a pop group.

- 6 Rewrite the sentences using reported speech and the verbs *say* or *tell*.

- 'I've never met anyone as beautiful as you.'  
(Phil to Mandy)  
*Phil told Mandy that he had never met anyone as beautiful as her.*
- 'I can see them and they're fighting in the street!'  
(Carl)
- 'We've got a problem and we don't know what to do.'  
(Amelie to Ralph)
- 'I didn't kill her, I wasn't there yesterday, I'm innocent.'  
(Gordy)
- 'I think you're sweet but I won't go out with you.'  
(Jemma to Jules)

## USE OF ENGLISH

- 7 Complete the text with one word in each gap.

### STRATEGY | Open cloze

When deciding which word to use to complete the gaps, look at the words before and after the gaps. They will give you clues about what sort of word you are looking for.

I saw the first episode of a new drama <sup>1</sup>series on TV last night. It's set <sup>2</sup>the future, in the year 2099. It's based <sup>3</sup>a novel by an American science-fiction <sup>4</sup>. Most of the action <sup>5</sup>place on an island in the Caribbean. None of the actors are big <sup>6</sup>but they're very good. The actor who plays the <sup>7</sup>of the hero is fantastic. I knew I <sup>8</sup>seen him in something before but I couldn't remember where. But then my brother told me he <sup>9</sup>on TV last year in a comedy sketch <sup>10</sup>Channel 9.



## READING

### 8 Read the text on the right and answer the questions.

#### STRATEGY | Open-ended questions

In short answer questions, you should only write the word or words that answer the question. If you write long answers with unnecessary words, your answer will still be correct, but it will take longer to write.

- 1 When did Tam begin to earn money from music?  
*nine years ago*
- 2 What was unusual about the concert in the text?
- 3 How many people were there in Tam's group?
- 4 What two reasons did Tam give for performing well?

### 9 Read the extract from a TV magazine at the bottom of the page and complete the notes below with 1–3 words in each gap.

#### STRATEGY | Notes completion

When you are completing sentences, use key words to look for information and grammatical clues to decide what kind of word is needed. Check that the incomplete sentence with your answer inserted makes sense and is grammatically correct. Read through all your answers before going on to the next section.

- 1 This is the *last episode* in this series of *Starfinder*.
- 2 There are several ways \_\_\_\_\_ for the winner of *Starfinder*.
- 3 Carol Klein \_\_\_\_\_ for her documentary film *Finding Fame*.
- 4 Three \_\_\_\_\_ Tam McLean wasn't famous.
- 5 We won't know any of \_\_\_\_\_ at the Brit Awards before eleven o'clock.
- 6 After today you will be able to see \_\_\_\_\_ of *The Business*.
- 7 Hayley Jones aims to show young people what \_\_\_\_\_ is really like.



#### 7.00 p.m. *Starfinder*

It's the final at last! There can only be one winner. Who's it going to be? The decision is yours. Remember you can vote with Channel 9's special app, on Facebook or via mobile and text.

#### 8.00 p.m. *Tam McLean: Finding Fame*

Carol Klein's prize-winning documentary tells the story of Tam McLean's amazing journey to success. In just three years, a little-known guitarist and singer from Glasgow became an Oscar-winning songwriter, a Hollywood actor and one of the world's biggest rock stars.

## THE SHOW MUST GO ON

Tam joined his first group when he was still at school. Since then he'd played hundreds of gigs in all sorts of venues from tiny clubs to huge concert halls. He'd been a professional musician for nine years. But he'd never played to such a small audience before. The organisers had said they were expecting a big crowd but as Tam looked out from behind the curtain, he saw the entire audience could fit comfortably into a small car. There were four people in the theatre.

Tam spoke to the other group members: drummer, Hank, and bassist, Bud. He said that maybe there were only four people there but they'd all bought tickets. He added that you always had to give the best show you could because you never knew who might be in the audience. Then he smiled and picked up his guitar. 'Come on, boys,' he shouted. 'Let's rock!'

## SPEAKING

### 10 In pairs, role play the situation below. Then change roles and do the task again.

#### Student A

Your new friend (Student B) wants to go out somewhere with you. He/She has phoned you to arrange the meeting.

- Say hello.
- Turn down the invitation and give a reason.
- Suggest another place.
- Ask where and when to meet.
- Agree to meet and ring off.

#### Student B

You are Student A's new friend. You want to go out somewhere with him/her. Phone Student A and make some suggestions.

- *Hi, (name). Do you fancy going to a rock concert/the cinema/a dance show with me?*
- *OK. Good idea.*
- *Shall we meet outside the school at six o'clock?*
- *OK, Great. See you later.*

## WRITING

### 11 Read the task below and write a review.

The editor of the school magazine asks you to write a review of a cultural event you attended recently. The people involved in the event are your friends. Write the most positive review you can.

#### 10.00 p.m. *The Brit Awards Live*

It's British music's biggest night. Andi and Derek go backstage from ten o'clock, and then from eleven you can find out who has won all the prizes this year. Tam McLean was last year's big winner but this year, who knows?

#### 12 a.m. *The Business*

Don't miss the first episode in this three-part investigation. Hayley Jones shines a light on the dark side of live music, recording studios and record contracts and shows young people how to survive in the music business.

# 10

## Crimewatch

**VOCABULARY** Crime

**GRAMMAR** The passive (Present Simple, Past Simple and Present Perfect), the second conditional [Use of English > page 188](#)

**SPEAKING** Asking for and giving advice

**WRITING** A story

**VIDEO** Grammar Communication Documentary

### Was Sherlock Holmes the first fictional detective?

Sherlock Holmes is the most famous detective in fiction. He was created in 1887 by British author Sir Arthur Conan Doyle, who wrote four novels and fifty-six short

stories involving Holmes and his partner, Doctor Watson. Since then over 120 authors have written Sherlock Holmes stories. The London detective has also starred in more than 200 films and has been played by over seventy actors. There have been Sherlock theatre and radio plays, TV series, children's cartoons, comics and video games. Even the word 'Sherlock' is used for someone who makes brilliant deductions.

But Sherlock wasn't the first fictional detective. That honour belongs to Edgar Allan Poe's creation C. Auguste Dupin. Holmes' first case, 'A Study in Scarlet,' wasn't written until forty-six years after Poe's 1841 story 'The Murders in the Rue Morgue'. In fact, Dupin was created before the word 'detective' even existed.

Another inspiration might be Maximilien Heller. It is not known if Doyle read this 1871 novel by Henry Cauvain, but like Holmes, Heller was a brilliant private detective who used science and logic to find clues and solve crimes; he smoked a pipe and loved cats, and, like Holmes', his adventures were narrated by a doctor. Was Holmes based on Heller? Perhaps. Make your own deductions.



An illustration of Sherlock Holmes from 1904



Basil Rathbone as the famous British detective in a 1939 film



Robert Downey Jr. as London-based detective Holmes and Jude Law as Dr Watson in a 2009 British-American film

## 10A GRAMMAR AND VOCABULARY

**1** In pairs, answer the questions below. Then look at the photos and captions and check your answers to questions 2 a–c.

- 1** Have you ever read a Sherlock Holmes story or seen Sherlock in a film, TV programme or video game? If so, what did you think of it?
- 2** What do you know about Sherlock Holmes?
  - a** What nationality is he?
  - b** In which city does he live and work?
  - c** What's the name of the man he works with?

**2** Read the text. Then in pairs, answer the questions.

- 1** Who wrote the Sherlock Holmes stories?
- 2** When can we call someone 'Sherlock'?
- 3** Who was the first fictional detective?
- 4** What are the similarities between Sherlock Holmes and Maximilien Heller?

**3** Make collocations related to crime using a verb from box A and a noun from box B. Then in pairs, write sentences with the collocations.

**A** arrest break commit find interview make report solve

**B** a clue a crime (x3) a criminal a deduction a witness the law

*The police couldn't find any clues, so they called a private detective.*

## The passive

- 4 Look at the pairs of sentences 1–3 and answer questions a–c below.

1

**Active:** People use the word 'Sherlock' for someone who makes deductions.

**Passive:** The word 'Sherlock' is used (by people) for someone who makes deductions.

2

**Active:** Arthur Conan Doyle created Sherlock Holmes.

**Passive:** Sherlock Holmes was created by Arthur Conan Doyle.

3

**Active:** Over seventy actors have played Sherlock Holmes.

**Passive:** Sherlock Holmes has been played by over seventy actors.

- Do both sentences in each pair have the same meaning?
- What is more important in active sentences – what someone does or who does it?
- What is more important in passive sentences – what someone does or who does it?

- 5 Find more examples of the passive in the text. How do we form the passive in these tenses? Study the Grammar box and check your answers.

- the Present Simple
- the Past Simple
- the Present Perfect

### The passive

We use the passive when the action is more important than the people who do it. We often use the word *by* before the person who does the action.

We form the passive with the verb *to be* and the past participle:

Some crimes **are not solved** by the police.  
(Present Simple)

Why **were** they **arrested** (by the police)? (Past Simple)

A man **has been attacked** by a pack of dogs.  
(Present Perfect)

Grammar Reference and Practice > page 182

- 6 In pairs, choose the correct forms to complete the sentences.

- Some people *believe* / *are believed* that Sherlock Holmes was a real person.
- Holmes' adventures *narrate* / *are narrated* by his friend and flatmate Dr Watson.
- Sherlock Holmes *lived* / *was lived* at 221B Baker Street.
- Holmes *employed* / *was employed* by many clients, including Scotland Yard.
- Millions of people *have visited* / *have been visited* the Sherlock Holmes museum in Baker Street.
- Holmes *killed* / *was killed* by his enemy Moriarty in the story 'The Final Problem'.

- 7  4.1 Complete the sentences with the correct passive forms of the verbs in brackets. Then listen to check and to answer questions 3, 4 and 7.

#### Present Simple

- The novels **are written** (write) in a clear, easy-to-read style.
- Mma Ramotswe \_\_\_\_\_ (describe) as 'traditionally built'.
- Where \_\_\_\_\_ (the novels/set)?

#### Present Perfect

- How many novels \_\_\_\_\_ (publish) so far?
- More than 25 million copies \_\_\_\_\_ (sell).
- The series \_\_\_\_\_ (not make) into a film but it \_\_\_\_\_ (adapt) for television.

#### Past Simple

- When \_\_\_\_\_ (the TV series/produce)?
- Seven episodes \_\_\_\_\_ (make) for the first season.
- A second season \_\_\_\_\_ (plan) but it \_\_\_\_\_ (never/film).

- 8 Rewrite the sentences in the passive beginning with the words given.

- The police have never arrested me.  
I've **never been arrested**.
- Detective stories fascinate me.  
I'm \_\_\_\_\_
- Someone stole some things from my bag.  
Some things \_\_\_\_\_
- In my opinion, they don't punish criminals enough.  
In my opinion, criminals \_\_\_\_\_
- They haven't shown the new series of *Sherlock* on TV here.  
The new series of *Sherlock* \_\_\_\_\_

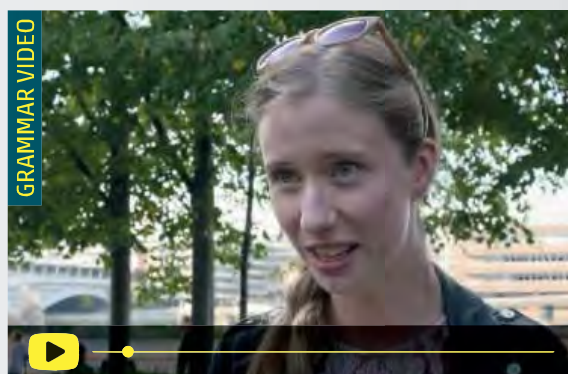
- 9 **SPEAKING** In pairs, ask and answer questions about the passive sentences in Exercise 8.

- Have you ever been arrested?**
- No, of course not. Are you fascinated by detective stories?**

 37 Read the question and watch the video. Use the prompts below to say what the speakers answer. Then in pairs, ask and answer the question.

What's the best book that has ever been written?

a murder mystery (title not mentioned) *Catcher in the Rye*  
*The Master and Margarita* *The Murder of Roger Ackroyd*





## 10B VOCABULARY | Types of crime

### 1 SPEAKING In groups, ask and answer the questions.

- How big a problem is crime where you live?
- Are there any places in your town where you don't feel it's safe to walk at night?

### 2 Match the crimes in the first column of the table with the photos. There is one type of crime which matches several photos.

| Crime                                  | Action        | Criminal        |
|----------------------------------------|---------------|-----------------|
| <input type="checkbox"/> assault       | <i>attack</i> | <i>attacker</i> |
| <input type="checkbox"/> burglary      |               |                 |
| <input type="checkbox"/> hacking       |               |                 |
| <input type="checkbox"/> murder        |               |                 |
| <input type="checkbox"/> pickpocketing |               |                 |
| <input type="checkbox"/> bank robbery  |               |                 |
| <input type="checkbox"/> shoplifting   |               |                 |
| <input type="checkbox"/> theft         |               |                 |

### 3 In pairs, study *Watch out!* and complete the table in Exercise 2. Use a dictionary to help you.

#### WATCH OUT!

You *rob* a person or place, but you *steal* something from a person or place:

They **robbed** a bank. They **stole** a lot of money (from the bank).

I've been **robbed**. My money has been **stolen**.

### 4 Check you understand the highlighted words. Then complete the sentences with words from the table in Exercise 2.

- A **burglar** **breaks into** your home and \_\_\_\_\_ your things. After a \_\_\_\_\_ your home doesn't feel the same.
- A \_\_\_\_\_ uses a computer to steal information. \_\_\_\_\_ is a problem for individuals, companies and governments.
- I was the **victim** of \_\_\_\_\_. I was **beaten up** outside a disco. I didn't know my \_\_\_\_\_. Now I'm afraid to go out. I'm worried someone might \_\_\_\_\_ me again.
- A few years ago a \_\_\_\_\_ was committed in our village – a young man was killed. The police **suspected** many people, but the \_\_\_\_\_ was never caught.
- \_\_\_\_\_ is very common on the underground. You should be very careful where you keep your **wallet** or **purse** or a \_\_\_\_\_ might steal it.
- In 1987 Italian \_\_\_\_\_ Valerio Viccei and his **gang** \_\_\_\_\_ a bank in London. It was a spectacular \_\_\_\_\_. They stole about \$200 million in **cash** and jewellery. They didn't **get away with** it. The police caught them.
- Some people say that \_\_\_\_\_ is a crime with no victims but when \_\_\_\_\_ steal, shops lose money and prices go up, so we're all victims.



### 5 Complete the questions with words from the table in Exercise 2. Then in pairs, ask and answer the questions.

#### ARE THESE REALLY CRIMES?

- Are you a **thief** if you download a song without paying for it?
- Is it \_\_\_\_\_ if you pull your brother's/sister's hair?
- Are you a \_\_\_\_\_ if you take 20p from a friend's pocket as a joke?
- Is it \_\_\_\_\_ if you 'borrow' a T-shirt from your brother/sister and never give it back?
- Are you a \_\_\_\_\_ if you change a friend's photo on his/her Facebook page?
- Is it \_\_\_\_\_ if you eat a sweet from an open packet in a supermarket?

## 10C LISTENING AND VOCABULARY

10

**1** In pairs, talk about the superheroes you like the most/least.

- 1 What are their costumes like?
- 2 What superpowers do they have?
- 3 Which superhero movies have you seen? What did you think of them?

**2** In pairs, complete the sentences with the words from the box. Use a dictionary to help you.

crime fighters ~~innocent~~ justice system prison save vigilantes villains violent

- 1 The opposite of 'guilty' is innocent.
- 2 Not all superheroes are \_\_\_\_\_; some of them are bad guys.
- 3 Another word for bad guys is \_\_\_\_\_.
- 4 Police officers, lawyers and judges work in the \_\_\_\_\_.
- 5 \_\_\_\_\_ are people who take the law into their own hands. They are often \_\_\_\_\_.
- 6 If you break the law, you might end up in \_\_\_\_\_.
- 7 The emergency services protect us from crime and \_\_\_\_\_ us from danger.

**3**  **4.2** Listen to a radio programme and choose the correct answers.

- 1 Giles says that superheroes
  - a are more popular in movies than in comics.
  - b tend to be popular when society has problems.
  - c are less popular now than they were in the 1930s.
- 2 Which of these does Giles NOT mention to explain why people like superheroes?
  - a They have good personality characteristics.
  - b They are physically attractive.
  - c They can do things that normal people can't.
- 3 What reason does he give for the popularity of superhero films?
  - a Modern technology.
  - b You can watch them on computers.
  - c They are a chance to escape from real life.
- 4 What, according to Tara, is the problem with superheroes?
  - a They take the law into their own hands.
  - b They make the police look bad.
  - c They sometimes attack innocent people.
- 5 The crime fighter from Manchester
  - a really believed he was a superhero.
  - b spent a lot of money every night.
  - c was attacked.
- 6 In this radio programme the speakers
  - a review a superhero film.
  - b talk about their favourite superheroes.
  - c discuss superheroes and society.



**4**  **4.3** Listen to the news item about this real-life superhero and complete the notes.

- Roger Hayhurst from Swinton, aka 'Knight Warrior'
- <sup>1</sup>20 years old
- Works as a <sup>2</sup>\_\_\_\_\_
- Began fighting crime <sup>3</sup>\_\_\_\_\_ ago
- Blue/black lycra costume, cost: <sup>4</sup>\_\_\_\_\_
- Fought crime with his 18-year-old <sup>5</sup>\_\_\_\_\_ Rebecca aka 'Knight Maiden'
- Attacked in Clifton, hit in the <sup>6</sup>\_\_\_\_\_, badly hurt



**5** **SPEAKING** In pairs, ask and answer the questions. Justify your answers.

- 1 Which superpower(s) would you like to have?
- 2 Are superhero comic books and films relevant to our lives?
- 3 Are real-life superheroes fantastic or ridiculous?
- 4 Is vigilante justice ever necessary?

**6** **REFLECT | Society** What should you do/not do if you see a crime or an emergency? Discuss in groups.



# CRIME AND ETHICS

## HOW HONEST ARE YOU?

**What would you do if you were in these situations?**

- If I saw an old woman stealing some biscuits from a shop, I would ...
  - inform the store detective.
  - look away and not do anything.
  - do something else.
- If an armed thief tried to rob me, I would ...
  - hand over my money and then call the police.
  - shout for help and run away.
  - do something else.
- If I saw a man attacking a woman on a train, I would ...
  - talk to the man to convince him to stop.
  - look away and not do anything.
  - do something else.
- If I found a case with £500,000 in it, I would ...
  - take it to the police.
  - start spending it immediately.
  - do something else.



- Study the Grammar box and **Watch out!** and check your answers to Exercise 4.

### The second conditional

We use the second conditional to talk about:

- things that are unlikely or impossible to happen in the future (fantasies, unreal plans):  
*If I **won** the lottery, I'd **buy** a helicopter.* (but I almost certainly won't win the lottery)
- unreal situations in the present:  
*What **would** you **do** if you **were** me?* (but you're not me)

There are two parts to a sentence in the second conditional:

**The condition**

*If + Past Simple,*

**The result**

*would + infinitive*

*If I **saw** a burglary, I **would call** the police.*

Grammar Reference and Practice > page 182

### WATCH OUT!

With the second conditional, we often use *were* instead of *was* after *I*, *he*, *she* and *it*, especially in written English or formal situations:

*I would go to the police if I **were** you.*

*If it **weren't** so dangerous, I'd do it.*

## 10D GRAMMAR

- Look at the photo at the top of the page and read the questionnaire. Which question does the photo correspond to?
- 4.4 Listen to a conversation and say which answers Leo and Donna give to the questions in the questionnaire.

|       | 1 | 2 | 3 | 4 |
|-------|---|---|---|---|
| Leo   | c |   |   |   |
| Donna |   |   |   |   |

- Do the questionnaire in pairs. Check your results on page 191.

### The second conditional

- Look at sentences 1–2 and answer questions a–e below.
  - Donna: If I found a case with £500,000 in it, I would take it to the police.
  - Leo: I'd ask people for food if I was desperate.
    - Is it probable that Donna will find a case with £500,000 in it?
    - Is Leo desperate?
    - Do the underlined clauses describe real or unreal situations?
    - Which tense is used after *if* in these sentences?
    - Which verb is used before the infinitive in the other part of the sentence?

- Complete the chain of sentences with the correct tense of the verbs in brackets. Then in pairs, make other chains from the sentence beginnings below.

- If someone attacked (attack) me, I \_\_\_\_\_ (run) away.  
If you \_\_\_\_\_ (run) away, the attacker \_\_\_\_\_ (chase) you.  
If the attacker \_\_\_\_\_ (chase) me, I ...
- If I needed a lot of money very quickly, ...
- If I heard a suspicious noise in my house late at night, ...
- If I was poor and hungry, ...

- 4.5 Listen and write the questions. Then in pairs, ask and answer the questions.
- SPEAKING** Write more questions for the questionnaire above. Then in pairs, ask and answer your questions.



## 10E SPEAKING

10

- 1 In pairs, describe the photo. Who do you think the people are and what is happening?  
**A** *I think the girl has committed a crime.*  
**B** *No, I don't agree. I think ...*
- 2 38 4.6 Watch or listen to the conversation and decide if statements 1–6 are true or false.
  - 1 ☐ The police officer is questioning Katy about a crime.
  - 2 ☐ Katy complains about the poor lighting in her school.
  - 3 ☐ Katy wants advice on how to avoid being a crime victim.
  - 4 ☐ Someone stole Katy's bag recently.
  - 5 ☐ The police officer doesn't recommend using public transport.
  - 6 ☐ At the end of the interview, the police officer doesn't follow her own advice.
- 3 4.7 Study the Speaking box and complete the sentences with 1–3 words in each gap. Listen and check.
  - 1 Have you any tips on what I could do to feel safer?
  - 2 Listen, it's \_\_\_\_\_ to walk at night on your own.
  - 3 Could you give me \_\_\_\_\_?
  - 4 Have you any ideas \_\_\_\_\_ how to stop that happening again?
  - 5 I \_\_\_\_\_ it's a good idea to leave your bag there.
  - 6 \_\_\_\_\_ to keep your bag here.
  - 7 And \_\_\_\_\_ leave your phone on the table.
  - 8 I've been robbed twice. \_\_\_\_\_ I do?
  - 9 I don't think \_\_\_\_\_ stop taking public transport.
  - 10 It's a \_\_\_\_\_ to keep your bag in front of you.
  - 11 And of course, you \_\_\_\_\_ be vigilant.

### SPEAKING | Asking for and giving advice

#### Asking for advice

What should I do?

Could you give me some advice?

Have you any ideas on how to (+ infinitive) ...?

Have you any tips on what I could do ...?

#### Giving advice

If I were you, I'd ...

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

You should/shouldn't ...

(I don't think) it's a good idea to ...

It's better (not) to ...

Why don't you (+ infinitive) ...?

COMMUNICATION VIDEO



- 4 Match each problem 1–4 with two pieces of advice a–h. Then in pairs, use the phrases from the Speaking box to ask for and give advice.

- 1 ☐ ☐ I think my computer has been hacked.
- 2 ☐ ☐ Three houses in my street have been burgled.
- 3 ☐ ☐ Some football hooligans are acting violently.
- 4 ☐ ☐ My friend was attacked in the street just because she looks different.

- a Check your bank account.
- b Don't try to be a hero.
- c Get an alarm put in.
- d Install a new anti-virus.
- e Lock your doors and close the windows at night.
- f Run away as fast as you can.
- g Start a campaign for tolerance on social media.
- h Tell her to go to the police.

**A** *I think my computer has been hacked. What should I do?*

**B** *If I were you, I'd ...*

- 5 4.8 PRONUNCIATION Listen and repeat the words below. Be careful not to pronounce the letters in red.

answer bomb friend foreign guilty honestly knife  
knowledge listen should walk what wrong

- 6 4.9 PRONUNCIATION Say the sentences. Then listen and check.

- 1 Police officers are calm when they talk.
- 2 There's no doubt that she's unconscious.
- 3 Could you fasten your seat belt, please?
- 4 I don't know what to write on the sign.
- 5 The burglars didn't look in the cupboard.

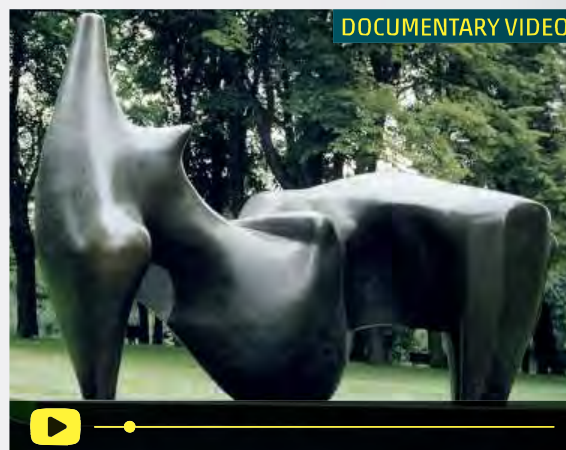
- 7 In groups, ask for and give advice for these situations.

- 1 I found out that my best friend is a shoplifter. I told her to stop but she won't.
- 2 My little brother is a bully. He doesn't understand it's wrong to be aggressive.
- 3 I'm thinking of joining the police force.

