Aim High

Student's Book 3

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1 On camera

THIS UNIT INCLUDES

Vocabulary • surveillance • word formation: nouns • verbs for looking • cultural dress • synonyms: *look, see, watch* • idioms and expressions: colour

Grammar • order of adjectives • present tense contrast • stative and dynamic verbs • verb + infinitive / verb + *-ing*

Skills • describing different nationalities • describing clothes

Writing • a letter to an exchange student

Surveillance

BEFORE READING

Look at the title and photos and answer the questions.

1 What are Closed-Circuit Television (CCTV) cameras?
2 Where do you usually find CCTV cameras?
3 In what other ways are people watching us?

Reading tip

When you read a text for the first time, try to read without stopping. Don't worry if you don't understand every word – try to understand the general meaning. Set yourself a time limit of four minutes to read the whole text.



Somebody is watching you

A CCTV cameras were initially developed as a means of security for banks. In Britain they first appeared in 1953 and by the 1960s, there were already a few cameras in major streets in London. Today, there are more than four million CCTV cameras across the country. That's one camera for every fourteen people. The cameras are there to film dangerous or illegal behaviour. With new software, they can automatically recognize the faces of known offenders, and a new kind of CCTV in the Netherlands can detect angry voices and automatically warn the police of trouble. Some CCTV cameras can even interact with the people they are watching. But these cameras don't just watch criminals; they watch all of us, almost all of the time. Every time we go into a shop, use a cash machine, or travel on public transport, a camera records our actions.

B The amount of surveillance in towns and cities across Britain is increasing because it is thought to deter crime. Some goods in shops now have RFID tags (radio frequency identification tags) attached to them. When you pick up one of these items, the RFID tag sends a radio message to a CCTV camera and the camera starts filming you. Shops say that this technology helps to catch shoplifters – but only by treating everybody as a potential criminal.

C Cameras and tags are not the only ways of monitoring our actions. Every time you make or receive a call on your mobile phone, the phone company knows the number of the phone you are calling and how long the call lasts. It is even possible to work out your exact location. The police often use this information when they're investigating serious crimes.

D And what about satellites? Are they watching us from space? How much can they see? Anybody with a computer can download 'Google Earth' and get satellite photos of the entire world. Perhaps governments are using even more powerful satellites to watch the illegal actions of their citizens.

E Even when you are at home, you are not necessarily safe from surveillance. High-speed internet connections have made computers more vulnerable than ever before. When you use your computer to visit websites, you are probably sending and receiving 'cookies' without realizing it. Cookies transfer information from your computer to the website and, in theory, could record which websites you visit. Or perhaps somebody has secretly installed a 'keystroke logging program' on your computer. These record every letter that you type on the keyboard: your passwords, your emails, and your bank account numbers, for example. Modern technology is making it easier and easier to stay in contact, but it is also making it nearly impossible for us to hide.



READ

1 Read the *Reading tip* and read the text. Match paragraphs (A–E) with five of these headings (1–6).

1 Eyes in the sky ☐
2 What are CCTV cameras for? ☐
3 Internet surveillance ☐
4 They know who you are calling ☐
5 Safety on the streets ☐
6 Watching shoppers ☐

2 1.02 **Read the text again. Choose the correct answer.**

1 Today, there are CCTV cameras which
a know when a crime is in progress.
b identify people who have committed crimes before.
c can speak to people if they are getting angry.
d cause dangerous or illegal behaviour.
2 CCTV cameras record the actions of
a one in fourteen people in Britain.
b four million people.
c criminals in Britain.
d everybody in Britain.
3 CCTV cameras receive a message from RFID tags when
a a shoplifter comes into the shop.
b a shoplifter steals an item.
c somebody lifts up an item that has got a tag.
d the camera starts filming.
4 When you use a mobile phone, the phone company can work out
a the name of the person you are speaking to.
b what you are saying.
c how long you have had the phone.
d where you are.
5 You can get satellite photos of the world if you
a work for a government.
b go to a government website.
c work for Google.
d have a computer.
6 When you use the internet, cookies
a record every letter that you type.
b record your passwords and emails.
c keep you safe from surveillance.
d exchange information with websites.

3 **Are the sentences are true or false?**

1 All the streets in London were fully-equipped with CCTV cameras by the 1960s.
2 Special CCTV cameras in the Netherlands can recognize when someone starts shouting.
3 Some people think surveillance stops criminals committing offences.
4 Detectives often contact phone companies to help them solve murder cases.
5 Governments are known to be spying on people by looking at satellite photos.
6 The only place you are safe from surveillance is when you are at home.

UNDERSTANDING IDEAS

1 **Put the sentences into two groups: *Arguments for surveillance* and *Arguments against surveillance*. Can you add any more?**

1 Misuse of captured images by private companies, including the media.
2 Surveillance deters people from committing crime.
3 If you don't do anything wrong, then you have nothing to fear from surveillance.
4 Surveillance makes everybody feel guilty.
5 There is no way of telling if the cameras watching you are legal or not.
6 Personal privacy is more important than catching criminals.
7 More surveillance means the police can catch more criminals.
8 We rely too much on technology to solve social problems.
9 Public safety is more important than personal privacy.

2 **Answer the questions. Look at the text and use your own words and ideas.**

1 What illegal behaviour do you think CCTV cameras record?
2 How can surveillance deter crime?
3 Why do you think governments might want to watch their citizens?
4 Who do you think would install a 'keystroke logging program' on a computer?

VOCABULARY

Somebody is watching you

1 **Match the highlighted words in the text with these definitions.**

1 A machine from which you can withdraw money.
2 The careful watching of people who may have done something wrong.
3 To tell somebody about something dangerous.
4 Against the law.
5 Inhabitants of a state or nation.
6 Labels which you attach to an item (e.g. a suitcase).
7 Keeping a check on something.
8 To calculate.
9 People who steal from shops.
10 At the beginning, at first.
11 People who break the law.
12 To communicate with somebody.
13 To make someone decide not to do something.
14 Possible.
15 Weak and easy to attack.

2 **Do you know these words?**

attached detect download in contact in theory investigate satellite software

Workbook: page 4

VOCABULARY

Somebody is watching you

ACTIVATE

Complete these sentences with the correct form of the words from the box.

cash machine citizen deter illegal initially interact monitor offender potential shoplifter surveillance tag vulnerable warn work out

1 I never shop in stores where the goods have no price _____.
2 _____ Penny was going to study drama, but then, she changed her mind in favour of psychology.
3 Prisons in many countries are overflowing with young _____.
4 Pat hates school because she finds it difficult to _____ with other children.
5 The congestion charge in London aims to _____ people from driving in the city centre.
6 To be a successful salesperson you must treat everybody as a _____ customer.
7 My computer seems to be _____ to viruses – it's had six this month already.
8 The _____ of Paris are very proud of their city.
9 The suspects were kept under _____ before being arrested.
10 Can you _____ how much it costs to install a CCTV camera?
11 Most teachers use tests to _____ the progress of their students.
12 It's _____ to drive through a red traffic light.
13 They often _____ us not to use a computer without anti-virus software.
14 Store detectives confronted the _____ when they saw them take the laptops.
15 Alison went to the _____ to take out some money for the weekend.

EXTEND

Word formation: nouns

1 **Use a suffix to form nouns from the verbs in the box and write them in the correct column in the chart. You may need to change the spelling.**

~~appear~~ assist attach detect develop exasperate harass investigate recognize treat

-ment	-ance	-ion
1 _____	1 appearance	1 _____
2 _____	2 _____	2 _____
3 _____		3 _____
4 _____		4 _____

2 **Complete the sentences with nouns from exercise 1.**

1 She sent off the email without including the attachment.
2 The police have contacted relatives of the victim to help them in their _____.
3 There has been a new _____ in the case of the stolen money.
4 My grandmother has pneumonia so she's been admitted to hospital for _____.
5 The _____ of a masked man in the bank caused all the customers to panic.
6 When the old man fell over, we quickly ran to offer him _____.
7 The shopping centre installed security cameras for the _____ of criminals.
8 To the team's _____ it started to rain, so the match was cancelled.
9 She looked at me with no sign of _____ in her eyes.

Verbs for looking

3 **These verbs are used for different kinds of looking. Match them with the definitions.**

gape glance glare observe peek peer spot ~~stare~~

1 To look at sb / sth for a long time. stare
2 To look at sb / sth angrily. _____
3 To watch sb / sth carefully to discover more about it / them. _____
4 To look at sb / sth with your mouth open. _____
5 To look at sb / sth quickly. _____
6 To try to see sb / sth when you cannot see it / them clearly. _____
7 To look at sb / sth quickly and secretively. _____
8 To see sb / sth suddenly. _____

4 **Circle the correct verb in the sentences.**

1 We all gaped / glared / peeked / peered at my brother in surprise when he announced he was leaving home.
2 My father stared / glanced / peeked / gaped at the bill for a second before handing over his credit card.
3 John peered / gaped / glared / peeked at his sister angrily when she dropped his digital camera.
4 Our teacher spots / peeks at / glances at / observes us carefully during exams to make sure nobody is cheating.
5 Emma peeked / peered / glared / stared into her mother's bag to see what she was hiding.
6 My grandmother always glances / gapes / peers / observes over the top of her glasses instead of looking through them.
7 I stared at / spotted / peeked at / glanced at a mistake when I was reading through my essay.
8 My sister spends most of her time glaring / observing / peering / staring out of the window.

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GRAMMAR

Present tense contrast

EXPLORE

1 Look at the photo of a brother and sister. What are they wearing and doing? Use the verbs in the box to help you.

arrive hold shout smile take a photo wait wear



2 Now read the dialogue. Find all the examples of the present simple and present continuous.

Louis Hurry up. That's the bus for school. Sports day starts in fifteen minutes.
Carol Just a second. I'm taking a photo of you.
Louis You're always taking photos. It's really annoying. What do you do with them all?
Carol I usually send them to my friends.
Louis Who are you sending that photo to?
Carol My friend Laura. She lives in New York. She's coming to stay with us next month.
Louis Why are you sending her a photo of me?
Carol To show her my family. Come on! The bus is leaving!