## 10F READING AND VOCABULARY

- 1 In pairs, look at the photo on page 145. You are going to read a story involving the two people. What do you think it will be about?
- 2 Choose the correct words to complete the sentences.
  - 1 The **burglar** / **police** took the valuable diamonds from the jeweller's shop window.
  - 2 A man was **arrested** / **burgled** yesterday for starting fires in supermarkets.
  - 3 An original painting by Picasso has been **caught** / **stolen** from a gallery in Stockholm.
  - 4 The man had the perfect **alibi** / **suspect** – he was on holiday in Spain at the time.
  - 5 There was a **prison** / **robbery** yesterday in the bank on the high street.
  - 6 After you enter the building, you have ten seconds to turn off the **burglar alarm** / **thief**.
  - 7 The newsagent next to my house has been **robbed** / **stolen** three times this year.
  - 8 The detective wants to **question** / **steal** a dark-haired woman in her thirties.
- 3 The highlighted words from Exercise 2 are used in the story on page 145. Read the question in Exercise 1 again. Do you want to change your answer now?
- 4 Read the story quickly. In pairs, say what it is about. Did you find the ending surprising?
- 5 Study Active Reading and choose the correct answer to question 1. Use the underlined key words to help you. Then say which words from the story helped you answer the question.
  - 1 We learn that John's home
    - a had a good view over the whole neighbourhood.
    - b was in a very expensive part of town.
    - c had a very large and comfortable balcony.
- 6 Read the story again and choose the correct answers to questions 2–5.
  - 2 John tells Robin that
    - a he enjoys buying modern gadgets.
    - b he doesn't actually have much money.
    - c he has never been in trouble for his crimes.
  - 3 Robin informs John that
    - a her husband stole from her.
    - b she lied to her husband.
    - c her husband is quite rich.
  - 4 Robin told John that she couldn't be part of the robbery because
    - a the police would know that she did it.
    - b she had to be in London at that time.
    - c she was afraid of the police.
  - 5 There was no robbery of the country house because
    - a John couldn't find the right house.
    - b there were people at home in the house.
    - c there was nothing in the house to steal.
- 7 **REFLECT | Values** In groups of three, ask and answer the questions.
  - 1 Did Robin do a good thing or a bad thing? Say why.
  - 2 Is it ever right to steal?

**39 WATCH AND REFLECT** Go to page 171. Watch the documentary *The mystery of the missing art* and do the exercises.



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### ACTIVE READING | Finding specific information

- Read the text quickly to get the main idea of what it is about.
- Read each question carefully and find the key words in it.
- Look for the key words or similar ideas in the text.
- Read before and after the key words to find the answer to the question.



# How does it FEEL?

10

4.10

John was sitting in a café by the river when he noticed a beautiful young woman. He smiled at her. She smiled back. Before long they were talking. Her name was Robin. John invited her home to see the view.

- 5 It was a luxury flat in an exclusive neighbourhood. He showed her round. She was impressed. There were so many beautiful, expensive things. 'If I were rich, I'd live in a place like this,' she said, looking out over the river.

She stayed for dinner. After they'd eaten, they sat on the balcony.

- 10 'What do you do?' she asked. 'Are you a banker?'

John smiled and shook his head. 'No, I've never worked a day in my life,' he boasted, 'but I've got the most up-to-date phone, the fastest computer, the best TV that has ever been made, some priceless paintings and ...' He paused to sip his drink. 'I

- 15 haven't paid a penny for any of them.'

She stared.

'I've stolen them all.'

Her mouth fell open.

'I'm a burglar.'

- 20 'Have you ever been caught?' she asked.

'No, I'm a very careful thief,' he explained. 'I've never been to prison and I've never been arrested.'

- 25 Much later, Robin told him that she knew a house he should burgle. 'I was cheated by my ex-husband,' she said. 'He's a lawyer and when we divorced, he took everything and I was left with nothing.' She explained that he owned a lovely house in Devon in the middle of nowhere with no neighbours. 'He's out of the country right now. There's no one in the house. It's full of valuable things. The back door is broken. I'd go in there if I were you.'

- 30 They talked for hours, planning the robbery. She couldn't take part because if she did, she would be the first suspect. The police would question her. She needed an alibi, so she had to stay in London. He agreed to go alone and to split everything fifty-fifty. She gave him the address and directions. It was a three-hour drive. He said he would do it the next day.

- 35 It was a long drive and the weather was awful but John followed the directions carefully. Finally, he arrived at the house. It was all lit up in his van's headlights. But it couldn't be the right place. This house was a ruin. He double checked the directions and drove around the area to see if there was another house. There wasn't. There was nothing to do but to drive back to London.

- 40 He arrived just as the sun was coming up. He felt exhausted. He turned the key in the lock and opened the door. When the burglar alarm didn't ring, he knew something was wrong. He stepped inside. 'I don't believe it,' he said to himself. 'I've been robbed.' The flat was empty. Everything had gone: the computer, the TV, the paintings, even the furniture. On the floor was a handwritten note. He picked it up.

'How does it feel?' it read. It was signed Robin Hood.





# EVERYDAY HEROES

Sometimes ordinary people can become heroic crime fighters.  
Here's a fine example...



## A MALYK BONNET

In August 2015, a seventeen-year-old Canadian called Malyk Bonnet was waiting at a bus stop in Montreal when he saw a man shouting at a woman. At first, Malyk just watched them, but then he began to worry the man might become violent, so he went up and said hello. The man asked him for money for the bus to Laval. Malyk gave it to him.

Later, the woman told Malyk the man wouldn't let her go home. She seemed frightened. Malyk wanted to help her, so he decided to take the same bus as them. During the journey

Malyk acted friendly so the man would trust him. When they got to Laval, he invited them to a restaurant. After a while, he called the police.

The man had kidnapped the woman, who was his ex-girlfriend. He was arrested and charged with assault and kidnapping. Malyk told reporters he never felt afraid because the guy was really tiny. The cops were so impressed they collected money to pay Malyk for the bus tickets and food.

*Are you an everyday hero? Or have you heard of one? Write in and tell us your stories about heroes who stopped crimes.*

## B My friend got the better of a burglar

This <sup>1</sup>happened just after Christmas. My friend Fatima had just got home <sup>2</sup>\_\_\_\_ she saw a man in the living room. He <sup>3</sup>\_\_\_\_ all the family's electronics in a large bag. <sup>4</sup>\_\_\_\_, Fatima didn't react, but then she took out her phone. However, <sup>5</sup>\_\_\_\_ she could call the police, the burglar grabbed her phone and ran away. She had no time to call the police, <sup>6</sup>\_\_\_\_ she decided to go after him. <sup>7</sup>\_\_\_\_ she was following him, she told people the man had robbed her house but nobody wanted to help her. <sup>8</sup>\_\_\_\_, she saw a police officer and told her what had happened. The officer stopped the burglar and asked him to open the bag, <sup>9</sup>\_\_\_\_ he refused and tried to run away. Fortunately, he was caught almost immediately. The man <sup>10</sup>\_\_\_\_ over £3,000 worth of electronics, including Fatima's phone. Later, Fatima <sup>11</sup>\_\_\_\_ by reporters. 'I know it was dangerous,' she <sup>12</sup>\_\_\_\_, 'but I couldn't let him take our things, especially my phone.'

Ally, Gloucester, England

## C I stopped an assault on a blind boy

<sup>1</sup>\_\_\_\_ I was sitting on the steps with some friends when we heard shouting. <sup>2</sup>\_\_\_\_ The school bully, Dale Willis, a seventeen-year-old giant who's in twelfth grade like me, was attacking this blind boy from tenth grade. <sup>3</sup>\_\_\_\_ So I held his arm and told him to stop. <sup>4</sup>\_\_\_\_ Then he went on to bully the blind kid. I was furious. <sup>5</sup>\_\_\_\_ I wanted to punch him on the nose but I didn't want to be like him. <sup>6</sup>\_\_\_\_ I felt bad about pushing Dale, but I had to stop him.

Kyle, Ohio, USA

- 1** Look at the photo and read the introduction to the article. What kind of story do you think it tells?
- 2** Read story A and check your answer to Exercise 1. Then answer the questions below.
- 1 What was Malyk's first reaction when he saw the man shouting at the woman?
  - 2 Why did he decide to talk to them?
  - 3 What was Malyk's plan to help the woman?
  - 4 What did the police do?
- 3** Study the Writing box. In pairs, find phrases in Malyk's story which match each piece of advice in the box.

### WRITING | A story

- Say when it happened:  
*This happened last week/just before Christmas.  
It was about three months ago.*
- Say where it happened:  
*We were at home.  
I was in a shop.*
- Give some background. Use the Past Perfect and the Past Continuous:  
*I'd decided to buy a pair of jeans.  
I was waiting to pay when ...*
- Say what happened. Use the Past Simple, direct speech and/or reported speech:  
*A man took my purse and ran away. I ran after him.  
He said, 'Back off'./He told me to back off.*
- Say how you (or other people) felt:  
*I was so angry.  
She seemed surprised.  
He felt like crying.*
- Connect your sentences:  
*At first, ... but then ...  
when/while/as soon as/right after that/later  
a few days before that/just before/the day before  
so/so that/and/but/because/although*

- 4** Read story B and complete it with the words and phrases from the box.

At first before but Eventually had stolen  
happened said so was interviewed was putting  
when While

- 5** Complete gaps 1–6 in story C with sentences A–F below.
- A After that, all the other kids started cheering.
  - B Although Dale's much bigger than me, I pushed him so hard that he fell over.
  - C At first, we didn't bother about it, but then we walked over to see what was happening.
  - D He said 'Get lost, punk!' and hit me.
  - E I'd never had any problems with Dale before, but I was shocked that he was bullying a younger boy who couldn't even see.
  - F It was the last day of school before the holidays.
- 6** **SPEAKING** In pairs, discuss the three stories and answer the questions about Malyk, Fatima and Kyle.
- 1 Who was the most responsible?
  - 2 Who did the right thing?
  - 3 Who took the biggest risk?
  - 4 Would you do the same thing if you were in the same situation?
- 7** **SPEAKING** In groups, discuss cases of everyday heroes you know from your life or from the news.  
*Did you see that story on the news about a young guy from ...? He saw a criminal hit a police officer and then run away, so he ...*
- 8** Write a story with the prompts below.  
March / Sprague, Washington, USA / two teenage friends / playing in a park / heard someone screaming / a man running with a two-year-old boy in his arms / eight-year-old girl running after him / babysitter had left kids alone in park / teenagers chased man / man dropped boy, kept running / teens checked baby OK, kept chasing / man got away / teens TV interview.
- 9** **WRITING TASK** Write a true or invented story about an everyday hero. Use the Writing box to help you.





## REMEMBER MORE

### 1 Complete the table with words from the word list.

| Crimes       | People       |
|--------------|--------------|
| murder       | <sup>1</sup> |
| <sup>2</sup> | thief        |
| shoplifting  | <sup>3</sup> |
| <sup>4</sup> | burglar      |

### 2 Match the two parts of the collocations. Then check with the word list.

- 1 commit    a ☐ a criminal  
 2 fasten    b ☐ your head  
 3 arrest    c ☐ your seat belt  
 4 shake    d ☐ a crime

### 3 Find the things on the word list that thieves can steal.

- 1 \_\_\_\_\_ (e.g. rings, bracelets, necklaces)  
 2 \_\_\_\_\_ (money, notes, coins)  
 3 \_\_\_\_\_ (something men usually keep money and credit cards in)  
 4 \_\_\_\_\_ (something women usually keep money and credit cards in)

### 4 Complete the sentences that robbers might say during a robbery. Then check with the word list.

- 1 Hand \_\_\_\_\_ your money, bags and mobile phones.  
 2 Keep an \_\_\_\_\_ on the door and make sure no one leaves or comes in.  
 3 Don't smile \_\_\_\_\_ the cameras!  
 4 Do you think the police will find \_\_\_\_\_ it was us?

### 5 Do the task below.

Describe your favourite superhero or group of superheroes. What kind of superpowers do they have? Write down the types of crime that they could stop in your hometown.

## 10A GRAMMAR AND VOCABULARY

### 5.64

arrest a criminal /ə'rest ə 'krɪmənəl/

break the law /,breɪk ðə 'lɔ:/

case (n) /keɪs/

clue (n) /klu:/

commit/report/solve a crime /kə'mɪt/rɪ'pɔ:t/,sɒlv ə 'krɪm/

copy (n) /'kɒpi/

creation (n) /kri'eɪʃən/

deduction (n) /dɪ'dʌkʃən/

enemy (n) /'enəmi/

episode (n) /'epɪsəʊd/

fascinate (v) /'fæsɪneɪt/

fascinated (adj) /'fæsɪneɪtɪd/

fictional (adj) /'fɪkʃənəl/

find a clue /faɪnd ə 'klu:/

honour (n) /'ɒnə/

illustration (n) /ɪlə'streɪʃən/

inspiration (n) /ɪnspə'reɪʃən/

interview a witness/a criminal /ɪntə'vju: ə 'wɪtnəs/ə 'krɪmənəl/

logic (n) /'lɒdʒɪk/

make a deduction /,meɪk ə dɪ'dʌkʃən/

narrate (v) /nə'reɪt/

pipe (n) /paɪp/

private detective (n) /praɪvət dɪ'tektɪv/

punish (v) /'pʌnɪʃ/

radio play (n) /'reɪdɪəʊ pleɪ/

season (n) /'si:zən/

series (n) /'sɪəri:z/

similarity (n) /,sɪmə'lærəti/

solve (v) /sɒlv/

star in sth /'stɑ:ɪn ɪn ,sʌmθɪŋ/

witness (n) /'wɪtnəs/

## 10B VOCABULARY 5.65

assault (n) /ə'sɔ:lt/

attack (n, v) /ə'tæk/

attacker (n) /ə'tækə/

bank robber (n) /'bæŋk ,rɒbə/

bank robbery (n) /'bæŋk ,rɒbəri/

beat up /bi:t 'ʌp/

break into /,breɪk 'ɪntə/

burglar (n) /'bɜ:glə/

burglary (n) /'bɜ:gləri/

burgle (v) /'bɜ:gl/

cash (n) /kæʃ/

gang (n) /gæŋ/

get away with /,get ə'weɪ wɪð/

give sth back /,gɪv ,sʌmθɪŋ 'bæk/

go up /,gəʊ 'ʌp/

hack (v) /hæk/

hacker (n) /'hækə/

hacking (n) /'hækɪŋ/

individual (n) /,ɪndɪ'vɪdʒuəl/

jewellery (n) /'dʒu:əlri/

joke (n, v) /dʒəʊk/

kill (v) /kɪl/

killer (n) /'kɪlə/

murder (n, v) /'mɜ:də/

murderer (n) /'mɜ:dərə/

pickpocket (n, v) /'pɪk,pɒkɪt/

pickpocketing (n) /'pɪk,pɒkɪtɪŋ/

pull sb's hair /,pʊl ,sʌmbədɪz 'heə/

purse (n) /pɜ:s/

rob (v) /rɒb/

shoplift (v) /'ʃɒp,lɪft/

shoplifter (n) /'ʃɒp,lɪftə/

shoplifting (n) /'ʃɒp,lɪftɪŋ/

steal (v) /sti:l/

suspect (n) /'sʌspekt/

suspect (v) /sə'spekt/

theft (n) /θeft/

thief (n) /θi:f/

victim (n) /'vɪktɪm/

wallet (n) /'wɒlɪt/

## 10C LISTENING AND VOCABULARY

### 5.66

anti-social behaviour (n) /,æntɪ'səʊʃəl brɪ'heɪvjə/

break up /,breɪk 'ʌp/

characteristic (n) /,kærɪktə'rɪstɪk/

computer graphics (n) /kəm'pjʊ:tə ,græfɪks/

costume (n) /'kɒstjʊm/

crime fighter (n) /'kraɪm ,faɪtə/

digital (adj) /dɪ'dʒɪtl/

emergency services (n) /ɪ,mɜ:dʒənsɪ 'sɜ:vɪsɪz/

end up /,ænd 'ʌp/

escape (v) /ɪ'skeɪp/

guilty (adj) /'gɪlti/

hit (v) /hɪt/

innocent (adj) /ɪ'nɒsənt/

invisible (adj) /ɪn'vɪzɪbəl/

lawyer (n) /'bɜ:jə/

**judge** (n) /dʒʌdʒ/

**justice system** (n) /'dʒʌstəs ,sɪstəm/

**patrol** (v) /pə'trəʊl/

**physically** (adv) /'fɪzɪkli/

**police officer** (n) /pə'li:s ,ɒfəsə/

**popularity** (n) /pɒpjə'lærəti/

**prison** (n) /'prɪzən/

**responsible** (adj) /rɪ'spɒnsɪbəl/

**review** (v) /rɪ'vju:/

**save** (v) /seɪv/

**special effects** (n) /speʃəl ə'fekt/

**superhero** (n) /'su:pə'hɪərəʊ/

**superpower** (n) /'su:pə'paʊə/

**terrorism** (n) /'terərɪzəm/

**unemployment** (n) /ˌʌnɪm'plɔɪmənt/

**vigilante** (n) /vɪdʒə'lænti/

**villain** (n) /'vɪlən/

**violent** (adj) /'vaɪələnt/

## 10D GRAMMAR 5.67

**armed** (adj) /ɑ:md/

**call the police** /kɔ:l ðə pə'li:s/

**catch** (v) /kæʃ/

**cruel** (adj) /'kru:əl/

**desperate** (adj) /'despəɪt/

**do the right thing** /du: ðə ,raɪt 'θɪŋ/

**ethics** (n) /'eθɪks/

**hand over** /hænd əʊəv/

**honest** (adj) /'ɒnɪst/

**inform** (v) /ɪn'fɔ:m/

**look away/look the other way** /lʊk ə'weɪ/lʊk ðɪ əðə 'weɪ/

**lottery** (n) /'lɒtəri/

**obey the law** /əʊbeɪ ðə 'lɔ:/

**passenger** (n) /'pæsɪndʒə/

**poor** (adj) /pɔ:/

**questionnaire** (n) /kwestʃə'neə/

**shout for help** /ʃaʊt fə 'help/

**suspicious** (adj) /sə'spɪʃəs/

## 10E SPEAKING 5.68

**alarm** (n) /ə'lɑ:m/

**anti-virus** (n) /ænti'vaɪə-rəs/

**bank account** (n) /'bæŋk əkaʊnt/

**bomb** (n) /bɒm/

**campaign** (n) /kæm'peɪn/

**doubt** (n) /daʊt/

**fasten your seat belt** /fɑ:sən jə 'si:tbel/

**get a lift** /get ə 'lɪft/

**honestly** (adv) /'ɒnɪstli/

**hooligan** (n) /'hu:lɪgən/

**keep an eye on** /ki:p ən 'aɪ ɒn/

**knowledge** (n) /'nɒlɪdʒ/

**lock** (v) /lɒk/

**mugger** (n) /'mʌgə/

**on your own** /ɒn jər 'əʊn/

**prevent** (v) /prɪ'vent/

**public transport** (n) /pʌblɪk 'trænspɔ:t/

**question** (v) /'kwestʃən/

**tolerance** (n) /'tɒlərəns/

**unconscious** (adj) /ʌn'kɒnʃəs/

**vigilant** (adj) /vɪdʒələnt/

**violently** (adv) /'vaɪələntli/

## 10F READING AND VOCABULARY

### 5.69

**alibi** (n) /æ'lɪbaɪ/

**back door** (n) /bæk 'dɔ:/

**balcony** (n) /'bælkəni/

**banker** (n) /'bæŋkə/

**before long** /bɪ'fɔ: 'lɒŋ/

**boast** (v) /bəʊst/

**burglar alarm** (n) /'bɜ:glə ə'lɑ:m/

**cheat** (v) /tʃi:t/

**dark-haired** (adj) /dɑ:k 'heəd/

**directions** (n) /daɪə'rekʃənz/

**divorce** (v) /dɪ'vɔ:s/

**double check** (v) /dʌbəl 'tʃek/

**drive** (n) /draɪv/

**exclusive** (adj) /ɪk'sklʉ:sɪv/

**ex-husband** (n) /eks 'hʌzbənd/

**fall open** /fɔ:l ə'pən/

**fifty-fifty** (adv) /fɪfti'fɪfti/

**handwritten** (adj) /hænd'raɪtən/

**headlight** (n) /'hedlaɪt/

**impressed** (adj) /ɪm'prest/

**in the middle of nowhere** /ɪn ðə ,mɪdl əv 'nəʊweə/

**jeweller** (n) /'dʒu:ələ/

**out of the country** /aʊt əv ðə 'kʌntri/

**pause** (v) /pɔ:z/

**priceless** (adj) /'praɪsləs/

**shake your head** /ʃeɪk jə 'hed/

**show round** /ʃəʊ 'raʊnd/

**sip** (v) /sɪp/

**smile back at** /smaɪl 'bæk ət/

**split** (v) /splɪt/

**step** (v) /step/

**take part in** /teɪk 'pɑ:t ɪn/

**turn the key in the lock** /tɜ:n ðə ki: ɪn ðə 'lɒk/

**up-to-date** (adj) /ʌp tə 'deɪt/

**valuable** (adj) /'væljəbəl/

**view** (n) /vju:/

## 10G WRITING 5.70

**back off** /bæk 'ɒf/

**blind** (adj) /blaɪnd/

**bully** (n, v) /'bʊli/

**charge sb with sth** (v) /tʃɑ:dʒ ,sʌmbɒdi wɪð ,sʌmθɪŋ/

**cheer** (v) /tʃɪə/

**cop** (n) /kɒp/

**electronics** (n) /ɪˌlek'trɒnɪks/

**everyday** (adj) /'evrɪdeɪ/

**feel afraid** /fi:l ə'freɪd/

**feel like doing sth** /fi:l laɪk 'du:ɪŋ ,sʌmθɪŋ/

**furious** (adj) /'fjʊəriəs/

**grab** (v) /græb/

**grade** (n) /greɪd/

**heroic** (adj) /hɪ'rəʊɪk/

**kidnap** (v) /'kɪdnæp/

**kidnapping** (n) /'kɪdnæpɪŋ/

**ordinary** (adj) /'ɔ:dənəri/

**punch** (v) /pʌntʃ/

**punk** (n) /pʌŋk/

**push** (v) /pʊʃ/

**reaction** (n) /rɪ'ækʃən/

**refuse** (v) /rɪ'fju:z/

**reporter** (n) /rɪ'pɔ:tə/

**risk** (n) /rɪsk/

**scream** (v) /skri:m/

**shocked** (adj) /ʃɒkt/

**take a risk** /teɪk ə 'rɪsk/



## VOCABULARY AND GRAMMAR

### 1 Complete the definitions of these people.

- 1 A **villain** is a bad person who breaks the law.
- 2 A police **officer** is someone who catches criminals and usually wears a uniform.
- 3 A **superhero** is a fictional character with special powers.
- 4 A private **detective** is someone who is paid to solve crimes.
- 5 A **judge** is someone who decides how criminals are punished.
- 6 A **victim** is someone who is harmed by a crime or an accident.
- 7 A **burglar** is someone who breaks into a building to steal things.
- 8 A **shoplifter** is someone who takes things from shops without paying.
- 9 An armed **robber** is someone who uses a knife or gun to rob people.
- 10 A **lawyer** is someone who tries to prove if someone is innocent or guilty.

### 2 Complete the sentences with the correct forms of the verbs from the box.

beat break (x2) **charge** hand make report take

- 1 The police **charged** him with violent assault and burglary.
- 2 Is it always wrong to **break** the law?
- 3 'Hello, 911? I'd like to **report** an emergency.'
- 4 They **broke** into your house through a window.
- 5 ' **Beat** over the money!' shouted the bank robber.
- 6 In the end, Sherlock Holmes **made** another brilliant deduction.
- 7 'What happened?' 'Someone **took** me up and stole my phone.'
- 8 Superheroes and vigilantes both **take** the law into their own hands.

### 3 Choose the correct words to complete the sentences.

- 1 That bank has been *attacked* / *robbed* / *stolen* twice this year.
- 2 Oh no! They've *burgled* / *robbed* / *stolen* all my valuable things.
- 3 The police found an important *case* / *clue* / *crime* in his house.
- 4 He was found *guilty* / *innocent* / *suspicious* and sent to prison.
- 5 Do the police know who *arrested* / *committed* / *suspected* the crime?
- 6 The burglar *alarm* / *alibi* / *assault* didn't ring, so we weren't able to prevent the burglary.
- 7 The police *caught* / *chased* / *punched* the criminals through the streets.
- 8 I was *aggressive* / *furious* / *heroic* when my computer was hacked.

### 4 Complete the text with the correct passive forms of the verbs in brackets.

#### The FBI (Federal Bureau of Investigation)

The FBI is the most important law enforcement agency in the US.

Where <sup>1</sup> **is the FBI located?** (the FBI/locate)  
In Washington, D.C.

When <sup>2</sup> **\_\_\_\_\_?** (it/form)  
In 1908. Originally it <sup>3</sup> **\_\_\_\_\_** (call) the Bureau of Investigation, but it <sup>4</sup> **\_\_\_\_\_** (know) as the FBI since 1935.

#### Some interesting facts

- Crimes that <sup>5</sup> **\_\_\_\_\_** (investigate) by the FBI include kidnapping, drug trafficking and terrorism.
- Over 35,000 people <sup>6</sup> **\_\_\_\_\_** (employ) by the FBI.
- Since 1935 many films <sup>7</sup> **\_\_\_\_\_** (make) about FBI investigations.
- One FBI file about a possible UFO sighting <sup>8</sup> **\_\_\_\_\_** (read) over a million times.

### 5 Use the prompts below to write sentences in the second conditional.

- 1 I / not do that / if / I / you  
*I wouldn't do that if I were you.*
- 2 If / he / not steal the money / he / not be / in prison
- 3 If / the world / perfect / we / not need / the police
- 4 I / be terrified / if / that / happen to me
- 5 you / call / the police / if / you / lose / your cat?
- 6 How / your parents / react / if / you / tell them / you / want / be a police officer?

### 6 Rewrite the sentences beginning with the words given.

- 1 A dog attacked a child in the park yesterday.  
A child **was attacked by a dog in the park yesterday.**
- 2 I don't know who stole your phone so I can't tell you.  
If I \_\_\_\_\_
- 3 My little brother is not a superhero so he doesn't fight crime.  
If my little brother \_\_\_\_\_
- 4 People laugh at you because you wear a mask and a silly costume.  
If you \_\_\_\_\_
- 5 Someone has broken into my home.  
My home \_\_\_\_\_
- 6 Sometimes people call the police for no good reason.  
Sometimes the police \_\_\_\_\_

## USE OF ENGLISH

### 7 Choose the correct words a-d to complete the text.

#### STRATEGY | Multiple choice cloze

Remember that the word you choose must fit grammatically into the sentence and must also have the correct meaning.