3 Study the examples you found in the dialogue. Then write *simple* or *continuous* for each use in the table. Which two uses refer to the future?

We use the present ...
1 _____ for habits and routines.
2 _____ for something happening now or about now.
3 _____ for describing annoying behaviour (with *always*).
4 _____ for a permanent situation or fact.
5 _____ for arrangements in the future.
6 _____ for timetables and schedules (e.g. cinema programmes).

LEARN THIS!

Stative verbs
Stative verbs describe a state or situation, and are not usually used in the continuous form.
enjoy like love hate prefer understand believe remember forget want need belong

Grammar Reference: page 94

EXPLOIT

1 Complete the rest of the dialogue with the present simple or present continuous form of the verbs in brackets.

Carol Just a moment. My phone [1] is ringing (ring). It's Laura! Hi, Laura! ... I'm on the bus. ... We [2]_____ (watch) the school sports day this afternoon. ... Yes, I [3]_____ (look) forward to it. My friend Sally [4]_____ (run) really well.
Louis [5]_____ (she / phone) from New York? What [6]_____ (she / say)?
Carol Be quiet, Louis! Sorry, Laura. My brother [7]_____ (always / interrupt) me when I'm on the phone. It's so annoying!
Louis Sorry.
Carol Yes, I [8]_____ (often / go) out at the weekend with Louis. ... Ha ha!
Louis Why [9]_____ (you / laugh)?
Carol I have to go now, Laura. But sports day [10]_____ (finish) at five o'clock. Let's speak later.

2 Complete these sentences with true information about you. Remember that the present continuous can refer to current actions or future arrangements.

1 I wear ... 3 I go ... 5 I'm wearing ... 7 I'm going ...
2 I study ... 4 I have ... 6 I'm studying ... 8 I'm having...

I wear shorts when I play football.
I'm wearing jeans at the moment.

3 Complete the sentences with the stative verbs in the box below.

~~belong~~ enjoy know mean prefer remember not understand want

1 That bike belongs to me.
2 I _____ baggy clothes to tight clothes.
3 My brother _____ to borrow my leather jacket.
4 I _____ this sentence. Can you explain it?
5 I _____ what you _____.
6 Hello! _____ you _____ me? We met briefly at Susan's barbecue.
7 _____ you _____ meeting people?

4 Tell the class:

1 two things you do every day.
2 two things that are happening in the classroom now.
3 two things you're doing next weekend.
4 two facts about yourself or your family.
5 two things that people are always doing which annoy you.
6 two things that you want but don't need OR two things that you need but don't want.

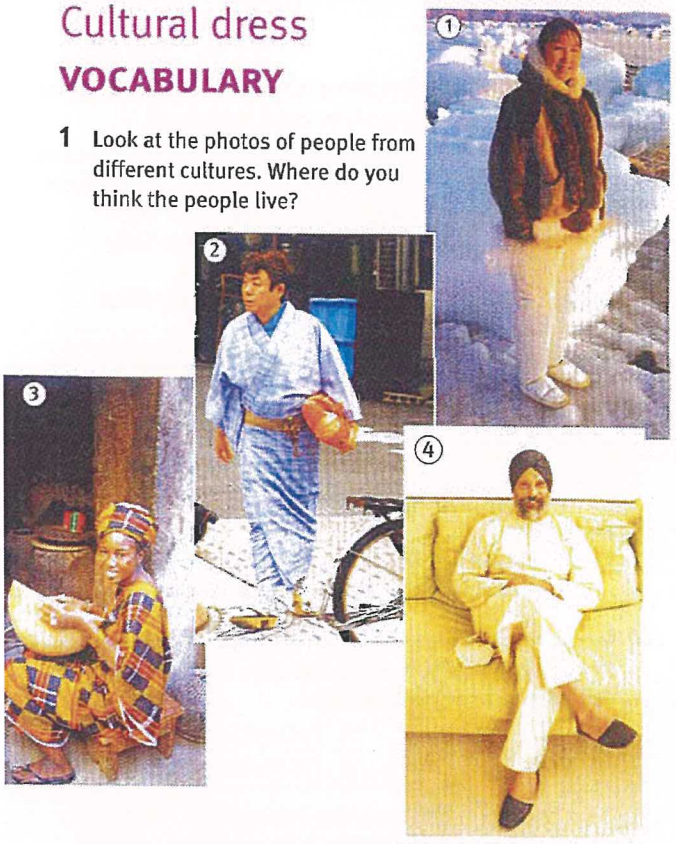
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SKILLS

Cultural dress

VOCABULARY

1 Look at the photos of people from different cultures. Where do you think the people live?



2 Describe the clothes in the photos in exercise 1. Use two items of clothing from the box for each photo. Then look at the other three items; in which countries might you see them?

1 fur-lined parka

Cultural dress checked kimono ~~fur-lined parka~~ long-sleeved tunic loose dress matching headscarf patterned sari plain turban tartan kilt alpaca poncho hard wooden sandals soft seal skin boots

3 Write the adjectives used to describe clothes in the correct column in the chart. Then complete the chart with the adjectives from exercise 2.

Describing clothes ~~ankle-length~~ baggy checked cotton decorated fine fur knee-length linen short-sleeved stripy strong thick tight wide

Pattern	Shape	Texture	Material	Other
_____	_____	_____	_____	ankle-length
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____		_____	_____	_____
_____			_____	_____

Workbook: page 7

SPEAK

Speaking tip

Use these phrases when it isn't possible to give an exact description.

it's a kind of ... *it's a bit like a ...* *it looks like a + noun*
it looks ... *it's sort of + adjective*
It's a kind of hat. It's a bit like a headscarf

Take turns to describe the outfits of the people in the photos in Vocabulary exercise 1. Use different adjectives from Vocabulary exercise 2. Use phrases from the *Speaking tip*.

He's wearing a kind of long shirt. His trousers are sort of white.

LISTEN

1 1.03 **Listen to a documentary about clothes in different countries and answer the questions.**

1 Which of the outfits in Vocabulary exercise 1 are described?
2 Why are the outfits important to these cultures?

2 1.03 **Listen again and complete these phrases from the documentary.**

1 the _____, _____ parka
2 a _____, _____ hood
3 _____, decorated _____ boots
4 a long _____ _____ headscarf
5 a _____, _____ _____ tunic

3 **Look at the order of the types of adjective in the phrases in exercise 2. Complete the rule in the *Look out!* box with *colour*, *material* and *shape*.**

LOOK OUT!

When we have more than one adjective before a noun, they usually come in this order:
» opinion » size or [1]_____ » texture
» pattern or [2]_____ » [3]_____ + noun

4 **Rewrite the sentence with the adjective in brackets in the correct place.**

1 He's wearing a pale linen suit. (smart)
_____
2 I bought a pair of long thick boots. (fur)
_____
3 She wants a fine cotton T-shirt. (plain)
_____
4 They have to wear short thick skirts to school. (checked)
_____
5 She's wearing a pair of comfortable stripy trousers. (baggy)
_____
6 He always wears stylish leather shoes to work. (black)
_____

GRAMMAR

Verb patterns: verb + infinitive / verb + *-ing* form

EXPLORE

1 Read the text about footballers and football fans. Find ten verb + infinitive and six verb + *-ing* form combinations.



The public enjoy watching sport – and football fans especially spend many hours following their teams around the world to cheer them on. However, ticket prices are increasing… and so are footballers' salaries. The question is, why do clubs pay their players so much when many of their fans can't afford to see them play?

THE FAN

'I don't expect to watch every match, but this season I'll probably only manage to see my team once. I avoid going to the most expensive matches – I could only see those if I pretended to be a journalist! Sometimes I imagine getting a better job so that I could afford to buy a season ticket. I can't help wondering if the club puts the ticket prices up to pay the players. They don't seem to understand that ordinary people don't have that sort of money.'

THE FOOTBALLER

'I refuse to listen to the argument that we get paid too much. Most people fail to realize that players can only hope to play until their early thirties. And what about my private life? I can't face leaving my house because of all the publicity which means if I want to go out a whole bunch of bodyguards come with me. Who do you think pays for them? I'm sorry; I won't agree to earn less just so people can save on the entrance fee.'

2 Complete the table with the verb form combinations from exercise 1.

verb + infinitive	verb + *-ing* form
afford to see	enjoy watching

●●●○ Grammar Reference page 94

EXPLOIT

1 Complete the text with the infinitive or *-ing* form of the verbs in brackets.

THE CLUB MANAGER

'I don't mean [1] to sound (sound) ungrateful to the fans, but I can't stand [2]_____ (hear) them complain about the prices. If they don't feel like [3]_____ (come) to the ground, they could watch the match on TV. We decided [4]_____ (put up) the prices so that we can upgrade the ground. They were all in favour when I suggested [5]_____ (install) heating in the stands and they can't expect [6]_____ (see) improvements without paying for them. As for the players, we managed [7]_____ (get) some of the best this season. If the fans want good players, we can't avoid [8]_____ (pay) them good money.'

2 Complete the sentences with the infinitive or *-ing* form of the verbs from the box.

do make play try watch

A I don't enjoy playing football, but I love watching it.
B I can't avoid _____ sport on TV at home.
C I can't imagine _____ a living out of sport.
D I spend a lot of time _____ sport.
E I've decided _____ something different.

3 1.04 Listen to four speakers. Match them with four of the sentences (A–E) from exercise 2.

SPEAKER: 1 _____ 2 _____ 3 _____ 4 _____

4 Read the *Learn this!* box. Then look at these sentences. How does the meaning of the verbs change?

LEARN THIS!

Verbs that change their meaning

Some verbs can be followed by an infinitive or an *-ing* form, without any difference in meaning:
I love to take photos. / I love taking photos.
Some verbs change meaning depending on whether they are followed by an infinitive or *-ing* form, e.g.
remember forget stop go on try

1 a I usually remember to lock the door.
I remember the action (lock the door) first, and then I do it.
b I don't remember locking the door.
After the action, I don't have any memory of locking the door.
2 a I won't forget to send you a postcard.
b I'll never forget seeing the Pyramids.
3 a He stopped to chat to his friends.
b He stopped chatting to his friends.
4 a She went on studying long after midnight.
b After high school, she went on to study at university.
5 a I tried skiing but didn't like it.
b I tried to ski, but I couldn't even stand up on the skis.