Yesterday police <sup>1</sup> \_\_\_ called to an address in Newton High Street. Local resident, Kyle Tate <sup>2</sup> \_\_\_ the police officer he could hear a woman. She was <sup>3</sup> \_\_\_ 'Help!' again and again. 'Maybe she's been <sup>4</sup> \_\_\_,' said Mr Tate. 'I wouldn't call the police if I <sup>5</sup> \_\_\_ think it was serious,' he added. The officer decided to <sup>6</sup> \_\_\_. He searched the building and <sup>7</sup> \_\_\_ a few minutes he found the woman and <sup>8</sup> \_\_\_ the crime. The woman was shouting 'Help!' because she was looking <sup>9</sup> \_\_\_ her pet. It was a cat <sup>10</sup> \_\_\_ name is 'Help'.

- |            |               |            |            |
|------------|---------------|------------|------------|
| 1 a are    | b have        | c they     | d were     |
| 2 a asked  | b had         | c said     | d told     |
| 3 a call   | b called      | c caller   | d calling  |
| 4 a hacked | b kidnapped   | c murdered | d stolen   |
| 5 a don't  | b didn't      | c wasn't   | d wouldn't |
| 6 a arrest | b investigate | c protect  | d punish   |
| 7 a after  | b before      | c during   | d for      |
| 8 a found  | b made        | c reported | d solved   |
| 9 a at     | b for         | c in       | d out      |
| 10 a that  | b which       | c who      | d whose    |

Use of English > page 188

## LISTENING

- 8  **4.11** You are going to hear six short recordings. Read questions 1–6 and the possible answers. Then listen and choose the correct answer for each recording.

#### STRATEGY | Multiple choice task

Be suspicious of the answers which sound or look very similar to the information in the recording. They are often wrong. Something related to each option will be in the recording, but only one option will answer the question correctly.

- You will hear people who have just come back from a party. What does the woman NOT advise the man to do?
  - buy a new pair of boots
  - buy a new costume
  - lose some weight
- You will hear a woman who works in a nursery school. How did she feel after the police investigated?
  - worried
  - embarrassed
  - amused

- You will hear two people talking about illegal downloading. They agree that
  - everybody does it.
  - it's wrong to do it.
  - it's hard to stop it.
- You will hear two friends talking about someone who was sent to prison. The girl thinks
  - the person was innocent of the crime.
  - the punishment was too strict.
  - the punishment wasn't strict enough.
- You will hear someone reporting a crime. Which crime has been committed?
  - murder
  - vandalism
  - burglary
- You will hear two friends talking about a TV crime series called *Crimewave*. They agree that it's
  - very good.
  - extremely realistic.
  - a bit boring.

## SPEAKING

- 9 In pairs, discuss the question. Use the arguments below to help you.

Should we punish criminals or help them? What do you think?

#### Student A

##### For helping criminals:

- Criminals do not become better people in prison.
- They can become useful members of society.
- People who commit crimes are often poor and homeless.

#### Student B

##### Against helping criminals:

- Criminals know that crime is wrong but they choose to commit it.
- They will commit more crimes if we don't punish them.
- Criminals must pay for breaking the law.

## WRITING

- 10 Write a story beginning with this sentence.

She turned to me and said, 'If I were you, I'd call the police.'





### 4 In pairs, discuss the situations below. Which things are OK and not OK to do?

- 1 You share some interesting photos you found online on your social media account.
- 2 In your school essay, you quote some fragments from an interesting article you found online. You do not say where the fragments come from.
- 3 You are working on a presentation for a History class. In the presentation, you use clips from famous historical films.
- 4 You write a post for a book club forum. In the post you copy large fragments from a famous nineteenth-century horror novel *Dracula*.
- 5 Together with your classmates, you made a funny video as part of a school project. In the film you play the latest pop hits. You think the video is great and would like to upload it to YouTube to earn some money from ads if possible.

### 5 Read the text on page 153 and complete the advice below with the words from the box.

copyright licence resources school  
small portion sources

### 1 In pairs, discuss the questions.

- 1 When was the last time you used photos, videos or text fragments from the Internet? How did you use them?
- 2 Do you think the people who created these resources would allow you to use them? Say why.
- 3 How would you feel if someone used your work and didn't tell you about it?

### 2 In pairs, read the definition below. Why do you think people break the copyright law?

Copyright is a law which says that a creator owns the work he or she creates, for example a photo, a piece of music or a written text. This means that other people have to ask for permission to copy, share or perform any part of that work.

### 3 4.12 Listen to three artists talking about copyright. Match artists 1–3 with statements A–D. There is one extra statement.

This speaker

- A** ☒ expects to receive money for all of his/her creative work.
- B** ☐ lets everybody use his/her work for free.
- C** ☒ stresses the importance of saying who created a piece of work.
- D** ☒ explains how he/she uses other people's work.

## LIFE SKILLS | How to use online resources

### When you use media for a school project or homework, think about the following:

#### • Is this Fair Use?

Under fair use, you don't need permission to use a <sup>1</sup>small portion of copyright materials for <sup>2</sup>\_\_\_\_\_ work.

#### • Do you want to share your work outside of school?

Instead of copying, create your own <sup>3</sup>\_\_\_\_\_.

If that's not possible,

#### Search for public domain

Public domain works are no longer protected by <sup>4</sup>\_\_\_\_\_, so you can use them in any way you want.

#### Search for Creative Commons

A Creative Commons <sup>5</sup>\_\_\_\_\_ explains how you can use someone's work.

• Always cite your <sup>6</sup>\_\_\_\_\_ – give credit to the authors.

### 6 In pairs, read the situations in Exercise 4 again. Do you want to change any of your answers now?



# COPYRIGHT BASICS FOR SCHOOL PROJECTS

09-10

Imagine you've just got a new school assignment: you have to prepare a project or a presentation. You will probably want to use some photos, music files, artwork, videos, or fragments of literary works from the Internet.

- 5 But what about copyright laws? Do you have to ask the people who created these works for permission? As it turns out, you can legally draw from online resources as long as you follow some rules.

## FAIR USE

Sometimes it's acceptable to copy a small amount of someone's

- 10 work without asking the copyright owner for permission, but it can only be used in certain ways. An example of fair use is when students and teachers use copyrighted materials in the classroom for educational purposes. For example, you can use images from the web for a Geography presentation, include
- 15 a quote from a novel in your essay or copy the lyrics of an English song for a language class. However, you cannot play songs or movies at school if it's just for entertainment. Also, remember that it is never fair to use someone's creative work without permission in order to make money.
- 20 But what if you want to upload your academic work online for the whole world to see? In most cases, you cannot distribute copyright materials outside of school. So first of all, think about creating your own media for the project: maybe you can take some photos or make a video clip. In fact, this may be a great
- 25 opportunity to show your talent and skills. If that isn't possible, use public domain or open licensed materials.

## PUBLIC DOMAIN

If something is public domain, it belongs to all people in general, so you can use it without breaking any laws. As a rule, any work becomes public domain after copyright has ended

- 30 (in many countries, it's seventy years after the creator's death). The works of Shakespeare and Mozart fit into this category, for instance. Also, official documents, facts, ideas, film and book titles are in the public domain. You can easily find such materials online, for example on Wikimedia Commons
- 35 or various government websites, such as NASA or the Metropolitan Museum of Art.

## CREATIVE COMMONS

Some authors and artists make their work 'open' – they want others to reuse their work without having to ask for permission. They use a licence which is a set of rules explaining how you may use the work created by someone else. For example, it explains if it's OK to adapt the work,

- 40 share it with others or if you have to mention the author. One example of a popular free copyright licence is offered by an organisation called Creative Commons. You can use the search tool on their website to look for pictures, music
- 45 and videos that you can legally use.

Finally, when you work on any school assignment, remember to make a list of all the books, websites, images or articles that you used. Include a bibliography in your

- 50 work and give credit to the authors: say who took the pictures or where your quotes come from. In this way, you show respect to the people who created them.

- 7 **DEBATE** In groups, discuss the questions. Use the arguments below to help you.

What are the pros and cons of copyright? Should we have the right to use other people's work available online for free?

### For copyright:

- Thanks to copyright, artists can make money from the work they create.
- Copyright encourages people to be creative and innovative.

### Against copyright:

- It's important that everyone has free access to works of culture.
- Copyright laws are not up-to-date: they do not really work in a digital world.

- 8 **Read the guidelines and look at the quote and the image. Then tick the guidelines which have been used for the sources below.**

### Citing your sources

When listing your digital sources, include the following information:

- ☐ the author
- ☐ the title of the work
- ☐ the type of medium (e.g. online image, video, podcast)
- ☐ the date when it was created or posted
- ☐ the organisation which published the information
- ☐ the URL address
- ☐ the date when you accessed the information

**Polonius** What do you read, my lord?  
**Hamlet** Words, words, words.  
(William Shakespeare, *Hamlet*)

### Sources:

- *Hamlet*, Wikiquote (last modified 5 Jan. 2018), <https://en.wikiquote.org/wiki/Hamlet>, accessed 4 April 2018
- Claudio Divizia, 'Statue of Shakespeare in Leicester Square', [online image], Shutterstock, <https://www.shutterstock.com/image-photo/statue-william-shakespeare-year-1874-leicester-54705139>, accessed 4 April 2018



- 9 **Do the task below.**

## LIFE SKILLS | Project

Prepare one of the following: a short presentation, a poster, an essay, a blog entry, a meme, a song remix or a video clip. Choose a topic you find interesting. In your project:

- use your own media (a picture, piece of music, short text)
- use some media from public domain or licensed under Creative Commons
- include a bibliography and cite all your sources

# CULTURE SPOT 1

## Universities in Britain

- 1** Oxford University is a historic university, the oldest in the English-speaking world. Students live in colleges – each college has its own dining room, library and student societies.



- 2** Manchester University, a typical 'city university,' not far from Manchester city centre.



### 4.13

In 1960, there were about twenty-five universities in Britain and only about five percent of eighteen-year-olds went to university. Today the situation is very different – there are more than a hundred universities and more than thirty percent of eighteen-year-olds get a place at university.

Young people usually start choosing their university and the subject they want to study at the start of the last year of secondary school. Most universities organise 'open days' for pupils, where they can speak to students and staff and decide if the university is the right place for them. Many foreign students also decide to study in Britain – about twenty percent of students in the UK are from abroad. Some universities ask candidates to come for an interview or an exam. A-level exam results are important too because you can lose your place at university if your results are bad.

Students can choose from hundreds of university courses. In 2014, the most popular courses were Medicine, Law, Psychology, Art/Design and Computer Science. There are also many different types of university. Perhaps the most famous are the 'historic' ones, which began in the Middle Ages, such as Oxford, Cambridge and Edinburgh. 'City universities' are usually in the centre of large towns and cities – examples are Birmingham, Bristol, Manchester and the colleges of the University of London. There are also newer 'campus universities,' such as Sussex, Kent and Warwick, where all the buildings are together, usually in the countryside. Some universities are small and friendly; others have tens of thousands of students. And of course, some universities

have a better reputation than others. Choosing the university that is right for you is very important. For this reason, most students in Britain choose to study far from their hometown (only twenty-two percent of students live with their parents).

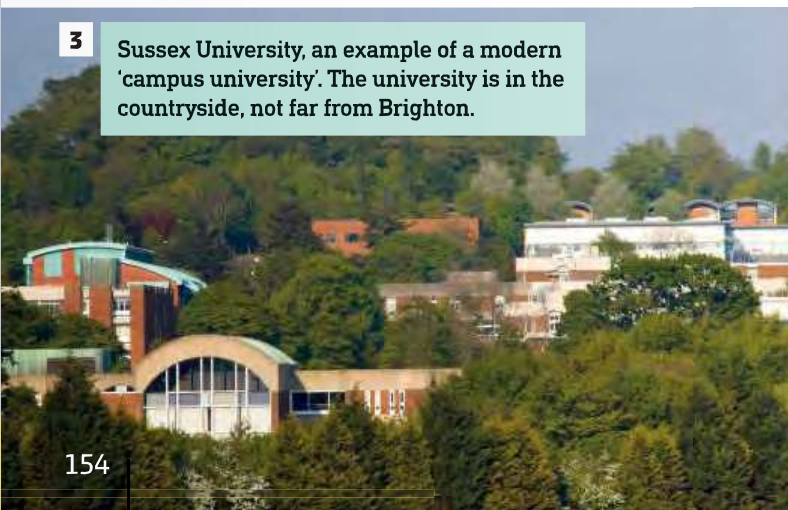
Students in the first year of university typically live in university accommodation called 'halls of residence'.

Students have to share a kitchen and bathroom with three to five other students, but every student has a 'study bedroom' where he/she can study or sleep. In the second and third years, it's popular to rent a flat or house with friends. For some people, this is one of the best things about being a student!

Studying at university is often very different to learning at school. Lectures are the most common type of teaching – sometimes there are more than a hundred students in the room at one time. But students also spend a lot of time doing 'private study' – reading and making notes in the library or at home. Most students go to university for three or four years to get a Bachelor's degree. About ten percent of students drop out (they leave university without finishing their course).

Studying in Britain is very expensive these days. Students have to pay the university for their teaching each year (usually more than £9,000 a year). You also have to add to this the cost of living (about £12,000 a year). It's not surprising that many students work part-time or during the holidays, and most graduates (students with a degree) have large debts.

- 3** Sussex University, an example of a modern 'campus university'. The university is in the countryside, not far from Brighton.



- 4** A typical study bedroom in a hall of residence.





**1 In pairs, look at the Fact Box and answer the questions.**

- 1 How old are children in England when they start primary school? How old are they when they start secondary school?
- 2 What are A-levels?
- 3 In which ways is the school system the same/different in your country?

**FACT BOX** *Schooling in England and Wales\**

- In Britain, education is now compulsory for all children and young people between the ages of five and eighteen.
- Children go to primary school for six years. Then they start secondary school.
- Most children stay at the same secondary school for seven years, but some young people prefer to study at a college for their last two years.
- In Year 13, pupils who want to go to university take exams called A-levels, usually in three or four subjects.

\* Scotland and Northern Ireland have different school systems.

**2 Read the text quickly and decide what these numbers refer to.**

- 1 25  
*It's the number of universities in 1960.*

- 2 30%
- 3 20%
- 4 22%
- 5 10%

**3 Read the text again and decide if statements 1–6 are true or false.**

- 1 ☐ Most eighteen-year-olds in Britain go to university.
- 2 ☐ Young people usually choose their university before they finish school.
- 3 ☐ The most famous universities are also some of the oldest.
- 4 ☐ Not many people go to university in their hometown.
- 5 ☐ Students often have to share a bedroom.
- 6 ☐ It typically costs more than £20,000 a year altogether to live as a student.

**4 In pairs, look at the highlighted words and phrases from the text and explain their meaning.**

*open day – a day when secondary school pupils can speak to the students and staff of a university*

**GLOSSARY**

**compulsory** – required by law or a rule

**debt** – a sum of money that someone owes

**staff** – the people who work for an organisation

**5 In pairs, answer the questions.**

- 1 Are you planning to study at university? What subject would you like to study?
- 2 What do you think the advantages and disadvantages of studying at a city university are, compared to a campus university in the countryside? Use photos 2 and 3 to help you.

**6**  **4.14 Listen to Sam and Sion talking about their lives at university and complete the table. Did they mention any of your ideas from question 2 in Exercise 5?**

|                    | Sam                                                                                                                                                | Sion                                                                                                                                                                                                                                                                |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of university | York                                                                                                                                               | Newcastle                                                                                                                                                                                                                                                           |
| Type of university | campus                                                                                                                                             | <sup>1</sup> city                                                                                                                                                                                                                                                   |
| Course             | <sup>2</sup> _____                                                                                                                                 | Computer Science                                                                                                                                                                                                                                                    |
| Advantages         | <ul style="list-style-type: none"> <li>• quiet, peaceful</li> <li>• feel safe</li> <li>• <sup>3</sup>_____</li> <li>• <sup>4</sup>_____</li> </ul> | <ul style="list-style-type: none"> <li>• exciting</li> <li>• good for shopping/eating out</li> <li>• lots going on, e.g.                             <ul style="list-style-type: none"> <li>– <sup>5</sup>_____</li> <li>– <sup>6</sup>_____</li> </ul> </li> </ul> |
| Disadvantages      | <ul style="list-style-type: none"> <li>• <sup>7</sup>_____</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• <sup>8</sup>_____</li> <li>• living far away from the university</li> </ul>                                                                                                                                                |

**7 REFLECT | Culture** In groups, answer the questions.

- 1 Do many people in your country continue in education after secondary school?
- 2 What's the oldest/most famous university in your country? Which universities do you think have the best reputation?
- 3 Which courses are fashionable/popular in your country at the moment?
- 4 Are studies expensive in your country? Do many students live with their parents?
- 5 Do you think students in your country have a different lifestyle to students in Britain?





# CULTURE SPOT 2

## Very British things to say



Fabio Gabbani comes from Italy and is studying Economics at Brunel University London. Here's his guide to some of the strange words and phrases a visitor to Britain will definitely hear a lot.

4.15

### A 'Sorry'

In most countries, people say sorry when they've done something wrong and it's their fault. British people seem to use the word 'sorry' all the time! If you drop something, a British person will say, 'Sorry, I think you dropped something.' If you phone the wrong number, the other person will say, 'Sorry, I think you've got the wrong number.' When I first came here, I often asked myself, 'Why are they saying sorry to me? It's not their fault!' I realise now that the British don't like conflict with people they don't know, so they think it helps to say 'sorry' a lot. In fact, 'sorry' is a typically British way to start talking to a stranger (like 'Excuse me').



### B 'A bit'

Like 'sorry,' 'a bit' is another thing British people say a lot. 'It's a bit cold!' 'The film was a bit long.' 'The party was a bit boring.' A dictionary tells you that 'a bit' means 'a little,' but British people often use this expression to politely criticise. So, if someone says your conversation is 'a bit loud,' it probably means it's too loud and you should be quieter.

### C 'All right?'

When I started university, I was surprised at how often people in my group asked me 'All right?' when they saw me. I felt very lucky to have such caring friends who were always asking if I was OK! I often used to answer by telling them what was happening in my life, good and bad. But I quickly learned that 'All right?' is just another way of saying 'Hi' or 'Hello.' The 'correct' way to answer isn't to talk about your problems – you should simply shout back 'All right, mate!' ('mate' or 'bruv' mean 'friend', by the way.) You also often hear 'Hiya' or even 'Yo!' instead of 'Hi.'



### D 'Cheers!'

Sometimes when you watch films in English, you hear actors say 'Cheers' ('Your good health'), usually before they have a drink. But 'Cheers' is another word that young British people say very often – it's a popular way to say 'Thanks.' People also sometimes say 'Ta' or 'Nice one!' to mean 'Thank you' in informal situations. No wonder people say the Brits are hard to understand!



## E 'What happened to the summer?'

'It's too hot!' 'Will this rain end ever end?' 'What happened to the summer?' 'Nice weather for ducks!' These are some of the fascinating conversations I have when I meet my neighbours on the street. When I first came here, I was surprised that everyone wants to talk about the weather. But now I know why. Firstly, the weather really does change a lot from day to day. Secondly, British people talk about the weather because it's a good way to be friendly without asking personal questions. By the way, the 'correct' way to answer when someone comments on the weather – and you agree – is to say 'I know!' in a happy voice.



## F 'Very interesting'

In most countries in the world, it's a good thing to say clearly and honestly what you think. In Britain, this can be shocking or even a sign of bad character. Most British people don't like to say 'No' or that something is 'bad.' They prefer to use 'diplomatic' language because they think it will be less upsetting for the other person. So, if a British friend says your photographs are 'quite good' or the new song you've written is 'interesting,' they're probably telling you politely that they don't think it's very good!

### GLOSSARY

**fault** – a mistake for which you are to blame

**no wonder** – used to say that you are not surprised by something

**upset** – unhappy because something unpleasant has happened

**stranger** – someone that you don't know

## 1 In pairs, answer the questions.

- 1 Look at the dictionary definition. Do you often use colloquial language?

**col·lo·qui·al** /kə'ləʊkwɪəl/ *adj* used in everyday, informal conversation: *colloquial language/phrases*

- 2 What are the best ways of learning colloquial English? Which ones do you use? Use the prompts below or your own ideas.

British TV programmes British films British vloggers  
contact with British people  
visiting an English-speaking country

## 2 Do you know what these colloquial words and phrases mean? Read the article quickly and check your ideas.

ta Yo! a bit (loud) mate

## 3 Read the article again and decide if statements 1–7 are true or false.

- 1 ☐ British people only say 'sorry' when they've done something wrong.
- 2 ☐ People often say 'sorry' to begin a conversation.
- 3 ☐ British people sometimes use 'a bit' to make a polite complaint.
- 4 ☐ When someone says 'All right?', he or she is asking about your problems.
- 5 ☐ Young people only say 'cheers' in the pub.
- 6 ☐ It is friendly to talk about the weather.
- 7 ☐ It can be upsetting to say 'no' to a British person.

## 4 In pairs, decide which words best describe the British from Fabio's description. Say why.

diplomatic formal friendly informal polite rude  
unfriendly

## 5 4.16 In pairs, replace the underlined words with another word or phrase to make them more 'British.' Listen and check.

- 1 Excuse me, I think you're sitting in my seat. Sorry,
- 2 I'm too cold.
- 3 Hello, Dan!
- 4 Your poem is disappointing.

## 6 REFLECT | Culture In groups, answer the questions.

- 1 How many ways can you say 'Hi' or 'thank you' in your language? Is there a difference between what younger and older people say?
- 2 Do people in your country often talk about the weather to their neighbours? What are popular topics of conversation when people make 'small talk'?
- 3 British people try to use 'diplomatic' language when they complain or criticise. Is this a good thing in your opinion? Is it similar in your country?
- 4 What colloquial words/phrases would be useful to a visitor to your country?



- 1 Look at the photos and read the first paragraph of the text on page 159. What do you think the extract is about?
- 2  **4.17** Listen to two students talking about the extract and answer the questions.
  - 1 Why did the boy have difficulty understanding the text?
  - 2 What did the girl think the extract was about?
  - 3 What did the boy think the extract was about?
- 3 Read the rest of the text and decide if statements 1–6 are true or false.
  - 1 ☐ Forrest didn't like the food in the cafeteria.
  - 2 ☐ The bullying began when Forrest said something to the bully.
  - 3 ☐ Forrest ran away when the bully poured milk on him.
  - 4 ☐ Forrest cried when he was hit even though the punch wasn't very painful.
  - 5 ☐ The bullies started chasing Forrest because Coach Fellers was watching them.
  - 6 ☐ People's attitudes to Forrest changed when they found out that he was good at football.
- 4 Replace the underlined words and phrases in the sentences below with more informal highlighted words and phrases from the text.
  - 1 I suppose my biggest talent is painting and drawing. *guess*
  - 2 When people offer me a choice of what to do or eat, I often have problems choosing.
  - 3 When I looked down from the top of the mountain, I was really frightened, but the instructor told me not to worry.
  - 4 When I saw my friend, she was with a group of people I didn't recognise.
  - 5 We were looking at the food but no-one took any until our teacher said, 'You may start.'
- 5 Find colloquial expressions 1–4 in the extract and match them with their meanings a–d below.
  - 1 ☐ Hot damn!
  - 2 ☐ He starts makin' wisecracks 'bout me.
  - 3 ☐ I ain't no Dumbo.
  - 4 ☐ He's gonna get me.
  - a I'm not stupid.
  - b He's going to catch and hurt me.
  - c Wow!
  - d He says unpleasant, personal comments to me.
- 6 How would the text look if it was written in 'correct' English? Try to correct it. Use Exercise 2 and Watch out! to help you.

The others was runnin' after me too.  
*The others were running after me too.*

### WATCH OUT!

The informal words and phrases from Exercise 5 are sometimes used in spoken and informal written English.

- 'Ain't' is a short form of 'is not/are not,' and 'gonna' of 'going to.' Even though they're in fact ungrammatical, they're common in some dialects and song lyrics.
- In spoken conversations, English speakers sometimes tend to omit or change some sounds e.g. change the *-ng* ending with an *-n*. When we want to show these changes in written English, we use an apostrophe to mark that some letters are missing.

- 7 **SPEAKING** Think of novels in your language that you have studied. In pairs, discuss these questions.
  - 1 Do you ever find the grammar or vocabulary in novels difficult to understand? Why? Give examples.
  - 2 Which novels that you have studied at school have you enjoyed? Why did you enjoy them?
  - 3 Which books do you think students in your country should study? Say why.
  - 4 Who is your favourite character from a novel that you have studied? What did you like about the person?
- 8 **REFLECT | Society** In pairs, discuss the questions.
  - 1 Why do you think some students bully others?
  - 2 How can schools reduce the amount of bullying?
- 9 **WRITING TASK** Imagine you have recently come to the same school as Forrest Gump. Write a letter to an English-speaking friend about your experiences at the school and about Forrest.
  - Give your opinions about the school, students, etc.
  - Mention Forrest and why he is an interesting character.
  - Give a short summary of what has recently happened to Forrest.



### FROM PAGE TO LIFE

*Forrest Gump* was made into a film in 1994 and won six Oscars, including best actor (Tom Hanks), best picture and best director. Several catchphrases from the movie have become widely used, most notably: 'Life is like a box of chocolates. You never know what you're gonna get.' A chain of seafood restaurants have used the name of a fictional company in the film, the Bubba Gump Shrimp Factory. Singer Frank Ocean released a song called 'Forrest Gump' and there have been many parodies of the movie in series such as *The Simpsons* and *Family Guy*.