●● Grammar Builder: page 95

●●●● Workbook: page 8

WRITING

A letter to an exchange student

READ

Quickly read the letters. Where do Luc, George, Gloria and Sarah live?



(A)

Dear Luc,

(A) Hi! I'm your exchange student from England. My name is George and I'm 14 years old. I live with my parents and my two brothers in Bournemouth, a town on the south coast of England. [1]☐

(B) I'm enclosing a photo of me and my friends from school, Henry, James and Rob. Henry is the one at the back with red hair. [2]☐ James and Rob look like brothers, but they're not. We're all in the same class.

(C) I'm in Year 9 at Lidborough School. It's a small, private school just outside Bournemouth. [3]☐ I'm studying many subjects, including French, of course! My best subject is probably English, and my worst is maths.

(D) I'm really looking forward to visiting you in Bordeaux next month and meeting your family. [4]☐ What kind of school do you go to? Please write soon and send a photo too!

Best wishes

George Kelp

(B)



Dear Gloria

(A) I'm Sarah Jones, your new exchange student. I'm 15 and I live on a farm in a small village in central Wales with my mum and dad. [5]☐ I haven't got any brothers or sisters.

(B) Wales is part of the UK, but it's got its own culture and language. Most people in the village here are Welsh speakers, and my grandparents speak it all the time. [6]☐

(C) I've got lots of hobbies and interests. I go horse riding a lot, and I play hockey and badminton. I'm into music and my favourite bands are the Stereophonics and the Super Furry Animals. [7]☐

(D) Anyway, that's all for now. Please write soon and tell me about your life in Spain. By the way, do you live near the beach? And what's the weather usually like in May?

Regards

Sarah

P.S. I'm sending you a photo of me and my horse, Cleo.

PREPARE

1 **Identify the topic of each paragraph (A–D) in the letters. Choose from these topics.**

a asking for information about the other person
b school
c sports, hobbies and interests
d describing your own country / town / village
e introduction and general personal details
f friends
g describing a photo of your friends

2 **Match the sentences (A–G) with the gaps in the letters (1–7). Use your answers to exercise 1 to help you.**

A Have you got any brothers or sisters?
B Rob is the one in the green striped shirt.
C But don't worry – my parents and I speak English at home!
D Both bands are from Wales, of course.
E Our house is about 2 km from the sea.
F My grandparents live in the same village, so I see them all the time.
G There are only about 200 students, and the facilities are really good.

WRITE

Writing tip: organizing paragraphs

When you write a letter, organize the information into four paragraphs. Each paragraph should focus on one key topic.

1 **Imagine you have a new exchange student. Plan a letter introducing yourself to him or her. Choose topics for paragraphs 2 and 3 from the list in Prepare exercise 1. Make notes for each paragraph.**

Paragraph 1:	Introduction, general personal details
Paragraph 2:	
Paragraph 3:	
Paragraph 4:	Asking for information about the other person

2 **Now write a four-paragraph letter of 120–150 words using your plan from exercise 1.**

Workbook: page 9

REVIEW

On camera

LANGUAGE SKILLS

1 1.05 **Complete the dialogue with the words from the box. Then listen and check your answers.**

does doing don't enjoy fancy have listening manage remember trying using want

Sally Hello Laila. What are you [1]_____ here?

Laila Hi Sally. I'm [2]_____ to find a present for my brother. He's 18 on Saturday and I [3]_____ know what to get him.

Sally Well, what does he [4]_____ doing in his free time?

Laila He likes [5]_____ to music, but I don't [6]_____ to buy him a CD. I [7]_____ getting him one last year. I [8]_____ giving him something special this year.

Sally [9]_____ he have an MP3 player?

Laila Yes, he does. And he's always [10]_____ my computer to download his music.

Sally Doesn't he [11]_____ his own computer?

Laila No, but that's a great idea! I can get him a laptop! I only hope I [12]_____ to find one I can afford.

2 **Read the dialogue again. Circle the correct verb forms in the sentences.**

1 Sally and Laila **shop / are shopping.**
2 Sally didn't expect **to see / seeing** Laila in the store.
3 Laila **looks / is looking** for a birthday present.
4 Laila **has / is having** no idea what to buy.
5 Laila's brother spends his free time **to listen / listening** to music.
6 The computer **belongs / is belonging** to Laila.
7 Laila decides **buying / to buy** a computer for her brother.
8 She hopes **finding / to find** a laptop cheap enough.

3 **Correct the underlined mistakes.**

1 I meant calling my cousin last night but I didn't get home in time.
2 The train is arriving in Manchester at 14.15.
3 Are you wanting to go home now?
4 They tried putting up their tent, but the wind was too strong.
5 We aren't liking our new school.
6 Don't forget giving my letter to your teacher.
7 I can't help wake up at the same time every day.
8 Can you imagine to have a flat of your own?

DICTIONARY CORNER

Synonyms: *look, see, watch*

1 **Look at the example sentences of verbs *look (at), see* and *watch* and complete the sentences below. In some sentences more than one answer may be possible.**

1 My sister screams every time she sees a spider.
2 They _____ at their holiday photos with some friends right now.
3 My dad gets very excited every time he _____ his team play football.
4 We went to _____ Hamlet at the theatre last night.
5 I _____ the same old man sitting outside the market every day.
6 She _____ at me and smiled when I said 'hello'.
7 They have tickets to _____ the match on the centre court.
8 The store detective is busy at the moment. He _____ a potential shoplifter.

Idioms and expressions: colour

2 **Look up the colours in these expressions. Complete the sentences below with the expressions.**

~~in black and white~~ a blue moon the golden rule
green fingers a red herring a white lie

1 The exam went well, but I won't believe the result until I see it in black and white.
2 My cousin lives abroad, so we only see him once in _____.
3 The only person in my family with _____ is my uncle. His garden always looks beautiful.
4 _____ of successful public speaking is to prepare what you want to say beforehand.
5 Anna told her sister _____ about her new outfit because she didn't want to hurt her feelings.
6 Detectives wasted a lot of time searching for an old car, which turned out to be _____.

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

* I need more practice. ** I sometimes find this difficult. *** No problem!

	*	**	***
I can understand an article about surveillance.			
I can use different present tenses to talk about the present and future.			
I can describe clothes.			
I can identify and use different verb patterns.			
I can write a letter introducing myself to an exchange student.			

Workbook: Self check pages 10–11

2 Memories

THIS UNIT INCLUDES

Vocabulary • amnesia • adjectives and prepositions • phrasal verbs • phrasal verbs with *up* • feelings • nouns from adjectives • synonyms: memory
Grammar • past tense contrast • *used to* • exclamatory sentences
Skills • talking about feelings • describing early memories • discussing important days • describing and reacting to a story
Writing • notes

Lost in New York

BEFORE READING

Look up the word 'amnesia' in your dictionary and then answer the questions.

1 What can cause amnesia?
2 What problems can a person with amnesia have?
3 What can you do to help somebody with amnesia?

READ

1 Read the text quickly. Which sentence isn't true?

1 Doug lost his memory and has never recovered it.
2 Doug lost his memory but later remembered who he was.
3 Doug lost his memory but has found his family and friends again.

Unknown white male

On 3 July 2003, a 35-year-old Englishman called Doug Bruce walked into a police station in Coney Island, New York, and told the police that he did not know his own name. He had woken up a few minutes earlier on a subway train, with bumps on his skull and a headache, and had no idea where he was going, where he had been, or who he was. 'I was scared,' he said later, when talking about the experience. 'I didn't know anything. It was like being in the darkness.'

Doug went to a police station because he had nowhere else to go. He was wearing a T-shirt, shorts and flip-flops and he had a rucksack with a few possessions in it: a Spanish phrase book, a bunch of keys and a map of New York. The police were baffled. 'We'd never had anything like this before,' says Lieutenant Pete Pena. They sent Doug to Coney Island Hospital. On his name tag the nurse wrote 'Unknown white male'.

The doctors were surprised at the severity of his memory loss. Although Doug could form sentences without difficulty, he remembered nothing about his own past and his general knowledge was very patchy. One specialist at the hospital, Dr Leonid Vorobyev, admitted that he had only ever seen such serious amnesia 'in the movies and in my textbooks'. Doug was diagnosed as suffering from 'total retrograde amnesia', which is extremely rare.

The hospital authorities would not discharge Doug until he had been identified. Finally, hospital staff came across a phone number scrawled in his phrase book. It was the number of a friend's mother. Doug phoned, and when his friend, Nadine, spoke to him, she recognized his voice at once. 'Is that you, Doug?' she said. 'I don't know,' came the reply. Nadine went to the hospital, told the doctors who Doug was, and escorted him home.

'Home' turned out to be a stunning apartment in downtown Manhattan, which he shared with two dogs and three parrots. Doug discovered that he had previously lived in Paris, where he had made a lot of money working at the stock exchange. Apparently he had got tired of the business world, and so he had resigned and gone to New York to enrol in a four-year course in photography.

Now that Doug had discovered his identity, he had to cope with other challenges. He was worried about meeting his family and friends. They seemed like strangers to him. His sisters told him that he had changed: before his memory loss, he had been very sociable and outgoing, but rarely showed his emotions. Now he has become much more relaxed and isn't scared of showing his feelings.

He's happy with his new life and his story has now been portrayed on film. An old friend of his, director Rupert Murray, has made a documentary about Doug's extraordinary experiences called *Unknown White Male*.

2 1.08 Read the text again. Put the events in the order in which they happen in Doug's life.

a Staff at the hospital found a phone number in Doug's bag. ☐
b Doug woke up on a subway train in New York. ☐
c The police sent Doug to hospital. ☐
d Doug met his family and old friends. ☐
e Doug worked in Paris. ☐
f An old friend made a documentary about Doug's experiences. ☐
g Nadine took him home. ☐
h Doug went to a police station. ☐
i Doug's friend, Nadine, identified him. ☐

Reading tip

When you answer multiple choice questions, read the question only and then look for the information in the text. When you have found the correct place in the text, read the options carefully and compare them with the text.