### GLOSSARY

**chase** – quickly follow someone in order to catch them  
**displeased** – annoyed and not satisfied  
**peculiar** – strange, unfamiliar  
**quarterback** – the player in American football who receives the ball and throws or gives it to other players to run with it

# Forrest Gump

## FACT BOX Winston Groom

Winston Groom is an American writer who has written both novels and non-fiction books. *Forrest Gump*, which he wrote in 1986, is his most famous novel. In 1995, he also wrote a sequel called *Gump and Co.* The language in the book is written as if the character of Forrest Gump was talking and shows his southern accent and educational difficulties. Forrest Gump is what is known as an 'idiot savant' – someone with developmental disabilities who shows an exceptional ability in other areas, such as music, arts, sport or memory.

### 4.18

About the only class I liked was lunch, but I **guess** you couldn't call that a class. At this school, there was a cafeteria with nine or ten different things to eat an' I'd have trouble **makin'** up my mind what I wanted.

5 I think somebody said somethin', 'cause after a week or so Coach Fellers come up to me an' told me to just **go ahead** an' eat all I wanted 'cause it been 'taken care of.' Hot damn!

The football was not goin' exactly how Coach Fellers  
10 wanted. He seemed displeased a lot an' was always shoutin' at people. He shouted at me too. Then one day a event happen that changed everything. In the cafeteria, I started to notice this other guy was there  
15 a lot too, an' he starts makin' wisecracks 'bout me. Sayin' things like 'How's Dumbo?'. And this continued for a week or two, an' I was sayin' nothin', but finally I says – I can't believe I said it even now – but I says,  
20 'I ain't no Dumbo,' an' the guy jus' looked at me an' starts laughin'. An' he takes a carton of milk an' pours it in my lap an' I jump up an' run out 'cause I was scared.

A day or so later, that guy come up to me in the hall  
25 an' says he's gonna 'get' me. Later that afternoon, when I was leaving to go to the gym, there he is, with a **bunch** of his friends. I tried to go the other way, but he starts pushin' me. An' then he hit me in the stomach. It didn't hurt so much, but I was startin' to cry and I turned an' begun to run, an' heard him behind me an' the others was runnin' after me too.

I jus' run as fast as I could toward the gym, across the  
30 practice football field an' suddenly I seen Coach Fellers watchin' me. The guys who was chasin' me stop and go away, an' Coach Fellers, looks at me with a peculiar look on his face. That afternoon at the football practice, he puts everybody in two teams an' tells the  
35 quarterback to give me the ball. When I get the ball, I'm s'posed to run, and run, all the way to the goal line.

When they all start chasin' me, I run fast as I can. We'd run a lot of races before, to see how fast we could run, but I get a lot faster when I'm bein' chased. I guess  
40 anybody would. Anyway, I become a lot more popular after that, an' the other guys on the team started bein' nicer to me. We had our first game an' I was **scared to death**, but they give me the ball an' I run with the ball over the goal line two or three times an' people was  
45 even kinder to me after that. That high school certainly begun to change things in my life. It even got to where I liked to run with the football.





**1** Do you know the book *1984*? If so, say what it is about. If not, use the photo, the picture and the three highlighted sentences below the title on page 161 to decide what it might be about. Justify your answer.

**2**  **4.19** Listen to a man talking about the book and complete the notes with one word in each gap.

- 1** 1984 is set in the city of London.
- 2** Early on in the book, you can read the slogan, 'Big Brother is \_\_\_\_\_ you.'
- 3** Everybody's home has a \_\_\_\_\_ in it which cannot be turned off.
- 4** James says that governments can now see our Internet histories and read our \_\_\_\_\_.
- 5** James thinks that it will be necessary to have a \_\_\_\_\_ on you at all times in the near future.
- 6** An 'Orwellian' law is one that is used to observe or \_\_\_\_\_ people.

**3** Read the extract and choose the correct answers.

- 1** In the first paragraph, we find out that
  - a** Winston's handwriting wasn't very clear.
  - b** Winston wrote the words without thinking about them consciously.
  - c** Winston had only stopped writing when there was no more room on the page.
- 2** If Winston tore out the pages and destroyed them,
  - a** he would no longer be in danger.
  - b** he would still expect to be arrested.
  - c** the police would still know what he had written.
- 3** When someone committed a thought crime,
  - a** the police always caught them immediately.
  - b** they had to hide for the rest of their lives.
  - c** they knew that the police would arrest them at some point.
- 4** When people were arrested for a thoughtcrime,
  - a** no evidence of the person's life was kept.
  - b** they were questioned at night under bright lights.
  - c** some of them disappeared before the trial could start.
- 5** When Winston heard the knock at the door,
  - a** his first reaction was to pretend to be out.
  - b** his face clearly showed his fear.
  - c** he quickly closed his diary and hid it.

**4** Look at the six highlighted words and phrases from the text that relate to fear. In pairs, explain their meaning using a dictionary. Then add them to the table below.

| Nouns                        | Verbs              | Phrases            |
|------------------------------|--------------------|--------------------|
| <sup>1</sup> <u>hysteria</u> | <sup>3</sup> _____ | <sup>5</sup> _____ |
| <sup>2</sup> _____           | <sup>4</sup> _____ | <sup>6</sup> _____ |

**5** Find phrases 1–5 in the text and decide which meaning is correct: a or b.

- 1** He woke himself up.
  - a** He did something to be awake.
  - b** He woke up because of a noise.
- 2** His eyes re-focused on the page.
  - a** They focused carefully.
  - b** They focused again.
- 3** Down with Big Brother.
  - a** I totally support Big Brother.
  - b** I want something to defeat Big Brother.
- 4** sooner or later
  - a** in the end
  - b** at an unexpected time
- 5** He sat back in his chair.
  - a** He supported his back against the chair.
  - b** He went back to his chair and sat down.

**6** **REFLECT | Society** In pairs, discuss the questions.

- 1** Why do people write their thoughts in diaries? Do you know someone who keeps a diary?
- 2** Do you ever read or write opinions about politics? Say why.
- 3** Why didn't Winston want to show emotion? In which situations do you try to keep your emotions hidden?
- 4** The book is one writer's view of the future. Are you optimistic or pessimistic about the world's future? Say why.

**7** **WRITING TASK** Imagine you live in the year 2084. Write an entry for your diary. Describe what happens during the day and write your thoughts about your life and the society you live in.



### FROM PAGE TO LIFE

A film version of the book was made in 1984. However, the book's major influence on pop culture has been the reality TV series *Big Brother*, in which contestants, like the characters in the book, are under surveillance twenty-four hours a day. In addition, many songs have used ideas or quotes from the book in their titles. Examples include '2+2=5' by Radiohead, 'Doublethink' by Douglas Dare, 'Ministry of Love' by Eurythmics and the song '1984' by David Bowie.

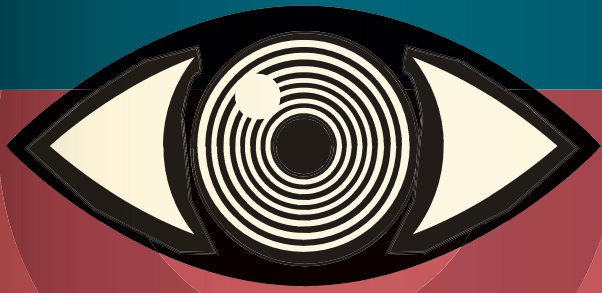
### GLOSSARY

**register** – an official list of names

**tear out** – to quickly remove a section (e.g. a page) from a book

**trial** – a legal process in a court of law to determine whether someone is guilty of a crime

**wipe out** – to destroy, remove, or get rid of something completely



# 1984

War is peace.

Freedom is slavery.

Ignorance is strength.

## 4.20

Winston woke himself up and sat up straighter. His eyes re-focused on the page. He discovered that while he was half asleep, he had written words in his notebook automatically. The words, printed in large neat capitals, were

DOWN WITH BIG BROTHER  
DOWN WITH BIG BROTHER  
DOWN WITH BIG BROTHER  
DOWN WITH BIG BROTHER  
DOWN WITH BIG BROTHER  
over and over again, filling half a page.

He panicked. It was stupid because writing those particular words was not more dangerous than writing any thoughts on paper, but for a moment he wanted to tear out the pages and forget the diary completely. He did not do so because he knew that it was useless. It didn't matter if he wrote DOWN WITH BIG BROTHER or not. It didn't matter if he continued with the diary or did not continue with it. It made no difference. The Thought Police would get him just the same. He had committed the most dangerous crime there was. Thoughtcrime, they called it. Thoughtcrime was not a thing that you could hide forever. You might hide it successfully for a while, even for years, but sooner or later they were sure to get you.

It was always at night – the arrests always happened at night. Suddenly, you would wake up, a hand shaking your shoulder, bright lights shining in your eyes, the hard faces of the police officers standing around the bed. For the majority of people there was no trial, no report of the arrest. You simply disappeared, always during the night. Your name was removed from the registers, every record of everything you had ever done was wiped out, your whole life was completely forgotten. You simply disappeared from history: VAPORISED was the usual word.

## FACT BOX George Orwell

George Orwell was born Eric Arthur Blair. In the 1920s and early 30s he wrote two famous books about poverty: *Down and Out in Paris and London* and *The Road to Wigan Pier*. He fought for the Republicans in the Spanish Civil War but became disillusioned with International Socialism when he witnessed the infighting between different left-wing groups. He wrote *1984* in 1948 (reversing the numbers of the year to give him the title) although it wasn't published until 1949.



A scene from the film 1984

For a moment, he felt a kind of hysteria. He began writing quickly:

'they'll shoot me i don't care they'll shoot me in the back of the neck i dont care down with big brother they always shoot you in the back of the neck i dont care down with big brother'

He sat back in his chair, slightly ashamed of himself, and put down the pen. The next moment he jumped violently. There was a knocking at the door.

Already! He sat as still as a mouse, in the hope that whoever it was might go away. But no, the knocking continued. The worst thing of all would be to delay. His heart was beating like a drum, but his face, from long habit, showed no emotion. He got up and moved slowly towards the door.

As he put his hand to the doorknob, Winston saw that he had left the diary open on the table. DOWN WITH BIG BROTHER was written all over it, in letters almost big enough to be seen clearly across the room. It was an unbelievably stupid thing to do. But, he realised, even in his panic he had not wanted to close the book while the ink was wet.

He took a deep breath and opened the door.





- 1 SPEAKING** In pairs, look at the photo and answer the questions.
- 1 Can you guess what the video is about?
  - 2 Do you interact with people from your grandparents' generation regularly? Who do you interact with most?

**2** **2 Watch the video and answer the questions.**

- 1 Where do the young people live? *in a nursing home*
- 2 Why don't they pay for their housing?
- 3 Why do both the young and elderly people feel that they are part of one big family?
- 4 What interests do the elderly residents and students share?
- 5 One woman talks about her real family. What family has she got?

**3** Would you like to live in Judson House like the students? Say why.

- 4** **2 Complete the summary with the words and phrases from the box. Then watch the video again and check.**

bonds community loneliness residents  
shared interest starting point

<sup>1</sup>*Loneliness* often becomes a problem as people grow old. Judson House offers a unique social environment where <sup>2</sup>\_\_\_\_\_ and students come together, both at concerts and on a daily basis. Both generations listen to each other and share experiences. They understand each other better and create meaningful <sup>3</sup>\_\_\_\_\_. A <sup>4</sup>\_\_\_\_\_ in art and music is just a <sup>5</sup>\_\_\_\_\_. It's a really great opportunity for the students to use their music to be part of a <sup>6</sup>\_\_\_\_\_.

- 5 SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 What are the possible difficulties in relationships between the generations of grandparents and teenagers? Think about:

daily routines hobbies and interests lifestyles  
social life

- 2 How can two generations benefit from a close relationship between them?

*The elderly feel less isolated, ...*

*The young can learn from the experience of the older generation, ...*

- 3 Is friendship between generations possible? What is your opinion?

- 6 WRITING TASK** Imagine you are one of the students living in Judson House. Write an email to a friend about what you do and what life is like there.

## GLOSSARY

**bond** – something that holds two or more people together

**community** – the people who live in the same area

**isolation** – being alone and away from other people

**loneliness** – feeling unhappy because you are alone or do not have anyone to talk to

**nursing home** – a residential home for the elderly

**surrogate** – a person who takes the place of someone else



## 1 REFLECT | Culture In pairs, read the information in the Fact Box and answer the questions.

- 1 Why are A-level exams so important?
- 2 How is the system of getting a place at university similar in your country?

### FACT BOX Getting into university in the UK

In the UK, universities offer students a place on a course based on expected grades from A-level exams. The students usually take three or four subjects, which are graded from A (the best) to E (the lowest). When students get their results, they contact the university either to confirm that they will take up the offer or, if their grades aren't as good as they hoped, to see if there is any chance that the university will still accept them.

## 2 Watch the video and complete the table.

|         | Subject they want to study     | Grades they get                                            |
|---------|--------------------------------|------------------------------------------------------------|
| Chelsea | Medical <sup>1</sup> Genetics  | A, A, <sup>2</sup> ____, <sup>3</sup> ____                 |
| Joe     | History and <sup>4</sup> ____  | A, <sup>5</sup> ____, <sup>6</sup> ____, <sup>7</sup> ____ |
| Amy     | Occupational <sup>8</sup> ____ | C, <sup>9</sup> ____, <sup>10</sup> ____                   |

## 3 How do you usually prepare for important tests or exams? Do you prefer to study alone or with friends? Say why.

## 4 Complete the sentences with the words from the box. Then watch the video again and check.

apply ~~dream~~ expected grades offer reality sitting straight-A

- 1 Going to university is a **common dream**.
- 2 Students **to** university months before **final** exams called A-levels.
- 3 Universities **places** based on students' **grades**.
- 4 To secure the place, even **students** need **good** in their final exams.
- 5 Joe's results were better than he thought and he **made his dream a**.

## 5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 In many countries you have to get good grades in your final exams to get to university. Do you think it's OK for a single final exam to decide your future? Say why.
- 2 What are the advantages and disadvantages of both oral and written tests or exams? Think about:

assessment stress subjects type of personality

- 3 Role play a discussion about going to university. Student A, you are in favour of going. Student B, you are against. Make a list of arguments to support your opinion and try to convince your partner to agree with your point of view.

*It is definitely worth going to university because:*

- you develop your intellect, ...

*It is no use going to university because:*

- you waste your precious time, ...

## 6 WRITING TASK Look at a summary of what happened to Chelsea. Write similar summaries about Joe and Amy. Use correct Past Simple forms. Then watch the video again and check.

*Chelsea wanted to study Medicine but she didn't get a place at university, so she decided to study Medical Genetics. She needed an A and two Bs in her exams. In the end, she got two As and two Bs, so she is now going to university.*

## GLOSSARY

**effort paid off** – you achieved success thanks to hard work

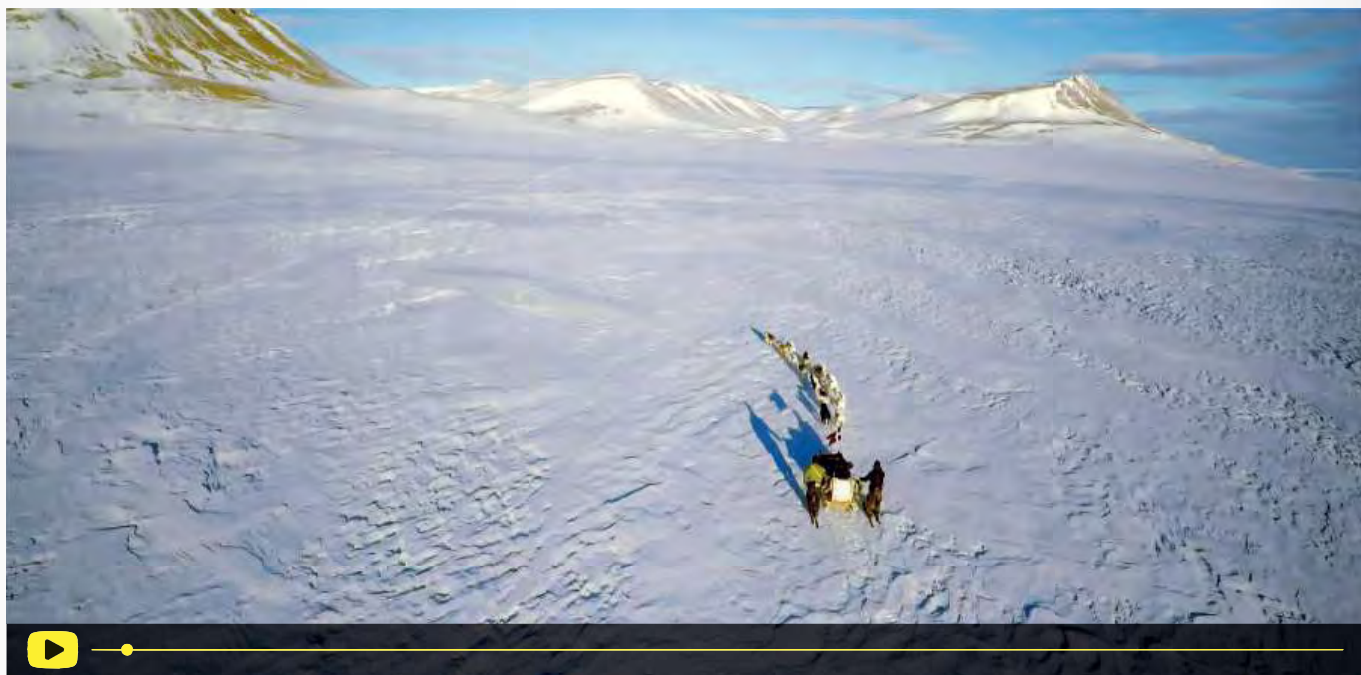
**knocked back** – upset, shocked or physically weak

**straight-A student** – a student whose grades are all As

**struggle under pressure** – have difficulties in stressful situations

**tuition fees** – money paid for courses at university or similar institution





## 1 **SPEAKING** In pairs, look at the photo and answer the questions.

- 1 Can you guess what the video is about?
- 2 What do you know about the Arctic Circle? What problems do people who live there face?

## 2 **11** Watch the video and answer the questions.

- 1 How far do the couple live from the nearest town?  
*fifty kilometres*
- 2 How do they travel to their home?
- 3 What do they eat?
- 4 Why couldn't Alexander sleep?

## 3 Would you like to visit David and Jenna in their Arctic home? Say why.

## 4 **11** Complete the summary with the words and phrases from the box. Then watch the video again and check.

Arctic circle cabin dog sledge experience (v)  
impressive intriguing reject respect (n)  
simple life tools way of life

Alexander Armstrong travelled to the <sup>1</sup>*Arctic circle* to meet an <sup>2</sup>\_\_\_\_\_ couple and <sup>3</sup>\_\_\_\_\_ their <sup>4</sup>\_\_\_\_\_. David and Jenna decided to <sup>5</sup>\_\_\_\_\_ modern culture and went to live a <sup>6</sup>\_\_\_\_\_ in the Arctic. Their home is a small <sup>7</sup>\_\_\_\_\_ and they eat animals which they can find locally. They travel by <sup>8</sup>\_\_\_\_\_ or on foot and make their own <sup>9</sup>\_\_\_\_\_. Alexander Armstrong has great <sup>10</sup>\_\_\_\_\_ for David and Jenna. He thinks that what they do is <sup>11</sup>\_\_\_\_\_.

## 5 **SPEAKING** In pairs or small groups, discuss the questions.

- 1 What are the advantages and disadvantages of David and Jenna's lifestyle?

| Advantages                      | Disadvantages               |
|---------------------------------|-----------------------------|
| <i>slow pace of living, ...</i> | <i>lack of company, ...</i> |

- 2 What's your opinion about the couple's decision to live in the Arctic Circle? What does it take to make such a decision?
- 3 Read the question that the narrator asks at the end and give your opinions. Think about:

courage dangers family food friends nature way of life

So, who do you think had the greater adventure: Alexander, who travelled to the Arctic, or Dave and Jenna, who continue to live there?

## 6 **WRITING TASK** Describe briefly Alexander's experiences while visiting David and Jenna in the Arctic.

*Alexander visited David and Jenna in Alaska ...*

## GLOSSARY

**beaver** – an animal that has thick fur and a wide flat tail and cuts trees with its teeth

**cabin** – a small house, especially one built of wood in an area of forest or mountains

**mattress** – the soft part of a bed that you lie on

**reject** – to say that you don't accept someone or something

**sledge** – a small vehicle for travelling on snow

**wilderness** – a large natural area of land with no buildings or human presence

### 1 SPEAKING In pairs, answer the questions.

- How is shopping changing nowadays?
- Do any supermarkets in your town have self-service tills? If so, do you like using them? Say why.
- Think about a shop that you enjoy going to. Why do you like it?

### 2 13 Watch the video and decide if statements 1–6 are true or false.

- ☐ There are several similar shops to Robert's in Viken.
- ☐ You need an app for your phone to get into Robert's shop.
- ☐ Robert had the idea for his shop while he was living in a big city.
- ☐ Customers in Robert's shop cannot use cash to pay for products they buy.
- ☐ Robert knows exactly what people take from his shop.
- ☐ There aren't enough customers for Robert to make a profit.

### 3 How do you think the people in the town feel about Robert's shop?

### 4 13 Match these words and phrases from the video with the definitions. Then watch the video again and check.

customer-friendly high-tech round-the-clock  
self-service swipe unmanned

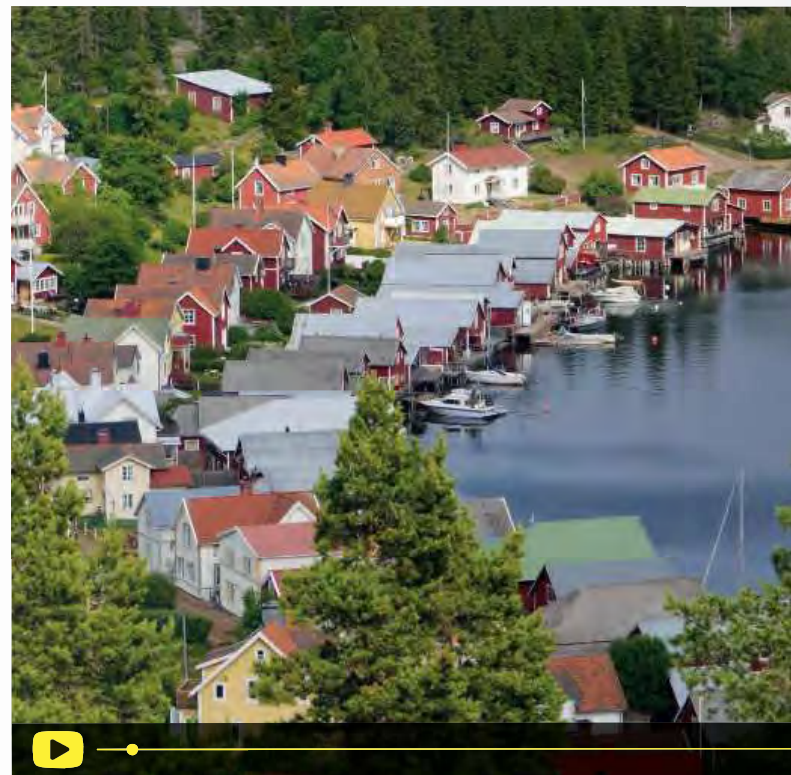
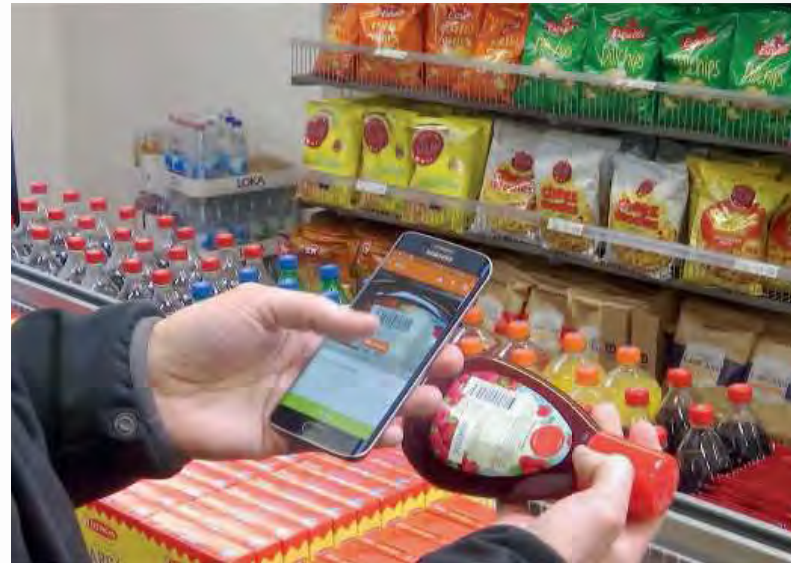
- Designed to make life easier for the people who use it. *customer-friendly*
- Pass your finger across a screen.
- Without any staff working there.
- Open all day and night.
- Using advanced technology.
- Where customers take the products they want from the shelves.

### 5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- What are the advantages and disadvantages of a traditional food shop and an unmanned shop like Robert's?

|                  | Advantages           | Disadvantages |
|------------------|----------------------|---------------|
| Traditional shop | <i>friendly, ...</i> |               |
| Unmanned shop    |                      |               |

- Robert says that his shop is 'built on trust'. Do you think shops like Robert's could exist in big cities? Say why.
  - I think they could exist in big cities because cameras make them safe.*
  - I don't agree. I think they can only exist in small communities because ...*
- Read the question that the narrator asks at the end and give your opinions.  
Will unmanned shops become a common sight in big towns and cities in the future?



### 6 WRITING TASK Imagine that you are on holiday in Viken and you shopped in Robert's shop this morning. Write a blog post about the shop.

- Give the post an interesting title.
- Describe the shop and your visit.
- Give your opinion about the experience.