3 Read the *Reading tip*. Choose the correct answer.

1 Doug Bruce went to the police on Coney Island
a to report a crime.
b to ask for help.
c to look for his passport.
d to call a friend.

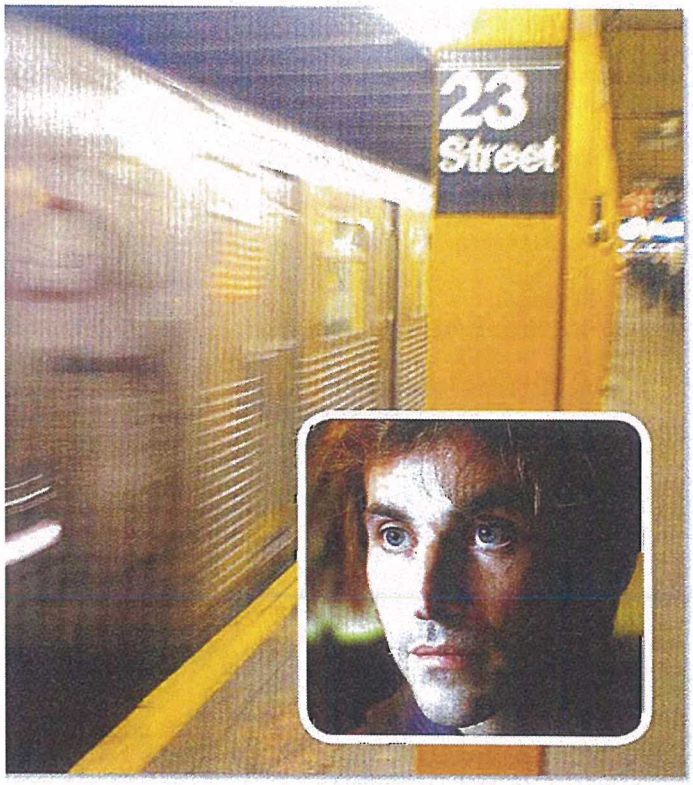
2 The officers at the police station
a knew exactly what to do.
b gave him a new name.
c called Doug's family.
d contacted the health services.

3 The results of hospital tests showed that
a Doug had forgotten how to speak.
b he could remember his childhood clearly.
c he knew very little about the world.
d he didn't know anything at all.

4 The phone number in Doug's bag belonged to
a an old friend of his.
b the mother of a friend of his.
c a friend's father.
d his mother.

5 Before Doug lost his memory, he had
a worked on Wall Street.
b taken photographs for a magazine in Paris.
c been a successful stock broker.
d completed a photography course.

6 Since his memory loss, Doug has become
a more open.
b more extrovert.
c less easy-going.
d less communicative.



4 Are these sentences true or false? Correct the false sentences.

1 Doug was wearing warm clothes when he woke up on the subway.
2 Very few people have ever had such serious memory loss as Doug.
3 The hospital authorities didn't want to release Doug until they knew who he was.
4 Doug discovered that he was quite rich.
5 Doug recognized his family and friends immediately.
6 Doug's sisters think that his personality has changed since his memory loss.

UNDERSTANDING IDEAS

Answer the questions. Look at the text and use your own words and ideas.

1 How do you think Doug Bruce lost his memory?
2 What could the police learn about Doug from his appearance and the things he was carrying?
3 Why do you think the hospital refused to discharge Doug until he had been identified?
4 Do you think Doug is really suffering from amnesia? Why? / Why not?

VOCABULARY

Unknown white male

1 Match the highlighted words in the text with these definitions.

1 Something which isn't complete.
2 Shown in a film.
3 Friendly and sociable.
4 Accompanied by someone.
5 Extremely attractive.
6 The bone in your head that protects your brain.
7 Immediately.
8 Written quickly or carelessly.
9 To release somebody from hospital.
10 Very confused.
11 Seriousness.
12 To become a member of a club or a college.
13 To deal successfully with a difficult situation.
14 A bag that you carry on your back.
15 Simple shoes that you wear when it's hot.

2 What prepositions are used with these adjectives? Find them in the text.

1 surprised _____ (paragraph 3)
2 tired _____ (paragraph 5)
3 worried _____ (paragraph 6)
4 scared _____ (paragraph 6)
5 happy _____ (paragraph 7)

3 Do you know these words?

admitted apparently diagnosed downtown
loss resigned stock exchange subway

Workbook: page 12

VOCABULARY

Unknown white male

ACTIVATE

Complete these sentences with the correct form of the words from the box.

at once baffled cope discharge enrol escort flip-flops outgoing patchy portray rucksack scrawl severity skull stunning

1 I've got so much work that I just can't _____ any more.
2 Her feet were cold because she'd chosen to wear _____.
3 Detectives _____ the thieves to the police station.
4 They were _____ by their son's behaviour. One minute he was laughing out loud and the next he burst into tears.
5 When they realized they'd been burgled, they called the police _____.
6 I haven't practised for a long time, so my German is _____.
7 My parents are completely different; my father is quite shy while my mother is very _____.
8 The student _____ his name at the top of the exam paper before he handed it in.
9 In the film about his life, Picasso is _____ by Anthony Hopkins.
10 The flag on a pirate ship traditionally depicts a _____ and crossbones.
11 My sister looked _____ on the day of her wedding.
12 My brother wants to get fit, so he's decided to _____ at the local gym.
13 His _____ was very heavy, so he decided to sit down and take it off.
14 The _____ of the storm became clear when the rescue parties arrived at the area.
15 The doctors won't _____ my grandmother until she starts eating again.