## GLOSSARY

**facilitate** – to make something easier

**invoice** – a list of things you have bought with the total price you have to pay

**purchase** – item which you buy

**till** – a machine in a shop which tells you how much to pay and where the shop assistant keeps the money

**variety** – different kinds



### 1 SPEAKING In pairs, answer the questions.

- 1 What can you see in the photos? Which food items are healthier? Say why.
- 2 Do you think your diet is healthy? Say why.

### 2 20 Watch the video and choose the correct words to complete the sentences.

- 1 A typical British diet contains too much sugar, fat and salt / *calories*.
- 2 The experiment lasted one *week* / *month*.
- 3 The doctor measured Amanda's height, weight and *waist* / *heart rate*.
- 4 After two days she had a terrible *stomach ache* / *headache*.
- 5 At the end of the experiment Amanda was two kilos *lighter* / *heavier*.

### 3 Did the results of Amanda's experiment surprise you? Say why.

### 4 20 Watch the video again and complete the questions with the verbs from the box. Then in pairs, ask and answer the questions.

affect avoid cut follow **keep**

- 1 What do you do to **keep fit**?
- 2 How could you **cut down on** the amount of fat, sugar and salt you eat?
- 3 Do you try to **avoid processed food** or do you often eat it?
- 4 Do you **follow a protein-rich diet**? Which food items contain a lot of protein?
- 5 What else, apart from a bad diet, can badly **affect our health**?

### 5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 What are the most important components of a healthy lifestyle? What should we do to be fit and well?  
*get enough sleep, ...*
- 2 Whose responsibility is it to teach children how to have a healthy lifestyle? Discuss what each of these people or institutions should and shouldn't do.

|             | should ...                              | shouldn't ...                           |
|-------------|-----------------------------------------|-----------------------------------------|
| Parents     | <i>provide healthy meals, ...</i>       |                                         |
| Schools     |                                         | <i>reward children with sweets, ...</i> |
| Governments | <i>promote a healthy lifestyle, ...</i> |                                         |

- 3 Some people say that it is more difficult nowadays to have a healthy lifestyle than it was in the past. Others say that it is almost impossible. Do you agree or disagree? Say why.



- 6 WRITING TASK Imagine you took part in an experiment similar to Amanda's. Write a blog post about the week you were on the diet saying what you ate and how you felt. Mention what your doctor said at the end of the experiment.

### GLOSSARY

- cut down on something** – to eat, drink, or use less of something in order to improve your health
- fibre** – the parts of plants that you eat but cannot digest
- nutritionist** – someone who has a special knowledge about the right type of food for good health and growth
- processed food** – food that has substances added to it before it is sold, in order to preserve it, improve its colour, etc.
- whole foods** – food that is considered healthy because it has not been processed

## 1 SPEAKING In pairs, answer the questions.

- 1 A lot of people are scared of something. Sometimes there is a logical reason, for example a fear of snakes, but sometimes there isn't, for example a fear of mice. What are you afraid of? Is there any reason why?
- 2 You are going to watch a video about Rodman, who is adopting a new lifestyle and learning how to keep bees. Which of these things do you think you will hear about in the video?

beehive bee stings feeling excited feeling fear  
feeling respect learning to relax producing honey  
specialist equipment

## 2 22 Watch the video and check your answers to question 2 in Exercise 1. Then in pairs, choose the correct answers.

- 1 What was Rodman's first reaction when he saw the beehive?  
a He didn't know what it was. b He was frightened.
- 2 Where did Gina decide to keep the bees?  
a away from their house b in their backyard
- 3 When Rodman relaxed, what did he do?  
a He put down his hood. b He changed his clothes.
- 4 How many bees live in the hive?  
a about 2,000 b about 20,000
- 5 Rodman stopped feeling scared when he realised that  
a the bees didn't want to sting him.  
b the bees' stings didn't hurt much.
- 6 How does the narrator describe the experience that Rodman has?  
a as negative b as positive

## 3 Would you like to keep bees in your back garden? Say why.

## 4 22 Replace the underlined words and phrases in sentences 1–7 with the phrases from the box with the same meaning. Then watch the video again and check.

at the end of the day care about check it out  
figure out in favour of no way  
step outside his comfort zone

- 1 Gina is all for a life that is environmentally responsible and closer to nature. *in favour of*
- 2 Rodman has to take the risk of trying something new to succeed.
- 3 When Gina gets the beehive, she tells Rodman to come and look at it.
- 4 At first Rodman tells Gina, 'There is no chance we're putting bees in our backyard.'
- 5 Later Rodman says, 'These bees don't pay attention to what I'm doing. You know, they're not out to get me.'
- 6 Rodman promised to try to understand and work out the new situation.
- 7 In the end, Rodman thinks that his efforts to change his attitude were worth it.



## 5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 Why is it so hard for people to change their attitudes and lifestyle?
- 2 At the start of the video, the narrator says, 'sometimes it's a good idea to try something different.' Do you agree? Say why.  
*I agree because when you try something different, you might discover a new passion or hobby.*
- 3 Rodman promised his wife to learn how to live a more eco-friendly lifestyle. How can he and his family benefit from adopting a new lifestyle?  
*They are going to have their own honey.*

## 6 WRITING TASK Write a summary of what happened in the video. Explain why Gina had the idea, what Rodman's initial reaction was, and how and why his opinion changed.

### GLOSSARY

**backyard** – a small garden at the back of the house

**beehive/hive** – a kind of box where bees are kept

**delighted** – very pleased

**proof** – facts or information that show that something is definitely true

**respect** – a positive feeling about someone because of their skills, abilities, behaviour, etc.



### 1 SPEAKING In pairs, look at the photos and answer the questions.

- Where do you think the man is in both photos?
- What could be the man's job? Do you think he is enjoying it?

### 2 28 Watch the video and complete the sentences.

- How long has Adrian known that he wants to work with animals?  
Since he was a boy.
- How long has he worked at London Zoo?  
For \_\_\_\_\_
- What are his duties at the zoo?  
\_\_\_\_\_ and monitoring the penguins.
- How long has he known some of the penguins?  
Since \_\_\_\_\_
- Where does he go to see penguins in the wild?  
He goes to \_\_\_\_\_
- How does he feel about his job?  
He feels \_\_\_\_\_

### 3 What is your dream job? Why would you like to do it?

### 4 28 Complete the summary with the prepositions from the box. You can use some of the prepositions more than once. Then watch the video again and check.

in of out to up with

Adrian has always wanted to **work** <sup>1</sup> with animals and he never **gave** <sup>2</sup> on his dream. He has worked at London Zoo since he finished school and **stuck** <sup>3</sup> it. He is now **head** <sup>4</sup> the bird section and **takes care** <sup>5</sup> endangered Humboldt penguins. He loves his job and is very **committed** <sup>6</sup> what he is doing. He even decided to travel to South America to see the birds first hand and to **find** <sup>7</sup> what threatens them in the wild. He not only realised his dream but also continues to **grow** <sup>8</sup> his profession.

### 5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

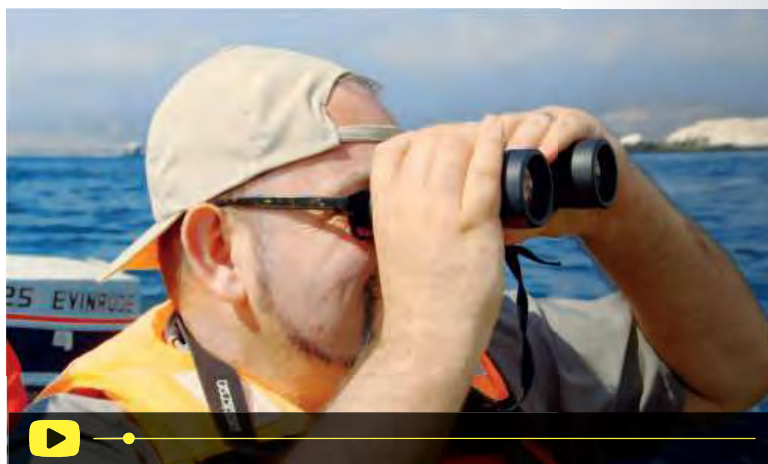
- What are possible careers for people with these hobbies? Give reasons.

drawing ecology foreign languages  
photography shopping travelling writing

*drawing – graphic designer, illustrator, ...*

- Do you think it is essential to have a job connected with your hobby or passion? Say why.
- What are the advantages and disadvantages of ...  
a having a job you love but a low income?  
b earning a good income but not enjoying your work?

|   | Advantages                                                        | Disadvantages |
|---|-------------------------------------------------------------------|---------------|
| a | <i>You are passionate about your job, ...</i>                     |               |
| b | <i>You can afford your hobbies and passions outside work, ...</i> |               |



### 6 WRITING TASK Think of a job that you would like to have one day. Write a paragraph saying why you find it interesting and why it would be suitable for you.

#### GLOSSARY

**be in charge of something** – to have control of and responsibility for something

**give up on something** – to stop hoping that something will change or happen

**go for** – to choose something

**see something first hand** – see something with your own eyes

**species** – a type of animal or plant

**threaten** – to be likely to cause harm or damage



**1 SPEAKING** In pairs, look at the photo and answer the questions.

- 1 What electronic gadgets do you and your friends use on a daily basis?
- 2 What do you think the gadget in the photo is for?

**2** **31** Watch the video and choose the correct words to complete the sentences.

- 1 The students are \_\_\_\_ an experiment.
  - a taking part in
  - b carrying out
  - c writing up
- 2 Students use a \_\_\_\_ to show they are at school.
  - a headset
  - b fingerprint scanner
  - c double robot
- 3 The students write \_\_\_\_\_.
  - a on touch screen tablets
  - b with high-tech pens
  - c in virtual reality
- 4 They have to \_\_\_\_ what the teacher is writing.
  - a master
  - b copy down
  - c read out
- 5 The teacher can see what the students are writing in their \_\_\_\_ notebooks.
  - a interactive
  - b touch screen
  - c smart
- 6 Romesh would like every student to have a \_\_\_\_ headset.
  - a touch screen
  - b three-dimensional
  - c virtual reality

**3** Which gadget from the video did you find the most surprising? Which do you think is the most useful? Say why.

**4** **31** Complete the sentences with nouns formed from the words in bold. Then watch the video again and check.

- 1 Many jobs will disappear with the development of new technology. **DEVELOP**
- 2 Have you got a good wi-fi \_\_\_\_ at home? **CONNECT**
- 3 Soon we will use virtual \_\_\_\_ headsets to travel all over the world. **REAL**
- 4 You can use a \_\_\_\_ to show information on a whiteboard. **PROJECT**
- 5 Technology has made \_\_\_\_ between people from different countries faster and easier. **COMMUNICATE**

**5 SPEAKING** In pairs or small groups, discuss the questions. Then share your ideas with another group.

- 1 Make your own list of top ten gadgets in the world today. Use the prompts below or your own ideas.

action camera   drone   e-book reader  
fitness tracker   games console  
intelligent personal assistant   interactive whiteboard  
laptop   sat-nav   smart home   smartphone  
smartwatch   tablet   wearable technology   webcam

- 2 How often do you use the gadgets from your top ten list above? What do you use them for?
- 3 Does technology help us learn more effectively?

**6 WRITING TASK** Imagine that you are a student at the school from the video. Write a blog post about your day, the gadgets you used and how you felt about the lessons you had.

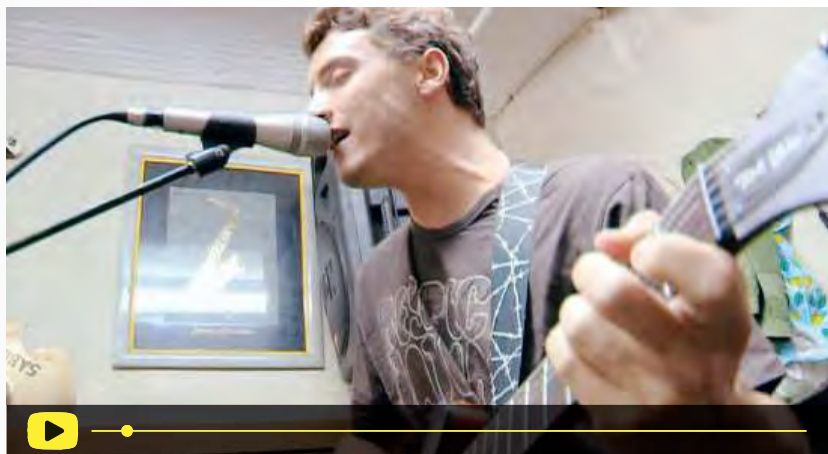
### GLOSSARY

**goggles** – special glasses that fit very close to your face

**master** – to learn a skill or a language so well that you have no difficulty with it

**register** (n, v) – an official list; to put your name on an official list





**1 SPEAKING** In pairs, look at the photos and answer the questions.

- 1 What famous music festivals have you heard of?
- 2 Have you ever been to a music festival? If so, tell your partner about it. If not, would you like to go to one? Say why.

**2** **33** Watch the video and choose the correct answers.

- 1 Where is the festival?  
*Gibraltar / Spain*
- 2 Who is the star of the festival?  
*Jessie McLaren / Jessie J*
- 3 What is Jessie's summer job?  
*guitarist / lifeguard*
- 4 What is Jessie's band's name?  
*The Noiz / The Boys*
- 5 Where is Jessie going at the end of the video?  
*to school / to work*

**3** Would you like to have a friend who is a budding music, movie, football, etc. star? Say why.

**4** **33** Complete the review with the words and phrases from the box. Then watch the video again and check.

diva fan gigs in person on stage setting up  
supporting venue

**The Noiz in concert**

When a local band invites you to one of their <sup>1</sup>*gigs* here in Gibraltar, it's usually at a small <sup>2</sup>\_\_\_\_\_, such as a club, disco or school hall, but I've just seen a new band, the Noiz, at a huge outdoor music festival. They were <sup>3</sup>\_\_\_\_\_ Jessie J, a real <sup>4</sup>\_\_\_\_\_, and they were amazing. I managed to meet them <sup>5</sup>\_\_\_\_\_ before they played. They were <sup>6</sup>\_\_\_\_\_ their equipment and looked nervous. As soon as the lead singer and guitarist, Jessie McLaren, went <sup>7</sup>\_\_\_\_\_ though, he changed from a shy schoolboy to a rock superstar. I didn't know much about the band before but I'm now a big <sup>8</sup>\_\_\_\_\_ and I'm looking forward to seeing them again soon.

**5 SPEAKING** In pairs or small groups, discuss the questions. Then share your ideas with another group.

- 1 In what ways do large music festivals affect local communities? Complete the table and discuss the positive and negative effects for these groups of people. Use the prompts below and your own ideas.

entertainment mess new jobs opportunities  
traffic workload

|                                                          | Positive effects     | Negative effects |
|----------------------------------------------------------|----------------------|------------------|
| Local residents                                          | <i>entertainment</i> |                  |
| Local businesses                                         |                      |                  |
| Local services<br>(e.g. the police,<br>medical services) |                      |                  |

- 2 Imagine you have friends who are talented musicians and play in a band. Make an action plan to promote their band.

Action plan:

- ✓ *Organise a concert at the local ...*
- ✓ *Promote the concert (posters, ...)*
- ✓

- 3 Imagine you are helping to organise a music festival in your neighbourhood. What types of music are you going to choose? Which famous and/or local artists are you going to invite? Say why.

**6 WRITING TASK** Write an email to a friend to invite him/her to the concert you talked about in question 3 in Exercise 5.

**GLOSSARY**

**budding star** – a talented young artist, sportsperson, etc. who is at the very beginning of his/her career

**gig** – a public performance, especially of jazz or popular music

**run in the family** – if a quality or a skill runs in the family, many people in that family have it

**support** – a band or performer that performs for a short time at the same concert as a more famous and popular band etc.



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## 1 SPEAKING In pairs, answer the questions.

- 1 Have you ever seen a film or read a book about a famous theft? If so, describe what happened.
- 2 Look at the photo. How do you think thieves stole this? Do you think the police caught them?

## 2 39 Watch the video and check your guesses from question 2 in Exercise 1. Then complete the notes.

Name of the sculpture: <sup>1</sup>Reclining Figure by Henry Moore

Value: £ <sup>2</sup>\_\_\_\_\_ million

Weight: <sup>3</sup>\_\_\_\_\_ tonnes

Length: <sup>4</sup>\_\_\_\_\_ metres

What happened:

- probably sold for <sup>5</sup>\_\_\_\_\_
- thieves probably got about £ <sup>6</sup>\_\_\_\_\_

Fritz Balhaus sculpture: *Pure Moore*

Exactly the same <sup>7</sup>\_\_\_\_\_ as *Reclining Figure*

Made of <sup>8</sup>\_\_\_\_\_ identical pieces

## 3 The theft of *Reclining Figure* is considered a particularly tragic loss to the world of art. Why do you think that is?

## 4 39 Complete the summary with the correct forms of the verbs from the box. Then watch the video again and check.

admit carry out catch lift melt store  
vanish weigh

Henry Moore's bronze sculpture *Reclining Figure* <sup>1</sup>weighed two tonnes, was three metres long and worth an estimated three million pounds. It <sup>2</sup>\_\_\_\_\_ temporarily in a gated yard in rural Hertfordshire. One night, two vehicles drove up to the yard. Thieves used a crane to <sup>3</sup>\_\_\_\_\_ the heavy statue. When the Henry Moore Foundation discovered that the sculpture <sup>4</sup>\_\_\_\_\_, no one could believe it. The police inspector who <sup>5</sup>\_\_\_\_\_ the investigation <sup>6</sup>\_\_\_\_\_ that despite finding the vehicles, the thieves <sup>7</sup>\_\_\_\_\_ not \_\_\_\_\_. Now the police believe that the sculpture <sup>8</sup>\_\_\_\_\_ and sold as scrap metal for something as little as three thousand pounds.

## 5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 Should important works of art be displayed in public spaces or should they be hidden for safety?
- 2 There are more and more CCTV cameras nowadays. Do you think this is a good or a bad thing? Say why.
- 3 What has to happen so that the police are more effective in controlling and preventing crime? Use the prompts below or your own ideas. Justify your answers.

employing more police officers  
more up-to-date equipment stricter punishments  
working closely with local citizens  
'zero tolerance' policy

## 6 WRITING TASK Imagine you are a journalist reporting on the theft of *Reclining Figure* the day after it went missing. Write a short article using the information from the video.

*A remarkable theft took place last night from a field in the south of Britain.*

## GLOSSARY

**crane** – a machine which can lift heavy objects high off the ground to move them

**investigation** – an official attempt to find out the truth about or the cause of something such as a crime

**scrap metal** – metal that comes from a machine or object which is no longer needed, e.g. an old car

**sculpture** – an object made out of stone, wood, clay, etc. by a sculptor

**witness** – someone who sees a crime, accident or other incident and can tell the police what happened



## 1A Present Simple and Present Continuous

| Present Simple |             | Negative      |                               |
|----------------|-------------|---------------|-------------------------------|
| Affirmative    |             | like milk.    | do not (don't) like milk.     |
| I/You/We/They  | like milk.  | I/You/We/They | do not (don't) like milk.     |
| He/She/It      | likes milk. | He/She/It     | does not (doesn't) like milk. |

| Yes/No questions |                          | Short answers          |                               |
|------------------|--------------------------|------------------------|-------------------------------|
| Do               | I/you/we/they like milk? | Yes, I/you/we/they do. | do not (don't) like milk.     |
| Does             | he/she/it like milk?     | Yes, he/she/it does.   | does not (doesn't) like milk. |

| Wh- questions |      | like?         |       |
|---------------|------|---------------|-------|
| What          | do   | I/you/we/they | like? |
|               | does | he/she/it     |       |

We use the Present Simple to talk about:

- states and permanent situations:  
*My family **lives** in Edinburgh.*

**Do you like parties?**

- regular activities:  
*I often **eat** eggs for breakfast.*
- My father **drives** me to school every morning.*

**Spelling rules: third person singular**

- general rule: infinitive + -s, e.g. *enjoy – enjoys*
- verbs ending in a consonant and -y: -y → -ies, e.g. *study – studies*
- verbs do and go as well as verbs ending in -ss, -x, -ch, -sh: + -es, e.g. *do – does, go – goes, wash – washes*
- have: **has**

**Common time expressions used with the Present Simple:**

*every morning/day/week/weekend/month/year*  
*every second day/week*

*always*  
*regularly*  
*usually*  
*often*  
*sometimes*  
*from time to time*  
*rarely*  
*hardly ever*  
*never*

## Present Continuous

| Affirmative |           | Negative    |                  |
|-------------|-----------|-------------|------------------|
| I           | am ('m)   | I           | am not ('m not)  |
| You/We/They | are ('re) | You/We/They | are not (aren't) |
| He/She/It   | is ('s)   | He/She/It   | is not (isn't)   |

| Yes/No questions |             | Short answers         |                                  |
|------------------|-------------|-----------------------|----------------------------------|
| Am               | I           | Yes, I am.            | No, I am not ('m not).           |
| Are              | you/we/they | Yes, you/we/they are. | No, you/we/they are not (aren't) |
| Is               | he/she/it   | Yes, he/she/it is.    | No, he/she/it is not (isn't).    |

| Wh- questions |     | smiling?    |          |
|---------------|-----|-------------|----------|
| Why           | am  | I           | smiling? |
|               | are | you/we/they |          |
|               | is  | he/she/it   |          |

We use the Present Continuous to talk about:

- things happening at the moment of speaking:  
*Mum **is talking** on the phone.*
- things happening for a limited period of time:  
*Mrs Pye **is teaching** Class 2A today because their teacher is ill.*

**Spelling rules: -ing form**

- general rule: infinitive + -ing, e.g. *walk – walking*
- verbs ending in a consonant + -e: -e → -ing, e.g. *write – writing*
- one-syllable verbs ending in one vowel + one consonant: double the consonant + -ing, e.g. *run – running*

**Common time expressions used with the Present Continuous:**

*at the moment, currently, now, today, this morning/afternoon, this year, these days, at present*

**State and action verbs**

With state verbs (e.g. *believe, hate, know, like, love, mean, need, prefer, understand, want*), we don't use continuous tenses, such as the Present Continuous, even if they describe something happening at the moment of speaking:

*I'm sorry, I **don't understand** what you're saying.*

With action verbs (e.g. *speak, walk, make, do, watch*), we can use both simple and continuous tenses:

*My little sister **is crying**. In fact, she **cries** quite often.*

Some verbs (e.g. *think, have, taste, smell*) can be both state and action verbs, depending on the context:

*I **think** Mum is in the kitchen.*

*What are you **thinking** about?*

## 1C Reflexive pronouns

| Singular |          | Plural |            |
|----------|----------|--------|------------|
| I        | myself   | we     | ourselves  |
| you      | yourself | you    | yourselves |
| he       | himself  | they   | themselves |
| she      | herself  |        |            |
| it       | itself   |        |            |

We use reflexive pronouns when we want to refer back to the subject of the sentence.

*I'd like to introduce **myself** – I'm James Stevenson.*

*We are building the house **ourselves**.*

## 1D Indefinite pronouns

- We use *somebody/someone*, *something* and *somewhere* in affirmative sentences:

*I'm sure **somebody** knows the answer.*

*Let's eat **something** before we leave.*

*I think Gwen lives **somewhere** in Wales.*

- We use *everybody/everyone*, *everything* and *everywhere* in affirmative sentences and in questions:

***Everyone** knows her, she's a celebrity.*

***Have you got everything** you need?*

*There are cameras **everywhere** around the town centre.*

*We use nobody/no one, nothing and nowhere with a positive verb:*

***Nobody** knows him.*

*I have **nothing** to wear for the wedding reception.*

*The church is full, so you have **nowhere** to sit.*

- We use *anybody/anyone*, *anything* and *anywhere* in negative sentences and in questions:

*I haven't got **anything** to wear for the wedding reception.*

*Hello, is there **anyone** here?*

*We can't find the cat **anywhere**.*

*With everybody/everyone, nobody, anything, etc., we use a third person singular verb:*

*Nothing ever **happens** in our town.*

*Is everyone satisfied?*

## 1A Choose the correct verbs to complete the sentences.

- How long does it take / is it taking you to get dressed in the morning?
- I can't talk to you right now because I buy / 'm buying a birthday present for my dad.
- My niece never does / is never doing the shopping on the Internet because she doesn't think it's safe.
- Johnnie, what do you do / are you doing here at this time of day? Why aren't you at school?
- Tim doesn't cook / isn't cooking his own meals. His grandma cooks / is cooking them.
- Why do you wear / are you wearing such a strange dress? Do you go / Are you going to a fancy dress party? 'Yes, in fact I do / am!'

## 2A Complete the sentences with the correct Present Simple or Present Continuous forms of the verbs in brackets.

- My mum and I **often spend** (often/spend) hours walking on the beach.
- Who \_\_\_\_\_ (you/prepare) these cakes for? They look delicious.
- '\_\_\_\_\_ (your granddad/like) dancing?' 'Yes, he \_\_\_\_\_.'
- In our region, it \_\_\_\_\_ (usually/not rain) much in summer.
- \_\_\_\_\_ (you/usually/keep) in touch with your school friends during the holidays?
- Can you see Mark among the wedding guests? \_\_\_\_\_ (he/take) photos?
- '\_\_\_\_\_ (Joe's cat/drink) milk every day?' 'No, she \_\_\_\_\_.'

## 3 1C Choose the correct reflexive pronouns to complete the sentences.

- This dog is so funny. It always looks at \_\_\_\_\_ in the mirror!  
**a** myself      **b** ourselves      **c** itself
- The photos on your website are great. Do you take them all \_\_\_\_\_?  
**a** itself      **b** ourselves      **c** yourself
- Don't help me this time. I want to do it by \_\_\_\_\_.  
**a** myself      **b** yourself      **c** herself
- Jack and Alex are very shy. They don't like to talk about \_\_\_\_\_.  
**a** ourselves      **b** himself      **c** themselves
- Sylvie often talks to \_\_\_\_\_ while she's out walking.  
**a** ourselves      **b** herself      **c** myself
- My both twin sisters and I work for \_\_\_\_\_.  
**a** themselves      **b** ourselves      **c** myself
- Noah and Max, could you please introduce \_\_\_\_\_ to Mrs Peabody?  
**a** ourselves      **b** yourself      **c** yourselves

## 4 1D Add the correct prefixes no-, some-, every- or any- to the words in bold.

- Steve tells his brother all his secrets. There isn't **anyone** he trusts more.
- Our dog is very loud, so we never take him \_\_\_\_\_ where with us.
- Can you hear that noise? \_\_\_\_\_ thing is happening in the street.
- \_\_\_\_\_ one relies on Penelope because she never lets \_\_\_\_\_ body down.
- As it turns out, it's bank holiday today, and \_\_\_\_\_ thing is closed. We have \_\_\_\_\_ where to go.
- I can't see \_\_\_\_\_ thing because it's so dark in here.

## 5 1A&amp;D Complete the sentences with the correct forms of the words in brackets.

- Nobody lives** (nobody/live) in that big house across the street.
- \_\_\_\_\_ (anyone/read) your photo blog apart from your family?
- \_\_\_\_\_ (everything/be) possible if you try really hard.
- \_\_\_\_\_ (nothing/taste) as good as the thing you can't have.
- \_\_\_\_\_ (everybody/understand) the instructions?
- Look! \_\_\_\_\_ (somebody/take) a photo of your house!
- \_\_\_\_\_ (nobody/want) to tell me what is going on here.
- \_\_\_\_\_ (everyone/be) here? Then we can start the meeting.

## 2A Past Simple

The Past Simple form of *to be* was *was/were*. In negative sentences, we use the forms *was not (wasn't)* and *were not (weren't)*. In questions, we change the order of the subject and the verb.

For other verbs, we use their Past Simple forms. To form negatives and questions, we use the auxiliary verb *did*:

| Past Simple: regular and irregular verbs |                                                                                                  |
|------------------------------------------|--------------------------------------------------------------------------------------------------|
| Affirmative                              | Negative                                                                                         |
| I/You/He/She/It/We/They                  | <b>jumped and fell.</b><br>I/You/He/She/It/We/They                                               |
| <b>jumped and fell.</b>                  | <b>did not (didn't)</b><br>jump and fell.                                                        |
| Short answers                            |                                                                                                  |
| <b>Did</b><br>I/You/He/She/It/We/They    | Yes, I/you/he/she/it/we/they <b>did.</b><br>No, I/you/he/she/it/we/they <b>did not (didn't).</b> |
| Wh- questions                            |                                                                                                  |
| Where                                    | <b>did</b><br>I/you/he/she/it/we/they                                                            |
| <b>Subject questions</b>                 | <b>jumped and fell?</b><br>I/you/he/she/it/we/they                                               |

We use the Past Simple to talk about events that took place at a particular time in the past. We often say *when* they happened:

**Was** Mum a good student when she was at school?  
**I forgot** to do my homework yesterday.

## Spelling rules

## Regular verbs

- general rule: infinitive + -ed, e.g. *play – played*
- verbs ending in -e: + -d, e.g. *move – moved*
- verbs ending in a consonant + -y: -y + -ied, e.g. *cry – cried*
- verbs ending in one vowel + one consonant: double the consonant + -ed, e.g. *stop – stopped*

## Irregular verbs

For a list of irregular verbs, see page 183.

## Common time expressions used with the Past Simple:

yesterday, yesterday morning/afternoon/evening,  
the day before yesterday, last night/week/month/year,  
two days/weeks/months/years ago, in August/in 2016

## Subject questions in the Present Simple and Past Simple

We form *wh-* questions in different ways, depending on what we are asking about: the subject or the object of the sentence. In subject questions, word order is the same as in affirmative sentences, and we do not use the auxiliary verb *do/did*.

## Present Simple

affirmative sentence: She **organises** wedding parties.  
object question: **What does she organise?**

Who **organises** wedding parties?

## Past Simple

affirmative sentence: Ben **invited** Lea to the cinema.  
object question: **Who did Ben invite** to the cinema?  
Who **invited** Lea to the cinema?

## 3A Past Continuous and Past Simple

| Past Continuous                        |                                                                             |
|----------------------------------------|-----------------------------------------------------------------------------|
| Affirmative                            | Negative                                                                    |
| I/You/He/She/It/We/They                | <b>was</b><br>I/You/He/She/It/We/They                                       |
| <b>was</b><br>laughing.                | <b>was not (wasn't)</b><br>laughing.                                        |
| <b>were</b><br>laughing.               | <b>were not (weren't)</b><br>laughing.                                      |
| Short answers                          |                                                                             |
| <b>Was</b><br>I/You/He/She/It/We/They  | Yes, I/he/she/it <b>was.</b><br>No, I/he/she/it <b>was not (wasn't).</b>    |
| <b>Were</b><br>I/You/He/She/It/We/They | Yes, you/we/they <b>were.</b><br>No, you/we/they <b>were not (weren't).</b> |
| Wh- questions                          |                                                                             |
| Why                                    | <b>was</b><br>I/You/He/She/It/We/They                                       |
| <b>Subject questions</b>               | <b>was</b><br>laughing?                                                     |

We use the Past Simple to describe events that finished in the past, and it is not important how long they took:

**I watched** TV in the evening.

We use the Past Continuous:

- to describe a background scene in a story:  
*Lea **was having** breakfast at her hotel. She **was sitting** at the table and **drinking** coffee.*
- to talk about an action that was in progress when another action took place, or at a particular time in the past.  
For the shorter action, we use the Past Simple:  
*While he **was climbing** in the mountains, he **broke** his leg.*
- to talk about two or more actions happening at the same time:  
*While I **was sunbathing**, the children **were building** a sandcastle.*
- when we want to stress that something lasted long, or too long:  
*He **was watching** TV all evening – what a waste of time!*

## Spelling rules

For spelling rules of the -ing form of the verb, see page 172.

## When, while, as

We use *when*, *while* or *as* with the Past Continuous to connect two actions happening at the same time:

**While/When/As** we were driving along the coast, it started to rain.  
*It started to rain **while/when/as** we were driving along the coast.*

With the Past Simple clause, we can only use *when* or *as*:

*We were driving along the coast **when/as** it started to rain.*  
**When/As** it started to rain, we were driving along the coast.

## 3D Defining relative clauses

Defining relative clauses give essential information about a person, thing or place. In defining relative clauses, we use the following relative pronouns:

- *which* and *that* to talk about things and places:  
*Is this the campsite **which/that** you stayed at last year?*
  - *who* and *that* to talk about people:  
*This is the teacher **who/that** teaches my class.*
  - *where* to talk about places, if the next word is a noun or a pronoun:  
*We're visiting the village **where** my grandma lived for twenty years.*
  - *whose* to talk about possessions:  
*I met a girl **whose** parents own a guesthouse by the sea.*
- Relative pronouns *who*, *which* and *that* usually come immediately after the noun they refer to.
- We can omit the relative pronouns *who*, *which* and *that*, but only if the next phrase is a noun phrase (= a noun, a personal pronoun, or a whole phrase built around them):  
*We are driving by the houses (which/that) my grandma has described.*

## 1 3A Complete the sentences with the correct Past Simple or Past Continuous forms of the verbs in brackets.

- 1 I **fell** (fall) down while I \_\_\_\_\_ (climb) a mountain.
- 2 The match \_\_\_\_\_ (start) at 7.30 in the evening. It \_\_\_\_\_ (rain) as the players \_\_\_\_\_ (come) into the stadium but it \_\_\_\_\_ (be) a great game.
- 3 My father \_\_\_\_\_ (drive) home late one night when he \_\_\_\_\_ (hit) a tree.
- 4 I \_\_\_\_\_ (like) the film a lot and I \_\_\_\_\_ (see) it three times.
- 5 I \_\_\_\_\_ (talk) to my friends online when I \_\_\_\_\_ (get) a message.
- 6 When the postman \_\_\_\_\_ (arrive), I \_\_\_\_\_ (look) at all the letters he brought.
- 7 When the postman \_\_\_\_\_ (arrive), I \_\_\_\_\_ (have) a shower.

## 2 3D Complete the sentences with the correct relative pronouns. Then tick the sentences in which it is possible to omit the relative pronoun.

- 1 ☐ Toronto is the city where Drake was born.
- 2 ☐ The woman \_\_\_\_\_ is standing there is a famous blogger.
- 3 ☐ That's the boy \_\_\_\_\_ dad plays for Arsenal.
- 4 ☐ *into the Wild* is a film \_\_\_\_\_ you should watch.
- 5 ☐ What's the name of the photographer \_\_\_\_\_ took this photo?
- 6 ☐ The Louvre is an art museum \_\_\_\_\_ used to be a royal palace.
- 7 ☐ Marco Polo is the blogger \_\_\_\_\_ travel blog we always read.
- 8 ☐ The Lake District is a holiday destination \_\_\_\_\_ our family loves the most.



## 4A Comparison of adjectives

| Comparison of adjectives           |                                     |                                                           |
|------------------------------------|-------------------------------------|-----------------------------------------------------------|
| Adjective                          | Comparative                         | Superlative                                               |
| short (one- and some two-syllable) | kinder<br>nicer<br>fitter<br>clever | the kindest<br>the nicest<br>the fittest<br>the cleverest |
| one- and two-syllable ending in -y | drier<br>easier                     | the driest<br>the easiest                                 |
| two-syllable or longer             | attractive                          | the most/least attractive                                 |
| irregular                          | good<br>bad                         | the best<br>the worst                                     |

- To compare people or things, we use the comparative form of an adjective with the word **than** or the superlative form:  
*Dark chocolate is **healthier than** milk chocolate.*  
*The Yubari melon is **the most expensive fruit** in the world.*
- To compare two people or things, we can also use the structure: (*not*) as + adjective + as:  
*Your soup tasted **as delicious as** Grandma's.*
- Jam is **not as sweet as** honey.  
To describe things we can also use the structures too + adjective and (*not*) + adjective + enough. Too + adjective means 'more than we need or want'. Adjective + enough means 'we have exactly what we need. (*Not* + adjective + enough means 'less than we need or want':  
*The chips were **too salty**.*  
*Is your soup **hot enough**?*  
*The cake **isn't big enough** for twelve people.*

## 1 4A Complete the sentences using the adjectives in brackets. Add any other necessary words.

- This luxury restaurant is the most expensive (expensive) in town.
- 'Is vegan diet really \_\_\_\_\_ (healthy) than other diets?' 'Yes, it's \_\_\_\_\_ (healthy) of all.'
- This skirt is \_\_\_\_\_ (short) for me. I prefer longer skirts.
- Tomato and cucumber salad is \_\_\_\_\_ (nutritious) and \_\_\_\_\_ (fattening) than pizza.
- Dobbie's department store is \_\_\_\_\_ (not crowded) as Grafton's.

## 4C Quantifiers

## Countable nouns:

- name things we can count:  
*There is **one orange** in the fridge.*
- have singular and plural forms:  
*This **hamburger** is delicious.*  
*These **hamburgers** are delicious.*

## Uncountable nouns:

- name things we cannot count:  
*My little brother hates **milk**.*
- do not have a plural form:  
*Vegetarians don't eat **meat**.*

## 5A Modal verbs

| Must/Should/Could       |                   |                                                                |
|-------------------------|-------------------|----------------------------------------------------------------|
| Affirmative             | Negative          |                                                                |
| I/You/He/She/It/We/They | must/should/could | must not (mustn't)/should not (shouldn't)/could not (couldn't) |

| Yes/No questions  |                         | Short answers                                                                                                                                                                                                 |
|-------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Must/Should/Could | I/You/He/She/It/We/They | Yes, I/you/he/she/it/we/they must/should/could.<br>No, I/you/we/they don't have to/should not (shouldn't)/could not (couldn't).<br>No, he/she/it doesn't have to/should not (shouldn't)/could not (couldn't). |

| Wh- questions |                   | Short answers           |
|---------------|-------------------|-------------------------|
| When          | must/should/could | I/You/He/She/It/We/They |

| Subject questions |                   | Short answers |
|-------------------|-------------------|---------------|
| Who               | must/should/could | leave?        |

| Have to       |          |                    |
|---------------|----------|--------------------|
| Affirmative   | Negative |                    |
| I/You/We/They | have to  | do not (don't)     |
| He/She/It     | has to   | does not (doesn't) |

| Yes/No questions |               | Short answers                                               |
|------------------|---------------|-------------------------------------------------------------|
| Do               | I/You/We/They | Yes, I/you/we/they do.<br>No, I/you/we/they do not (don't). |
| Does             | He/She/It     | Yes, he/she/it does.<br>No, he/she/it does not (doesn't).   |

| Wh- questions |      | Short answers |
|---------------|------|---------------|
| Why           | do   | I/You/We/They |
|               | does | he/she/it     |

| Subject questions |        | Short answers |
|-------------------|--------|---------------|
| Who               | has to | stay?         |

- To talk about obligation or necessity, we use:
- must, especially when we refer to something the speaker feels is necessary:  
*I **must** talk to her right now.* (I feel this is necessary.)
  - have to, especially when we refer to something that is necessary because of a rule or law:  
*My brother **has to** wear a suit to work.* (These are the rules.)

To say there is no obligation or necessity, we use *don't have to*:  
*We **don't have to** do any washing-up because we have a dishwasher.*

**Do I have to pay now?** 'No, you **don't**.'

To say what is not allowed, we use *mustn't*:  
*You **mustn't** check your private email at work.*  
To say that something is or isn't a good idea, we use *should*/*shouldn't*:

*You **should** make your bed before you go to school.*  
*I **shouldn't** drink so much coffee, it's bad for me.*  
***Should** we tell him to help around the house more?*  
To suggest something or give someone an idea, we use *could*:  
*Maybe we **could** go out together this weekend?*

## 5C Past modals

## Have to – past form

| Affirmative             | Negative                             |
|-------------------------|--------------------------------------|
| I/You/He/She/It/We/They | had to work.<br>didn't have to work. |

| Yes/No questions |                         | Short answers                                              |
|------------------|-------------------------|------------------------------------------------------------|
| Did              | I/You/He/She/It/We/They | Yes, I/he/she/it did.<br>No, I/he/she/it did not (didn't). |

| Wh- questions |     | Short answers           |
|---------------|-----|-------------------------|
| What          | did | I/You/We/They/he/she/it |

| Subject questions |        | Short answers |
|-------------------|--------|---------------|
| Who               | had to | work?         |

To talk about past obligation or necessity, we use *had to*:  
*What time **did** you **have to** get up this morning?*  
*I **had to** get up very early.*

To say that something wasn't necessary in the past, we use *didn't have to*:  
*Our parents **didn't have to** wear a uniform when they went to primary school.*

To say that something was or wasn't possible or allowed in the past, we use *could/couldn't*:  
*When I was six years old, I **couldn't** play outside on my own, but I **could** go out with my brother or sister.*

## 1 5A&amp;C Choose the correct words to complete the sentences.

- Jen \_\_\_\_\_ clean her room today because it's quite tidy.  
a has to      b mustn't      c doesn't have to
- Giulio \_\_\_\_\_ wash the dishes by hand as he hasn't got a dishwasher.  
a must      b doesn't have to      c mustn't
- Maybe we \_\_\_\_\_ go out together this weekend?  
a could      b have to      c must
- Why \_\_\_\_\_ to move out of the halls of residence?  
a had you      b could you      c did you have
- The doctor said that I \_\_\_\_\_ give up smoking and get more exercise.  
a should      b mustn't      c don't have to
- We invited Ann to sleep over at our house. She was happy that she \_\_\_\_\_ spend the night at the hotel.  
a didn't have to      b couldn't      c hadn't

## 2 4C&amp;G Choose the correct words to complete the voice message.

Hi Simon, it's Amy. Can you do some shopping for dinner tonight? Mum and Dad are coming. Please buy *the* / some meat or fish. How about some fresh *hamburger* / hamburgers? We also need *some* / any oil because we've got *little* / a little at home. There are *lots* / lot of tomatoes in *the* / the garden. Maybe we could make *a* / the tomato salad? What do you think? Please buy *a* / some bread because we haven't got *some* / any left. Oh, and I nearly forgot – get *10* / *an* / some salt. See you later!

## 6A Future arrangements and intentions

| Going to              |                  | Negative              |                                    |
|-----------------------|------------------|-----------------------|------------------------------------|
| Affirmative           |                  | I                     | am not ('m not)                    |
| You/We/They/He/She/It | going to change. | You/We/They/He/She/It | are not ('aren't)                  |
|                       |                  |                       | is not ('isn't)                    |
| Yes/No questions      |                  | Short answers         |                                    |
| Am                    | I                | Yes, I am.            | No, I am not ('m not).             |
| Are                   | you/we/they      | Yes, you/we/they are. | No, you/we/they are not ('aren't). |
| Is                    | he/she/it        | Yes, he/she/it is.    | No, he/she/it is not ('isn't).     |
| Wh- questions         |                  | Short answers         |                                    |
| When                  | I                | you/we/they           | going to change.                   |
|                       | is               | he/she/it             |                                    |
| Subject questions     |                  | Short answers         |                                    |
| Who                   | is               |                       | going to change?                   |

We use the Present Continuous or *going to* + infinitive to talk about future arrangements and intentions.

We use the Present Continuous for plans and arrangements for the near future, usually with a time reference:

*I'm leaving tomorrow, so I can't go to the cinema with you.*

We use *going to* + infinitive for intentions, ambitions and future plans which can still change:

*My dad is going to teach me how to drive.*

*Are you going to go to university or find a job when you graduate?*

With verbs used with the verb *go* that describe free time activities, such as *camp* (→ *go camping*), *swim* (→ *go swimming*), *ski* (→ *go skiing*), etc., for intentions, ambitions and future plans we use *going to*:

*I'm going to go jogging twice a week this summer.*

1 6A Complete the pairs of sentences with the correct forms of the verbs in brackets. Use the Present Continuous in one sentence and *going to* in the other.

- a Emma *is going to get* (get) a piercing some day.  
b Emma \_\_\_\_\_ (get) a piercing this afternoon. She's a bit afraid that it might hurt.
- a \_\_\_\_\_ (they/play) another volleyball match tomorrow morning on the school pitch?  
b \_\_\_\_\_ (they/play) another volleyball match when they have more free time?
- a Joan \_\_\_\_\_ (not fly) to New York tomorrow morning because there is a problem with her visa.  
b Joan \_\_\_\_\_ (not fly) to New York if the tickets get even more expensive.

6C Future predictions: *going to* and *will*

| Will              |                         | Negative                           |                                                |
|-------------------|-------------------------|------------------------------------|------------------------------------------------|
| Affirmative       |                         | I/You/He/She/It/We/They            | will not ('won't)                              |
|                   |                         | be late.                           | be late.                                       |
| Yes/No questions  |                         | Short answers                      |                                                |
| Will              | I/you/he/she/it/we/they | Yes, I/you/he/she/it/we/they will. | No, I/you/he/she/it/we/they will not ('won't). |
| Wh- questions     |                         | Short answers                      |                                                |
| What              | will                    | happen?                            |                                                |
| Subject questions |                         | Short answers                      |                                                |
| Who               | will                    | be late?                           |                                                |

We use *going to* + infinitive or *will* + infinitive to make future predictions.

We use *going to* + infinitive for predictions about the future based on what we know and can see now:

*It's ten to four, and the wedding starts at four o'clock. We're not going to get to the church on time.*

We use *will* + infinitive for predictions about the future based on our opinions, intuition or experience. We often use expressions like *I'm sure*, *I think* and *in my opinion* before *will*:  
*The traffic is fairly light at this time of day. I'm sure the bus will arrive on time.*

If we want to say that we think an event will not happen in the future, we use *I don't think* + *will*:  
*I don't think I'll make it on time today.*

2 6C Complete the sentences with *going to* or *will* and the verbs in brackets. Sometimes both forms are possible.

- Zack's a very gifted student. I'm sure he *ll find* (find) an excellent job.
- I'm terribly hungry. I hope somebody \_\_\_\_\_ (bring) some sandwiches and salad.
- A Look, the waitress is carrying too many plates. She \_\_\_\_\_ (drop) them!
- B I don't think she \_\_\_\_\_ (drop) anything. She's very experienced.

a I \_\_\_\_\_ (probably/study) at the University of Arizona.
- B Great! I'm sure you \_\_\_\_\_ (love) the campus there.

a I don't feel confident behind the wheel and I still can't park properly. I \_\_\_\_\_ (fail) my driving test.
- B I don't think you \_\_\_\_\_ (fail). You always worry and then everything is fine.

a The traffic is quite heavy. \_\_\_\_\_ (we/get) to the church on time?
- B Don't worry, the wedding \_\_\_\_\_ (not start) without us.

a Look at these clouds. The weather \_\_\_\_\_ (be) horrible during the reception.
- B Don't worry. It might be windy but I'm sure it \_\_\_\_\_ (not rain).

## 7A Present Perfect (1)

| Present Perfect   |               | Negative                 |                                        |
|-------------------|---------------|--------------------------|----------------------------------------|
| Affirmative       |               | I/You/We/They/He/She/It  | have not ('haven't)                    |
|                   |               | finished.                | finished.                              |
| Yes/No questions  |               | Short answers            |                                        |
| Have              | I/you/we/they | Yes, I/you/we/they have. | No, I/you/we/they have not ('haven't). |
| Has               | he/she/it     | Yes, he/she/it has.      | No, he/she/it has not ('hasn't).       |
| Wh- questions     |               | Short answers            |                                        |
| What              | have          | I/you/we/they            | finished?                              |
|                   | has           | he/she/it                | finished?                              |
| Subject questions |               | Short answers            |                                        |
| Who               | has           |                          | finished?                              |

We use the Present Perfect to talk about:

- recent events which happened at an indefinite time in the past and other news:  
*They've offered me a job.*
- actions and events which ended in the past but we don't know or it's not important when exactly they happened:  
*Kate has been to Rome.*  
*Have you ever had a job interview?*

## Spelling rules: past participle

## Regular verbs

The past participle form of regular verbs is the same as their Past Simple form. For spelling rules, see page 174.

## Irregular verbs

For a list of irregular verbs, see page 183.

## Common time expressions used with the Present Perfect:

- ever* – used in questions:  
*Have you ever worked shifts?*
- never* – used in negative sentences:  
*My grandparents have never left England.*
- already* and *just* – used mainly in affirmative sentences:  
*I have already seen this film.*  
*They have just left.*
- yet* – used at the end of negative sentences and questions, to express an expectation that the action *will* happen even though it hasn't happened yet:  
*I haven't seen Richard's job application yet.*  
*Has the boss interviewed any candidates yet?*

When we use the Present Perfect to mention actions and events that ended in the past, we never say *when* exactly they happened:

*We have arrived.*

If we want to ask or say when something happened, we have to use the Past Simple:

*When did you arrive?*

*We arrived an hour ago.*

## 7B Present Perfect (2)

We use the Present Perfect to talk about states and actions that started in the past and still continue. We often use *since* and *for* when we use the Present Perfect in this way.

- Since* points to a moment in time when the activity started:  
*since 2000/Monday/last summer/my birthday*  
*We have owned this house since 1997.*
- For* gives a time period between a time in the past and now:  
*for five minutes/two weeks/a long time/ages*  
*I have known Sean for ten years.*

When we ask about duration, we use *How long*:

*How long has television existed?*

When we want to talk about states or actions that started in the past and still continue, we use the Present Perfect, NOT the Present Simple:

*My mum has been self-employed since 2014.*

## 1 7A Complete the sentences with the correct Present Perfect or Past Simple forms of the verbs in brackets.

- Have you heard* (you/hear) the news? They want to close down our school.
- The factory \_\_\_\_\_ (not take) on a new secretary yet.
- When \_\_\_\_\_ (the neighbours/offer) you a part-time job?
- My sister \_\_\_\_\_ (already/save) enough money to buy a laptop.
- The company \_\_\_\_\_ (make) a huge profit last year.
- Angie \_\_\_\_\_ (never/travel) by plane. It'll be her first time.
- \_\_\_\_\_ (you/prepare) for your job interview tomorrow morning?

## 2 7B Choose the correct words to complete the sentences.

- Mary's had her new mobile phone since about a year / last June.
- They haven't sacked an employee since / for a couple of years.
- I worked / have worked at home for a year but now I work / have worked for a big multinational company.
- 'How long are you / have you been out of work?' 'Since / for six weeks.'
- My dad has / has had the same job since / for he graduated from university.
- How many job applications have you sent out since you lost your job / the last three months?

## 3 7A&amp;B Use the prompts to write sentences in the Present Perfect. Add any other necessary words.

- Steve / not phone / me / March  
*Steve hasn't phoned me since March.*
- How long / you / know / Chris?
- The web designer / work / on the new website / New Year
- Our babysitter / look after / our daughter / 2018
- you / think about / starting your own company / many weeks?
- The employees / not have / pay rise / nearly three years



## 8A Verb patterns: the infinitive and the -ing form

We use the -ing form after these verbs: *avoid, can't stand, consider, continue, don't mind, enjoy, finish, give up, keep (on), miss, practise, spend (time), stop, think about*.

Do you **like doing** experiments in Science class?

We use the to- infinitive after these verbs: *agree, can't afford, choose, decide, fail, hope, learn, manage, need, prefer, pretend, promise, refuse, start, try, want, would like, would prefer*.

Mendeleev **managed to organise** elements into groups.

We can use either the -ing form or the infinitive, with no or very little change in meaning, after these verbs: *begin, hate, like, love, prefer, start*.

**I prefer watching** TV. = **I prefer to watch** TV.

We use the infinitive without to after modal verbs: *can, could, may, might, must, should*.

You **mustn't mix** those two substances, it can cause an explosion!

We almost always use an -ing form of the verb after prepositions:

The students carried on **working** on their projects.  
Leon is thinking about **doing** a degree in Biochemistry.

## 8E The first conditional

| Condition                   | Result                       |
|-----------------------------|------------------------------|
| If + Present Simple,        | will/won't + infinitive      |
| <b>If I work</b> hard,      | <b>I will pass</b> my exams. |
| Result                      | Condition                    |
| will/won't + infinitive     | if + Present Simple          |
| <b>I will pass</b> my exams | <b>if I work</b> hard.       |

First conditional sentences refer to the future. We use them to talk about the possible results of an action:

*If I tell them the truth, they won't believe me.*

We use the Present Simple in the *if*-clause, which describes the condition. We use a future form, usually *will/won't*, in the clause describing the result.

The *if*-clause (condition) can come first or second in a sentence. If it comes first, it is always followed by a comma:

*If you don't go to your sister's wedding, you'll regret it later.*

*You'll regret it later if you don't go to your sister's wedding.*

In questions, we usually put the result clause first:

*Will you help me if I have problems with my assignment?*

## 1 8A Choose one or two correct options to complete the sentences.

- 1 Amy can't stand \_\_\_\_\_ for her exam results, especially in Chemistry.  
 a waiting      b to wait      c wait
- 2 Why did you begin \_\_\_\_\_ the data without all the necessary information?  
 a analysing      b to analyse      c analyse
- 3 Emma avoids \_\_\_\_\_ science experiments as she doesn't think they're safe.  
 a doing      b to do      c do
- 4 I decided \_\_\_\_\_ the printer back to the shop.  
 a taking      b to take      c take
- 5 Did you enjoy \_\_\_\_\_ our new website?  
 a designing      b to design      c design
- 6 You should \_\_\_\_\_ somebody to repair the fridge.  
 a getting      b to get      c get
- 7 Teenagers often spend hours \_\_\_\_\_ the Internet.  
 a surf      b to surf      c surfing

## 2 8E Use each set of prompts to make two first conditional sentences. Use correct punctuation.

- 1 will / the video / go viral / it / if / we / share  
*The video will go viral if we share it.*  
*If we share the video, it will go viral.*
- 2 if / Sam / not / writes / it / forget / my number / will / down / she  
*Sam won't write it if I forget my number.*  
*If Sam writes it, I won't forget my number.*
- 3 the hard disk / we / if / will / lose / all the data / crashes  
*The hard disk will crash if we lose all the data.*  
*If we lose all the data, the hard disk will crash.*
- 4 ready / we / if / soon / are / won't / be late / you  
*We won't be late if you are ready.*  
*If you are ready, we won't be late.*
- 5 you / if / you / 100 points / score / this clue / solve / will  
*You will solve this clue if you score 100 points.*  
*If you score 100 points, you will solve this clue.*
- 6 the challenge / doesn't / pay / if / \$100 / Don / carry out / he / will  
*Don't pay \$100 if he carries out the challenge.*  
*If he carries out the challenge, Don won't pay \$100.*

## 3 8E Complete the second sentence so that it means the same as the first one. Use correct punctuation.

- 1 I will lose all my files if I don't make copies.  
 We can't try to do this experiment on your own. You'll hurt yourself.  
 If \_\_\_\_\_ you will hurt yourself.
- 2 Don't try to do this experiment on your own. You'll hurt yourself.  
 Max must delete the virus or the computer will crash.  
 The computer will crash if \_\_\_\_\_.  
 We can't post too much on social media because our parents will get angry.  
 Our parents will get angry if \_\_\_\_\_.  
 Vince should charge his mobile phone or it will die before we get home.  
 If \_\_\_\_\_ it will die before we get home.
- 3 You need to update the operating system, otherwise your laptop will work very slowly.  
 Your laptop will work very slowly if \_\_\_\_\_.

## 9A Past Perfect

| Past Perfect            |                         |                                                                                    |
|-------------------------|-------------------------|------------------------------------------------------------------------------------|
| Affirmative             | Negative                |                                                                                    |
| I/You/He/She/It/We/They | had watched TV.         | had not (hadn't) watched TV.                                                       |
| Yes/No questions        | Short answers           |                                                                                    |
| Had                     | I/You/He/She/It/We/They | Yes, I/You/He/She/It/We/They had.<br>No, I/You/He/She/It/We/They had not (hadn't). |
| Wh- questions           |                         |                                                                                    |
| What                    | I/You/He/She/It/We/They | watched on TV?                                                                     |
| Subject questions       |                         |                                                                                    |
| Who                     | had                     | watched TV?                                                                        |

We use the Past Perfect to talk about the earliest of two or more events in the past. The action expressed in the Past Perfect happened before the action in the Past Simple:

*In the taxi, I realised that I had left the tickets at home. (I left them there and then I got into the taxi.)*

Sometimes the Past Perfect changes the meaning:

*The children went to sleep when we got home. (First we got home and then the children went to sleep.)*

*The children had gone to sleep when we got home. (The children were already asleep when we got home.)*

In the Past Perfect we often use linkers such as *after, already, as soon as, before, by, by the time, once, until*, e.g. *by the age of six, by the time I was six, by 1978*:

*By the time I was six, I had learnt how to read.*

## 9C Reported speech

| Direct speech         | Reported speech                      |
|-----------------------|--------------------------------------|
| Present Simple        | Past Simple                          |
| Sam: 'I study.'       | Sam said (that) he studied.          |
| 'Sue doesn't study.'  | Sam said (that) Sue didn't study.    |
| Present Continuous    | Past Continuous                      |
| Sam: 'I'm studying.'  | Sam said (that) he was studying.     |
| 'Sue isn't studying.' | Sam said (that) Sue wasn't studying. |
| Present Perfect       | Past Perfect                         |
| Sam: 'I've studied.'  | Sam said (that) he had studied.      |
| 'Sue hasn't studied.' | Sam said (that) Sue hadn't studied.  |
| Past Simple           | Past Perfect                         |
| Sam: 'I studied.'     | Sam said (that) he had studied.      |
| 'Sue didn't study.'   | Sam said (that) Sue hadn't studied.  |
| will                  | would                                |
| Sam: 'I will study.'  | Sam said (that) he would study.      |
| 'Sue won't study.'    | Sam said (that) Sue wouldn't study.  |
| can                   | could                                |
| Sam: 'I can study.'   | Sam said (that) he could study.      |
| 'Sue can't study.'    | Sam said (that) Sue couldn't study.  |

We make the following changes in reported speech:

- tenses (move 'one tense back') as in the table opposite
- time expressions and words referring to places (depending on the context):  
*now → at that time/then*  
*today → that day*  
*yesterday → the day before*  
*two hours ago → two hours earlier/before*  
*tomorrow → the following day*  
*here → there*

- demonstrative pronouns, personal pronouns, object pronouns and possessive adjectives (depending on the context):  
*this/these → that/those*  
*I/we → he/she/they*  
*me/us → him/her/them*  
*my → his/her*  
*our → their*  
*'My mother arrived here yesterday.' → She said that her mother had arrived there the day before.*

In reported speech, we often use reporting verbs *say* and *tell*. Their meaning is similar, but the verb *tell* always takes a direct object (a noun or a pronoun). The verb *say* does not take a direct object, but you can use a noun or a pronoun with it with the preposition *to*:

*The best man said that the wedding was at five o'clock.*  
*The best man said to me that the wedding was at five o'clock.*  
*The best man told me that the wedding was at five o'clock.*

## 1 9A Join the sentences using the Past Perfect and the linkers in bold.

- 1 I tried to make origami figures. I joined the class.  
**BEFORE**  
*Before I joined the class, I had tried to make origami figures.*
- 2 We rehearsed many times in the school gym. We gave a performance.  
**BY THE TIME**  
*By the time we gave a performance, we had rehearsed many times in the school gym.*
- 3 Andrea wrote the script for a short film. She began looking for actors.  
**AS SOON AS**  
*As soon as she began looking for actors, she had written the script for a short film.*
- 4 Joel didn't star in films. He graduated from a film academy.  
**UNTIL**  
*Until he graduated from a film academy, Joel hadn't starred in films.*
- 5 The artist drew a sketch of my little sister in pencil. He painted an oil portrait.  
**AFTER**  
*After he drew a sketch of my little sister in pencil, he painted an oil portrait.*
- 6 The performance already started. I got to the theatre.  
**WHEN**  
*When I got to the theatre, the performance had already started.*

## 2 9C Rewrite sentences 1–3 in direct speech and sentences 4–6 in reported speech.

- 1 Peter said that he was going to the theatre then.  
*'I'm going to the theatre now,' said Peter.*
- 2 Tony and Amy told us that they would help us organise the gig the following day.  
*'We'll help you organise the gig the following day,' said Tony and Amy.*
- 3 The woman at the box office said that the tickets had sold out the day before.  
*'The tickets have sold out,' said the woman at the box office.*
- 4 'We can paint the walls blue and grey,' the architect said.  
*'We can paint the walls blue and grey,' said the architect.*
- 5 'I've never sung in front of such a large audience before,' I told the conductor.
- 6 'Now I'm making a film based on a true story,' said the director.

## 10A The passive

| The passive            |                                                                                                                                                           |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Present Simple</b>  | Tea <b>is grown</b> in India.<br>Cars <b>are not repaired</b> here.<br>Where <b>are</b> these books <b>sold</b> ?                                         |
| <b>Past Simple</b>     | I <b>was offered</b> a job with the police.<br>These handcuffs <b>were not produced</b> in China.<br>Where <b>was</b> our car <b>made</b> ?               |
| <b>Present Perfect</b> | The crime <b>has been finally solved</b> .<br>We <b>have not been informed</b> about the change.<br><b>Has</b> he <b>been invited</b> to Kerry's wedding? |

We use the passive when the action is more important than the person who performs it. If we want to add information about the person (the agent), we use the word *by*:

How many crimes **were committed** in London last year?  
The shopping mall **is visited by** about 50,000 people every day.

## 10D The second conditional

| The second conditional                         |                                                 |
|------------------------------------------------|-------------------------------------------------|
| Condition                                      | Result                                          |
| If + Past Simple                               | <i>would/wouldn't + infinitive</i>              |
| If my health <b>was</b> better,                | I <b>would apply</b> for a job with the police. |
| Result                                         | Condition                                       |
| <i>would/wouldn't + infinitive</i>             | If + Past Simple                                |
| I <b>would apply</b> for a job with the police | If my health <b>was</b> better.                 |

We use second conditional sentences to talk about:

- imaginary situations in the present:  
If I **were** rich, I **would live** in a huge house.
- improbable events in the future:  
If he **left** home earlier, he **would never be** late for work.

We use the Past Simple in the *if*-clause and *would/wouldn't* in the clause describing the result.

We put a comma at the end of the *if*-clause if it comes first in the sentence.

In second conditional sentences after *I, he, she* and *it* we can use *was* or *were*. *Were* is more formal:

If my health **were** better, I'd **apply for** a job with the police.

If he **was/were** my son, I **wouldn't let** him stay out so late.

Remember to use *were* in the phrase *If I were you*:

If I **were** you, I **would tell** him the truth.

## 1 10A Choose the correct verbs to complete the sentences.

- Computers are **protected** / **protect** against viruses by special software.
- I think a lot of books about Sherlock Holmes have **translated** / **have been translated** into many different languages.
- On the way to work Mark **stopped** / **was stopped** by the police.
- The head teacher is very angry with Joel because he **has broken** / **has been broken** the window.
- How is the main character **shown** / **does the main character show** in the film adaptation?

## 2 10A Rewrite the sentences beginning with the words given.

- Agatha Christie created her most famous detective Hercules Poirot in the 1920s.  
Agatha Christie's most famous detective Hercules Poirot **was created in the 1920s**.
- Arthur Conan Doyle influenced Christie's first few stories with Poirot.  
Christie's first few stories with Poirot \_\_\_\_\_.
- The author shows her character as a very tidy and punctual person.  
The character \_\_\_\_\_.
- Poirot uses his little grey cells to solve crimes.  
Little grey cells \_\_\_\_\_.
- Agatha Christie published her last novel with Poirot in 1975.  
Agatha Christie's last novel with Poirot \_\_\_\_\_.
- Several actors have played the role of Hercules Poirot on the radio and on TV.  
The role of Hercules Poirot \_\_\_\_\_.

## 3 10D Choose the correct verbs to complete the forum.

How <sup>1</sup> *did* / *would* you react if your best friend <sup>2</sup> *would accuse* / *accused* you of something you did not do?

**Kevin:**

That's a difficult situation. If it really <sup>3</sup> *happened* / *would happen*, I <sup>4</sup> *talked* / *would talk* to him first.

<sup>5</sup> *Did* / *Would* I forgive him if he <sup>6</sup> *apologised* / *would apologise* for the accusation? I'm not sure.

**Matthew:**

If I <sup>7</sup> *found* / *would find* out about it, I <sup>8</sup> *went* / *would go* to the police to report a false accusation. I think it's really wrong to lie about somebody. We <sup>9</sup> *were* *never* / *would never* be able to be friends again if he really <sup>10</sup> *did* / *would do* that.

**Jane:**

If I <sup>11</sup> *would be* / *were* in this situation, I <sup>12</sup> *didn't* / *wouldn't* do anything except just wait until the misunderstanding is cleared up.

## 4 10D Rewrite the sentences using the second conditional.

- Samantha hasn't got enough money to pay a detective to find her missing car.  
If Samantha **had enough money**, she **would pay a detective to find her missing car**.
- The policeman won't catch the shoplifters because he can't run very fast.
- Peter and Ann are very poor. They are out of work.
- My neighbour hates anti-social behaviour, so she reports it to the police.
- Many burglaries happen because people don't install burglar alarms.
- I haven't got superpowers. I won't save the world.

## 5.71

|                  |                                      |                                      |                                  |                                  |                                  |
|------------------|--------------------------------------|--------------------------------------|----------------------------------|----------------------------------|----------------------------------|
| be /bi:/         | was/were /wɒz/wɜ:/                   | been /bi:n/                          | lend /lend/                      | lent /lent/                      | lent /lent/                      |
| beat /bi:t/      | beat /bi:t/                          | beaten /'bi:tən/                     | let /let/                        | let /let/                        | let /let/                        |
| became /bɪ'kæm/  | became /bɪ'kæm/                      | become /bɪ'kʌm/                      | lie /laɪ/                        | lay /leɪ/                        | lain /leɪn/                      |
| begin /bɪ'gɪn/   | began /bɪ'ɡen/                       | begun /bɪ'ɡʌn/                       | lose /lu:z/                      | lost /lost/                      | lost /lost/                      |
| blow /bləʊ/      | blew /blu:/                          | blown /blaʊn/                        | make /meɪk/                      | made /meɪd/                      | made /meɪd/                      |
| break /breɪk/    | broke /brəʊk/                        | broken /'brʌkən/                     | mean /mi:n/                      | meant /ment/                     | meant /ment/                     |
| bring /brɪŋ/     | brought /brɔ:t/                      | brought /brɔ:t/                      | meet /mi:t/                      | met /met/                        | met /met/                        |
| build /bɪld/     | built /bɪlt/                         | built /bɪlt/                         | pay /peɪ/                        | paid /peɪd/                      | paid /peɪd/                      |
| burn /bɜ:n/      | burned /bɜ:nɪd/ or burnt /bɜ:nɪt/    | burned /bɜ:nɪd/ or burnt /bɜ:nɪt/    | put /pʊt/                        | put /pʊt/                        | put /pʊt/                        |
| buy /baɪ/        | bought /bɔ:t/                        | bought /bɔ:t/                        | read /ri:d/                      | read /red/                       | read /red/                       |
| catch /kæʃ/      | caught /kɔ:t/                        | caught /kɔ:t/                        | ride /raɪd/                      | rode /rəʊd/                      | ridden /'rɪdn/                   |
| choose /tʃu:z/   | chose /tʃəʊz/                        | chosen /tʃəʊzən/                     | ring /rɪŋ/                       | rang /ræŋ/                       | rung /rɪŋ/                       |
| come /kʌm/       | came /keɪm/                          | come /kʌm/                           | rise /raɪz/                      | rose /rəʊz/                      | risen /'rɪzən/                   |
| cost /kɒst/      | cost /kɒst/                          | cost /kɒst/                          | run /rʌn/                        | ran /ræn/                        | run /rʌn/                        |
| cut /kʌt/        | cut /kʌt/                            | cut /kʌt/                            | said /seɪd/                      | said /sed/                       | said /sed/                       |
| deal /di:l/      | dealt /deɪlt/                        | dealt /deɪlt/                        | saw /sɔ:/                        | saw /sɔ:/                        | seen /si:n/                      |
| dig /dɪg/        | dug /dʌg/                            | dug /dʌg/                            | sell /sel/                       | sold /səʊld/                     | sold /səʊld/                     |
| do /du:/         | did /dɪd/                            | done /dʌn/                           | send /send/                      | sent /sent/                      | sent /sent/                      |
| drew /dru:/      | drew /dru:/                          | drawn /draʊn/                        | set /set/                        | set /set/                        | set /set/                        |
| dream /dri:m/    | dreamed /dri:mɪd/ or dreamt /dremɪd/ | dreamed /dri:mɪd/ or dreamt /dremɪd/ | shake /ʃeɪk/                     | shook /ʃʊk/                      | shaken /'ʃeɪkən/                 |
| drink /drɪŋk/    | drank /draŋk/                        | drunk /drʌŋk/                        | shine /ʃaɪn/                     | shone /ʃɒn/                      | shone /ʃɒn/                      |
| drive /draɪv/    | drove /draʊv/                        | driven /draɪvən/                     | shrink /fɪrɪŋk/                  | shrank /fɪrɪŋk/                  | shrank /fɪrɪŋk/                  |
| eat /i:t/        | ate /et/                             | eaten /'i:tən/                       | show /ʃəʊ/                       | showed /ʃəʊd/                    | shown /ʃəʊn/                     |
| fall /fɔ:l/      | fell /fel/                           | fallen /'fɔ:lən/                     | shut /ʃʌt/                       | shut /ʃʌt/                       | shut /ʃʌt/                       |
| feed /fi:d/      | fed /fed/                            | fed /fed/                            | sang /sæŋ/                       | sang /sæŋ/                       | sung /sʌŋ/                       |
| feel /fi:l/      | felt /felt/                          | felt /felt/                          | sank /sæŋk/                      | sank /sæŋk/                      | sunk /sʌŋk/                      |
| fight /faɪt/     | fought /fɔ:t/                        | fought /fɔ:t/                        | sat /sæt/                        | sat /sæt/                        | sat /sæt/                        |
| find /faɪnd/     | found /faʊnd/                        | found /faʊnd/                        | sleep /sleɪp/                    | slept /slept/                    | slept /slept/                    |
| fly /flaɪ/       | flew /flu:/                          | flown /flaʊn/                        | smelled /smeld/ or smelt /smelt/ | smelled /smeld/ or smelt /smelt/ | smelled /smeld/ or smelt /smelt/ |
| forbid /fə'baɪd/ | forbade /fə'beɪd/                    | forbidden /fə'bɪdn/                  | smell /smel/                     | smelt /smelt/                    | smelt /smelt/                    |
| forget /fə'get/  | forgot /fə'ɡɒt/                      | forgotten /fə'ɡɒtn/                  | speak /spi:k/                    | spoke /spəʊk/                    | spoken /'spəʊkən/                |
| forgive /fə'ɡɪv/ | forgave /fə'ɡeɪv/                    | forgiven /fə'ɡɪvən/                  | spend /spend/                    | spent /spent/                    | spent /spent/                    |
| freeze /fri:z/   | froze /frouz/                        | frozen /'fraʊzən/                    | stand /stænd/                    | stood /stʊd/                     | stood /stʊd/                     |
| get /get/        | got /ɡɒt/                            | got /ɡɒt/                            | steal /sti:l/                    | stole /stəʊl/                    | stolen /'stəʊlən/                |
| give /ɡɪv/       | gave /ɡeɪv/                          | given /'ɡɪvən/                       | stick /stɪk/                     | stuck /stʌk/                     | stuck /stʌk/                     |
| go /ɡəʊ/         | went /went/                          | gone /ɡɒn/                           | sweep /swi:p/                    | swept /swept/                    | swept /swept/                    |
| grow /ɡrəʊ/      | grew /ɡru:/                          | grown /ɡrəʊn/                        | swam /swɒm/                      | swam /swɒm/                      | swum /swʌm/                      |
| have /hæv/       | had /həd/                            | had /həd/                            | take /teɪk/                      | took /tʊk/                       | taken /'teɪkən/                  |
| hang /hæŋ/       | hung /hʌŋ/                           | hung /hʌŋ/                           | taught /tɔ:t/                    | taught /tɔ:t/                    | taught /tɔ:t/                    |
| hear /hɜ:/       | heard /hɜ:d/                         | heard /hɜ:d/                         | tear /teə/                       | tore /tɔ:/                       | torn /tɔ:n/                      |
| hide /haɪd/      | hid /hɪd/                            | hidden /'hɪdn/                       | tell /tel/                       | told /təʊld/                     | told /təʊld/                     |
| hit /hɪt/        | hit /hɪt/                            | hit /hɪt/                            | think /θɪŋk/                     | thought /θɔ:t/                   | thought /θɔ:t/                   |
| hold /həʊld/     | held /held/                          | held /held/                          | throw /θrəʊ/                     | threw /θrəʊ/                     | thrown /θrəʊn/                   |
| hurt /hɜ:t/      | hurt /hɜ:t/                          | hurt /hɜ:t/                          | understand                       | understood /ˌʌndə'stʊd/          | understood /ˌʌndə'stʊd/          |
| keep /ki:p/      | kept /kept/                          | kept /kept/                          | wake /weɪk/                      | woke /wəʊk/                      | woken /'wəʊkən/                  |
| know /nəʊ/       | knew /nju:/                          | known /'nəʊn/                        | wear /weə/                       | wore /wɜ:/                       | worn /wɔ:n/                      |
| lead /li:d/      | led /led/                            | led /led/                            | win /wɪn/                        | won /wɒn/                        | won /wɒn/                        |
| learn /lɜ:n/     | learned /lɜ:nɪd/ or learnt /lɜ:nɪt/  | learned /lɜ:nɪd/ or learnt /lɜ:nɪt/  | write /raɪt/                     | wrote /rəʊt/                     | written /'rɪtn/                  |
| leave /li:v/     | left /left/                          | left /left/                          |                                  |                                  |                                  |



## Unit 1

- 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- 1 This is a fantastic party. My friends and I like it very much. **ENJOYING**  
This is a fantastic party. My friends and I are enjoying it very much.
- 2 Betty's homework is always without a single mistake. **MAKE**

- Betty made mistakes in her homework.
- 3 My opinion is not the same as yours. **NOT**  
I disagree with you.
- 4 Keith has his home at his parents' house at the moment because he's looking for a new flat. **LIVING**  
Keith lives with his parents at the moment because he's looking for a new flat.
- 5 Listen! There's a very loud argument between Keira and her mum. **ARGUING**  
Listen! Keira and her mum are arguing very loudly.
- 6 We don't need anybody's help to install apps on our phones. **BY**  
We can install apps on our phones ourselves.
- 7 Susan is very friendly. All the people like her. **EVERYBODY**  
Susan is very friendly. Everyone likes her.
- 8 People in my class aren't interested in mountain biking. **NOBODY**  
In my class, no one is interested in mountain biking.

- 2 Choose the correct words a-c to complete the texts.

- 1 Mum, can I a late tonight?  
I want to go to a concert in the park.  
**a** stay out **b** sleep over **c** be into

- 2 If you want to learn how to give an interesting and funny a, come to our workshop next Wednesday at 3 p.m.  
**a** mistake **b** speech **c** advice

- 3

My parents have a great relationship. They spend a lot of time together and always a their feelings and opinions.

- a** share **b** tell **c** hug

- 4 We're open all year, so why not pay us a a during the winter months?

- a** banknote **b** visit **c** call

## Unit 2

- 1 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

- 1 When Tanya started secondary school, she wasn't a fan of Physics.  
When Tanya started secondary school, she did not like Physics.
- 2 She didn't listen to the teacher in Physics classes.  
She paid no attention in Physics classes.
- 3 She often skipped Physics classes.  
She often skips Physics classes.
- 4 She never took any notes in Physics lessons.  
She never took any notes in Physics lessons.
- 5 One day, Tanya did a Physics experiment without the teacher's help.  
The teacher didn't help Tanya to do her Physics experiment.
- 6 Tanya's experiment went well.  
Tanya's experiment went well.
- 7 After that Tanya finally started participating in Physics classes.  
After that Tanya finally started taking part in Physics classes.

- 2 Choose the correct words a-c to complete the text.

Well, my first day at school is over. We <sup>1</sup> here just a couple of days ago and I <sup>2</sup> anybody before starting at the new school. Luckily, the people in my class <sup>3</sup> very friendly. A girl called Karen <sup>4</sup> me around the school. I <sup>5</sup> particularly interested to see the gym because I'm keen on sport, especially cycling. When I was a child, I <sup>6</sup> part in many cycling races. During one of the races I even <sup>7</sup> the school champion and <sup>8</sup> a gold medal! But I <sup>9</sup> the school record, so I was a bit disappointed. Karen told me that my new school is organising a cycling race this spring and I really want to <sup>10</sup> in it.

- 1 **a** used to move **b** didn't move **c** moved
- 2 **a** didn't know **b** didn't use to know **c** knew
- 3 **a** weren't **b** was **c** were
- 4 **a** didn't show **b** used to show **c** showed
- 5 **a** wasn't **b** was **c** were
- 6 **a** used to take **b** didn't use to take **c** take
- 7 **a** beat **b** won **c** drew
- 8 **a** broke **b** scored **c** won
- 9 **a** didn't break **b** didn't use to break **c** didn't beat
- 10 **a** play **b** participate **c** part

## Unit 3

- 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- 1 Yesterday my cousin and I went for a drive along the main road and saw some wild horses. **ALONG**  
Yesterday, while my cousin and I were driving along the main road, we saw some wild horses.
- 2 I'm afraid the plane left the airport two minutes ago. **OFF**  
I'm afraid the plane took off two minutes ago.
- 3 My sister got up late and missed the 8:50 train to London. **NOT**  
My sister got up late and missed the 8:50 train to London.
- 4 I went into the office in the middle of the guide's conversation with some tourists. **WAS**  
I went into the office while the guide was some tourists.
- 5 This man helped me with my hand luggage on the plane. **HELPED**  
This is the man who helped me with my hand luggage on the plane.
- 6 Why don't we meet by the Left Luggage area? We left our rucksacks there. **WE**  
Why don't we meet by the Left Luggage area with our rucksacks?
- 7 During the carnival there wasn't a single bed available in any of the hotels in Venice that we called. **FULLY**  
During the carnival all the hotels in Venice that we called were full.

- 2 Complete the text with one word in each gap.

### WRITE IN AND TELL US ABOUT YOUR MOST MEMORABLE HOLIDAY EVER

added by Françoise from Aix-en-Provence 22 April 11.01 a.m.

Last year, <sup>1</sup> while my parents were looking at holiday offers, they <sup>2</sup> some information about a project called Home Exchange. Families who <sup>3</sup> in this project spend two to three weeks in each other's houses. My mum found a family <sup>4</sup> home was in Florida, close to a lovely beach famous <sup>5</sup> its seashells and white sands. The American family wanted to <sup>6</sup> in a cottage in the south of France. We <sup>7</sup> not so sure about the idea at first but then we went for it. <sup>8</sup> us almost twenty-four hours to get to Miami, but the holiday was fantastic. We were lying on the beach, sunbathing, <sup>9</sup> at the view, and just relaxing. My brother and I <sup>10</sup> not want to go back home to France at all! Now my parents are looking for another family <sup>11</sup> would like to spend some time in our house so that we can enjoy theirs!

## Unit 4

- 1 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.
- 1 In our town, there isn't a more popular place to eat than the Giraffe.  
The Giraffe is the most popular place to eat in our town.
- 2 All other cafés are worse than the Giraffe.  
There isn't a café as good as the Giraffe.
- 3 The Giraffe makes the tastiest pancakes.  
No other place makes as good this one.
- 4 You spend very little time waiting for a waiter.  
You don't spend as long waiting for a waiter.
- 5 In other cafés the pancakes are too small.  
In other cafés the pancakes are smaller.
- 6 The pancakes in the Giraffe are cheaper than in other cafés.  
The pancakes in the Giraffe are cheaper in other cafés.
- 7 The Giraffe received a few prizes for the best food in town.  
The Giraffe received some of prizes for the best food in town.
- 2 Complete the text with the correct words formed from the words in bold.

### GOOD CUSTOMER SERVICE

Do you care about your customers? Would you like them to feel comfortable (COMFORT) in your shop? If so, read these tips and make sure your customers have the <sup>1</sup> (GOOD) possible experience in your shop.

- Pay <sup>2</sup> (ATTEND) to your customers from the moment they enter the shop. Remember to smile and say hello. It can be difficult if there are other <sup>3</sup> (SHOP) inside at the same time, but it's very important.
- Let the customers take their time when they are looking around. Don't rush them – just offer them friendly <sup>4</sup> (ADVISE).
- When a customer complains to you about a faulty item, be ready to <sup>5</sup> (CHANGE) it for a different one or give a full refund. If they haven't got a <sup>6</sup> (RECEIVE), explain kindly what the shop's policy on returning items is.
- Another important point is dealing with queues at the check-out. Remember that customers hate waiting, so, if possible, get more shop <sup>7</sup> (ASSIST) to work part-time when your shop gets really busy.

## Unit 5

1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- Is it a problem for you if I do some yoga in the living room? **MIND**  
*Do you mind* if I do some yoga in the living room?
- When we lived in the halls of residence, there was an obligation to tidy up our rooms every day. **TO**  
When we lived in the halls of residence, we \_\_\_\_\_ up our rooms every day.
- It's not a good idea to start exercising without a warm-up. **NOT**  
You \_\_\_\_\_ exercising without a warm-up.
- Why don't you throw away your old carpet and buy a nice rug instead? **GET**  
Why don't you \_\_\_\_\_ your old carpet and buy a nice rug instead?
- It wasn't necessary for George to cook yesterday because his children were away. **HAVE**  
George \_\_\_\_\_ to cook yesterday because his children were away.
- My younger sister isn't allowed to heat up food by herself. **MUST**  
My younger sister \_\_\_\_\_ up food by herself.
- Can you do the dishes after dinner, please? **UP**  
Can you \_\_\_\_\_ after dinner, please?

2 Choose the correct words a-c to complete the text.

**mona.lisa** 2 January 8.07 a.m.  
Next year is my first year at university and I need your advice. <sup>1</sup> I live in the halls of residence or rather rent a flat with some friends?  
**James007** 3 January 11.28 a.m.  
Definitely halls of residence! You meet a lot of new people with whom you have a lot <sup>2</sup>. You <sup>3</sup> follow too many rules – you <sup>4</sup> just keep quiet after 10 p.m. and you <sup>5</sup> have visitors at night.  
**@strange-girl** 3 January 9.47 p.m.  
When I started living on my own, I <sup>6</sup> learn to be independent. I had no parents telling me to <sup>7</sup> my bed or wash up. But living in halls of residence taught me to <sup>8</sup> my room tidy. You never know when somebody is going to <sup>9</sup> your room to see you!

- |                   |                 |                 |
|-------------------|-----------------|-----------------|
| 1 a must          | b should        | c could         |
| 2 a of homework   | b of time       | c in common     |
| 3 a mustn't       | b couldn't      | c don't have to |
| 4 a should        | b don't have to | c mustn't       |
| 5 a don't have to | b must          | c mustn't       |
| 6 a had to        | b must          | c should        |
| 7 a clean         | b make          | c do            |
| 8 a clean         | b do            | c keep          |
| 9 a get rid of    | b turn into     | c come round to |

## Unit 7

1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- When did you lose your job? **YOU**  
How long *have you been* out of work?
- My job is to look after babies and small children. **TAKE**  
My job is to \_\_\_\_\_ babies and small children.
- Dad's boss gave him his last pay rise two years ago. **NOT**  
Dad's boss \_\_\_\_\_ him a pay rise for two years.
- Has the factory employed more staff recently? **ON**  
Has the factory \_\_\_\_\_ more staff recently?
- You haven't watered the plants since 15 June, and today it's 29 June. **WEEKS**  
You haven't watered the plants \_\_\_\_\_.
- It's the first time the librarian is teaching a class of six-years-olds. **NEVER**  
The librarian \_\_\_\_\_ a class of six-year-olds before.
- I'm looking forward to doing volunteer work in our local charity shop. **TO**  
I'm looking \_\_\_\_\_ in our local charity shop.

2 Complete the text with one word in each gap.

**B**elieve it or not, more and more employers complain about job applicants. The first problem is that young people <sup>1</sup> *what* apply <sup>2</sup> \_\_\_\_\_ a job often use emoticons or informal language in their CVs and application letters. Another difficult situation is the job <sup>3</sup> \_\_\_\_\_. Some candidates talk too much about their personal <sup>4</sup> \_\_\_\_\_, for example how creative or hard-working they are. Others can't even explain why they have <sup>5</sup> \_\_\_\_\_ for this particular job. One interviewer, who has <sup>6</sup> \_\_\_\_\_ on over a hundred employees <sup>7</sup> \_\_\_\_\_ the beginning of this year, says that applicants know less and less about the <sup>8</sup> \_\_\_\_\_ they want to work for. Moreover, after a candidate is employed, it often turns out that he or she can't work <sup>9</sup> \_\_\_\_\_ a deadline or <sup>10</sup> \_\_\_\_\_ pressure. Unfortunately, all that limits the candidates' chances of finding a satisfying permanent job.

## Unit 8

1 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

- Our IT teacher says that we should always save attachments on the computer or we'll lose them.  
According to our IT teacher, if we *don't save* attachments on the computer, we'll lose them.
- We shouldn't open attachments from unknown sources.  
We should \_\_\_\_\_ opening attachments from unknown sources.
- We should always install the latest anti-virus software.  
We should always keep \_\_\_\_\_ the latest anti-virus software.
- Our IT teacher often reminds us to update our operating systems because otherwise our laptops will work very slowly.  
Our IT teacher often reminds us that if we don't update our operating systems, our laptops \_\_\_\_\_ very fast.
- He shows us educational games that allow us to learn more effectively.  
He shows us educational games that let \_\_\_\_\_ more effectively.
- He might teach us about programming in the future. Then we can come up with our own apps.  
If he \_\_\_\_\_ us about programming in the future, we will come up with our own apps.

2 Choose the correct words a-c to complete the text.

When I was in primary school, I didn't enjoy <sup>1</sup> \_\_\_\_\_ to Science lessons. I especially hated <sup>2</sup> \_\_\_\_\_ experiments in the lab because I wasn't very <sup>3</sup> \_\_\_\_\_ and often <sup>4</sup> \_\_\_\_\_ guesses. Everything changed when we went on a school trip to the Science Museum. I was fascinated by robots and I tried hard <sup>5</sup> \_\_\_\_\_ how they <sup>6</sup> \_\_\_\_\_. I got really interested in them and shortly afterwards I managed <sup>7</sup> \_\_\_\_\_ two basic robots. I'm planning to <sup>8</sup> \_\_\_\_\_ building robots in the future. And if somebody ever <sup>9</sup> \_\_\_\_\_ me about my favourite subject, I <sup>10</sup> \_\_\_\_\_ that it's Science, of course!

- |                   |                 |                   |
|-------------------|-----------------|-------------------|
| 1 a to go         | b going         | c go              |
| 2 a do            | b doing         | c does            |
| 3 a precise       | b enormous      | c confused        |
| 4 a guessed       | b did           | c made            |
| 5 a to understand | b understanding | c understand      |
| 6 a do            | b act           | c work            |
| 7 a to build      | b building      | c build           |
| 8 a try           | b teach         | c continue        |
| 9 a asks          | b 'll ask       | c is going to ask |
| 10 a says         | b 'll say       | c said            |

## Unit 6

1 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

- Where am I planning to settle down after coming back to England?  
Where am I *going to settle* down when I come back to England?
- Living in a city is not my intention.  
I'm \_\_\_\_\_ live in a city.
- I don't want to be close to any noisy areas.  
I want \_\_\_\_\_ from noisy areas.
- Maybe I'll find a small cottage in the countryside.  
I \_\_\_\_\_ find a small cottage in the countryside.
- I'm optimistic about finding a job.  
I hope I \_\_\_\_\_ find a job.
- I'm so happy I'll be back in England soon.  
I'm \_\_\_\_\_ to going back to England.
- In fact, I've made arrangements to go back next month!  
In fact, I'm \_\_\_\_\_ next month!

2 Complete the text with the correct words formed from the words in bold.

Hi Cara,  
Please help me because I don't know what to do.  
As you know, some time ago I got an <sup>1</sup> *invitation* (INVITE) to Mark's birthday party. I was quite <sup>2</sup> \_\_\_\_\_ (SURPRISE) but I was looking forward to it. I even made some <sup>3</sup> \_\_\_\_\_ (ARRANGE) with Mark's friends about his birthday present. But a few days ago Mark and I had an <sup>4</sup> \_\_\_\_\_ (ARGUE). I was rude to him and now I don't <sup>5</sup> \_\_\_\_\_. (INTENTION) to go to his party or even talk to him. But I'm really <sup>6</sup> \_\_\_\_\_ (WORRY) that Mark might be really <sup>7</sup> \_\_\_\_\_ (DISAPPOINTMENT) that I didn't tell him about changing my <sup>8</sup> \_\_\_\_\_ (DECIDE). He hates unreliable people, and now I won't be any <sup>9</sup> \_\_\_\_\_ (DIFFER) from them!  
Maybe I should tell Mark about my <sup>10</sup> \_\_\_\_\_ (FEEL) and apologise for my behaviour? But will he talk to me?  
Please, tell me what to do! Remember, the party is tomorrow, so be quick!



## Unit 9

- 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

1 After taking part in several school performances, Louis got the main role in a TV soap. **HAD**  
Louis got the main role in a TV soap after he had taken part in several school performances.

2 'Joan hates watching horrors,' I said to Chris. **CHRIS**  
I \_\_\_\_\_ that Joan hated watching horrors.

3 'I don't want to go to the art gallery today because I'm not well.' **GOING**

I don't \_\_\_\_\_ to the art gallery today because I'm not well.

4 'The band has turned down the offer from the 'recording studio,' the manager said. **TURNED**

The manager said that the band \_\_\_\_\_ the offer from the recording studio.

5 It was Jerry's first watercolour painting. **PAINTED**  
Jerry \_\_\_\_\_ with watercolours before.

6 The photographer promised that she would take some photos in the studio the next day. **TAKE**

'I \_\_\_\_\_ some photos in the studio tomorrow,' the photographer promised.

7 My boyfriend said that he wasn't really into opera. **CUP**

My boyfriend said that opera wasn't really his \_\_\_\_\_.

- 2 Choose the correct words a-c to complete the text.

There was an amazing Sound and Light show in our town yesterday. The most spectacular part was 1 \_\_\_\_\_ a fairy tale about a violinist who saved a town with his music. There was a recorded narrative and an orchestra performing 2 \_\_\_\_\_ which made the show even more 3 \_\_\_\_\_. The 4 \_\_\_\_\_ especially loved the special lighting effects. The presenter of the show explained that the young director 5 \_\_\_\_\_ some successful computer animations before. In an interview after the 6 \_\_\_\_\_ the director mentioned that he 7 \_\_\_\_\_ on a water show. I'm sure that if this young man 8 \_\_\_\_\_ working hard to develop his talents further, we will definitely see even more fascinating shows soon.

- 1 a taken place b set in c based on  
2 a live b life c alive  
3 a hilarious b pathetic c impressive  
4 a audience b playwright c performer  
5 a has produced b produced c had produced  
6 a concerto b performance c stage  
7 a was working b worked c works  
8 a gives up b keeps on c manages

## Unit 10

- 1 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

1 Last December someone broke into our local shop.  
Last December our local shop was broken into.

2 The thief escaped with the stolen goods.

The thief got \_\_\_\_\_ the stolen goods.

3 The police arrested him quickly because he had left his fingerprints in the shop.

He \_\_\_\_\_ because he had left his fingerprints in the shop.

4 A witness said at the police station, 'I don't recognise the burglar because my eyes are bad.'

A witness said at the police station, 'If my eyes weren't bad, I \_\_\_\_\_ the burglar.'

5 'It would be a good idea for you to install a burglar alarm,' a policeman said to the shop owner.

'I would install a burglar alarm if \_\_\_\_\_, a policeman said to the shop owner.

6 Having a CCTV camera in the shop could make it easier for the owner to keep an eye on it.

It would be easier for the owner to keep an eye on his shop if he \_\_\_\_\_ a CCTV camera.

7 Luckily, no one has committed a serious crime in our town since then.

Luckily, no serious crimes \_\_\_\_\_ in our town since then.

- 2 Choose the correct words a-c to complete the text.

We don't feel safe here anymore. A couple of shops 1 \_\_\_\_\_ recently. Some time ago, a gang 2 \_\_\_\_\_ our local bank. Yesterday a group of young men 3 \_\_\_\_\_ a homeless person and according to a 4 \_\_\_\_\_ the police took an hour to come to the scene. Crime has to be stopped and all those who are 5 \_\_\_\_\_ must 6 \_\_\_\_\_ in prison. The police need to 7 \_\_\_\_\_ further attacks on innocent 8 \_\_\_\_\_. It would be a tragedy for our community if anyone else 9 \_\_\_\_\_ hurt. We, the local citizens, expect the local authorities and the police to 10 \_\_\_\_\_ us.

- 1 a are burgled b have been burgled c have burgled  
2 a shoplifted b stole c robbed  
3 a beat up b were beat up c bit up  
4 a victim b villain c witness  
5 a innocent b honest c guilty  
6 a give up b end up c back off  
7 a prevent b commit c suspect  
8 a victims b witnesses c burglars  
9 a would get b get c got  
10 a solve b protect c arrest

## STUDENT A

## 1A Exercise 9, page 5

- How are you doing at school this year?
- Are you working hard at the moment?
- Are you preparing for any exams?
- Do you usually get good grades?
- How many hours of homework do you do a week?
- Where do you do your homework?

## 3C Exercise 8, page 37

Follow the instructions. Use the Speaking box on page 37 to help you.

- You're a tourist. You're visiting a new city. You go to the Tourist Information Centre and ask about the following:
  - a bus to take you from the city centre to the airport
  - the time of the next tour of the Castle
  - how far it is to the Royal Park
- You work in the Tourist Information Centre. A tourist asks you some questions. Give him/her this information:
  - Tram number 23 goes near the zoo.
  - There isn't a leaflet but all the information is on the website.
  - The National Museum is open from ten to four on Sundays.

## 4C Exercise 8, page 51

Follow the instructions. Use the Grammar box and Watch out! on page 51 to help you.

You are at the supermarket but you don't know what to buy for the party tonight. Make a list of things that you need, then call Student B and ask if the things on your list are in the house or not.

Is/Are there any ...?

How much/many ... is/are there?

## 5D Exercise 5, page 68

Use the language from the Speaking box on page 68 and the prompts below to ask Student B for permission. Respond appropriately to Student B's permission requests.

take this chair use your dictionary for a moment  
borrow your English notebook for a few days  
come round to yours after school  
give you a call this evening  
stay in your house this weekend

## 7F Exercise 7, page 100

Your name is Pat. You're a student from Australia. You're working as a volunteer for the NGO Médecins Sans Frontières in a refugee camp in Africa. You've been there for nine months. You don't get paid a salary but you get free accommodation, food and flights home. You like the work because the people are so open and friendly and you really feel you're making a difference. Unfortunately, you're in a war zone and there are often explosions. It's dangerous and you don't feel safe. Your contract ends in three months' time but you're not sure if you are going to volunteer again or to go back to Sydney to finish your studies.

## 8C Exercise 8, page 111

Follow the instructions. Then change roles.

- You are a customer in an electronics shop. You want to buy a **phone** but you don't know a lot about technology. Use the phrases from the Speaking box on page 111 to ask the shop assistant (Student B) to explain everything he/she says.
- You are a shop assistant in an electronics shop. You are trying to sell a **games console** to Student B. Give him/her these specifications. When he/she asks you to explain, use the phrases from the Speaking box on page 111 and the information in brackets.
  - it's a portable games console. (It's not a large home console, it's handheld – you can hold it in your hands.)
  - it's an open source model. (You can share changes and improvements to the game with other players online.)
  - it's an autostereoscopic device. (You can see 3D images without wearing special glasses.)

## ALL STUDENTS

## 1A Exercise 3, page 5



1 p.m. Just married! The official wedding photo: my sister Sara and her new husband Joe

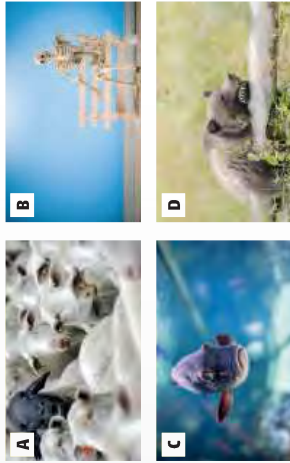
## 1B Exercise 8, page 7

You answer 'yes' to 0-7 questions: you and your friend are very different people.

You answer 'yes' to 8-12 questions: you and your friend are very similar.

You answer 'yes' to 13-15 questions: you and your friend are almost identical.

### 1D Exercise 4, page 9



### 5F Exercise 1, page 70

- 1 a small town in Sardinia, Italy: photo D
- 2 the suburbs in Southern California: photo B
- 3 a village in Costa Rica: photo A
- 4 the city of Okinawa, Japan: photo C

### 5G Exercise 7, page 73

indigestion not a heart attack

Doctor recommends:

- take 2 pills 3 times a day
- no appointment with GP
- don't eat a lot late at night
- avoid alcohol, fried foods, chocolate
- try to lose weight
- get more exercise
- give up smoking

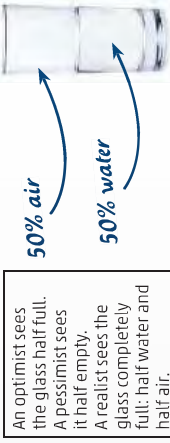
### 5G Exercise 9, page 73

*Jeremy – hope you feel better – fix for looking after dogs!*

- dog food in cupboard next to door
- bowl for water under table
- don't forget to take them for a walk morning & afternoon

*Back Sun @ 10. xxx Maggie*

### 6D LISTENING, Exercise 2, page 83



An optimist sees the glass half full. A pessimist sees it half empty.

A realist sees the glass completely full: half water and half air.

### 7G Exercise 8, page 103

**FRUIT PICKERS** wanted for Gowrie fruit farm  
NO EXPERIENCE NECESSARY. MUST BE FIT AND HARD-WORKING.  
EXCELLENT PAY  
APPLY TO Dougal McGuire at DMcguire@gowriefruit.com

**Maryhill Swimming Pool** is looking for a lifeguard  
Experience preferred  
Flexible hours – weekends and evenings  
Apply to Mrs Elaine Carter at ecarter@glasgowcc.org

**ANTONIO'S PIZZA** Needs Delivery Drivers  
Would suit a student 17+  
Working 5-8.30 or 8-11.30 p.m. Good pay and conditions.  
Apply to antoniopizza@gmail.com

### 8A Exercise 3, page 109

**Your answers are mostly A:** You're curious about the world, you know how to concentrate and you're a hard worker. You should think about becoming a scientist. You might enjoy it.

**Your answers are more or less half A and half B:** You could be a scientist. It's not impossible. But perhaps a biologist rather than a physicist.

**Your answers are mostly B:** Your answers show that a career in science is probably not right for you. But don't worry. There are lots of other careers open to you.

### Life Skills 7-8, Exercise 7, page 123

**A** Harrison Ford **B** J. K. Rowling **C** Steve Jobs

### 9E SPEAKING, Exercise 8, page 130

## WHAT'S ON THIS WEEKEND

#### MODERN ART MUSEUM Expressionists Go Pop

10.00–20.00 daily  
Adults £10.70  
Concessions £8.50  
The best of abstract expressionism and pop art from the 50s to the 70s.

#### ROYAL GALLERY Snap the World

10.30–20.00 all this week  
Free  
An exhibition of this year's best photos from all around the world. Nature, landscapes, city scenes, war zones and portraits.

#### MILLENNIUM CENTRE Pop Planet

Saturday & Sunday all day  
One day £30.00  
Full weekend £50.00  
The Pop Planet festival comes to our town at last with big names: Kenny East, Nikki Spike and Doobedoo.

#### THE X BOX Fast Feet

Saturday 19.00–23.00  
Adults £12.00  
Concessions £7.50  
Dance show with the best youth dance groups in the country. From ballet to break dance, see the stars of the future today.

### 10D Exercise 3, page 142

#### Your answers are mostly A

You are very honest. You want to obey the law at all times. But maybe you should ask yourself if there are times when it is better to look the other way.

#### Your answers are mostly B

You are very careful. You prefer to avoid problems but that means that perhaps you don't always do the right thing.

#### Your answers are mostly C

You have some original ideas. Decide for yourself how honest you are.

## STUDENT B

### 1A Exercise 9, page 5

- 1 Where do you live?
- 2 What does your mum/dad do?
- 3 What's your mum/dad doing right now?
- 4 Do you ever go out with your family?
- 5 Do you enjoy big family gatherings?
- 6 What do you think of weddings?

### 3C Exercise 8, page 37

**Follow the instructions. Use the Speaking box on page 37 to help you.**

- 1 You work in the Tourist Information Centre.  
A tourist asks you some questions. Give him/her this information:

- Bus number 175 goes from the city centre to the airport.
  - The tours of the Castle are once every two hours. The next one is at 2 p.m.
  - The Royal Park is 25 minutes by bus number 180.
- 2 You're a tourist. You're visiting a new city. You go to the Tourist Information Centre and ask about the following:
    - a tram to go to the zoo
    - a leaflet with information about different bus tickets
    - the opening and closing times of the National Museum on Sundays

### 4C Exercise 8, page 51

**Follow the instructions. Use the Grammar box and Watch out! on page 51 to help you.**

You are at home. There isn't much food there. Student A is at the supermarket but he/she doesn't know what to buy for the party tonight. Write a list of eight things that are in the fridge and the cupboard. Then answer Student A's questions.

*There is/are some ...*

*There isn't/aren't any ...*

*There is/are a lot of ... but there isn't/aren't much/many ...*

### 5D Exercise 5, page 68

Use the language from the Speaking box on page 68 and the prompts below to ask Student A for permission. Respond appropriately to Student A's permission requests.

take this book use your phone for a moment  
ask you a question borrow your notes to revise for the test  
give you a call at 3 a.m.

go on holiday with you next summer

### 7F Exercise 7, page 100

Your name is Leslie. You're a final-year Chemistry student living in St Andrews, Scotland. You work part-time in a charity shop. You've had the job for three weeks. You don't get paid but you get to meet a lot of people and you've made some good friends amongst your co-workers. You also get the chance to buy second-hand books, music and clothes at really low prices. The only thing you don't like about the job is the temperature in the shop – it's usually far too hot. When you graduate, you will probably have to leave St Andrews to find work but you might look for another charity shop job in your new town.

### 8C Exercise 8, page 111

**Follow the instructions. Then change roles.**

- 1 You are a shop assistant in an electronics shop. You are trying to sell a **phone** to Student A. Give him/her these specifications. When he/she asks you to explain, use the phrases from the Speaking box on page 111 and the information in brackets.

- It has a 16-megapixel camera. (More megapixels = better quality photos.)
- You can have 16 or 32 gigs of memory. (Gigs are gigabytes, the space there is to keep things on your phone.)
- It has an LED-backlit widescreen. (LED stands for Light Emitting Diode – it's a more energy-efficient light.)

- 2 You are a customer in an electronics shop. You want to buy a **games console** but you don't know a lot about technology. Use the phrases from the Speaking box on page 111 to ask the shop assistant (Student A) to explain everything he/she says.