EXTEND

Adjectives + prepositions

1 **Read the *Look out!* box. Then circle the correct preposition in the sentences.**

LOOK OUT!

Adjectives + prepositions
Some adjectives are followed by certain prepositions when used before a noun or pronoun.
*John is **nervous about** his exams.*
*They were **upset about** the damage to their car.*
*Jane's parents are very **proud of** her.*

1 Carl is really happy with / at his new mobile phone.
2 I'm surprised **of** / **at** you! You're not usually so rude!
3 They were tired **of** / **about** travelling to work every day.
4 Lydia was upset **about** / **of** her bad exam results.
5 My brother is quite nervous **with** / **about** his first day at work.
6 He's ashamed **of** / **with** his terrible behaviour yesterday.
7 Jack's parents were worried **about** / **at** their son.
8 She's scared **of** / **with** heights.
9 We're all very proud **of** / **at** my sister's achievement.
10 Kevin and John were bored **with** / **at** watching TV, so they went out.

Phrasal verbs

2 **Match phrasal verbs (1–8) with the definitions (a–h).**

1 fall through	a stop sleeping
2 go out	b stop working
3 break down	c wait
4 hold on	d return
5 set off	e leave the house
6 wake up	f remain at home
7 come back	g not happen
8 stay in	h start a journey

3 **Complete the sentences with a suitable form of the phrasal verbs from exercise 2.**

1 Last night I went out with my friends to see a film at the cinema.
2 Our car _____ on the way to school yesterday.
3 I _____ tonight to do my homework.
4 She _____ late because she didn't set her alarm.
5 His plans to go to university _____ because he didn't pass his exams.
6 My sister told me to _____ while she fetched her jacket.
7 They _____ at dawn to avoid the traffic.
8 We _____ home from the match exhausted.

Phrasal verbs with *up*

4 **Complete the sentences with a phrasal verb with *up* from the box.**

get up give up go up ~~grow up~~ speak up stand up clean up turn up

1 When my brothers grow up they want to be engineers.
2 We have to _____ every time a teacher enters the classroom.
3 They lost because their best player didn't _____ for the game.
4 My mother is always asking me to _____ the kitchen.
5 I _____ at 7.30 a.m. every day.
6 My brother has failed his driving test yet again, but he isn't going to _____.
7 They say that food prices are going to _____ again this month.
8 _____! I can't hear you.

●●●● Workbook: page 13

GRAMMAR

Past tense contrast

EXPLORE

1 Read about one of Tom's early memories. What tenses are the verbs in **blue** in the text: past simple, past continuous or past perfect?



I was about five years old. My aunt and uncle **had come** to visit us with their son, Jack. While my parents **were chatting** to my aunt and uncle, my cousin and I **went** outside to play. It **was raining** and the sky was grey. We **sat** down on the doorstep and **started** throwing stones at a tree in our front garden. I **threw** a stone, it **bounced** off the tree, **landed** on my aunt and uncle's car and **smashed** the windscreen. I couldn't believe what I **had done**. When my aunt and uncle **came** outside, I **was staring** at the broken windscreen.

2 Read and complete the rules in the *Learn this!* box with the names of the tenses. Find examples of each rule in the text.

LEARN THIS!

Past tenses

When we are narrating events in the past

1 We can use the _____ to set the scene.
*It **was raining** and the wind **was blowing**.*

2 We use the _____ for actions or events that happened one after another.
*I **got** home, **sat** down and **turned** on the TV.*

3 We use the _____ for an action or event that interrupted a background event; we use the _____ for the background event.
*While I **was having** dinner, the phone **rang**.*
*What **were you doing** when I **saw** you?*

4 We use the _____ to talk about an event that happened before another event in the past.
*I wasn't hungry because I **had** already **eaten** a pizza.*

3 Work in pairs. Discuss the difference in meaning between the sentences.

1 When I got to the party, Kim opened her presents.
2 When I got to the party, Kim was opening her presents.
3 When I got to the party, Kim had opened her presents.

Grammar Reference: page 96

EXPLOIT

1 Choose the correct tenses.

1 Dad **broke** / **was breaking** a glass while he **was doing** / **had done** the washing up.
2 The ground was wet when I **was leaving** / **left** the house in the morning. It **rained** / **had rained** during the night.
3 'Why were you out in the rain?' '**I brought** / **was bringing** in the washing.'
4 When I **arrived** / **was arriving** home, my mum **helped** / **had helped** me with my homework.
5 After we **worked** / **had worked** for an hour, we **stopped** / **were stopping** for a rest.
6 Tom **was driving** / **had driven** home when he **was crashing** / **crashed** the car.
7 My dad **was getting up** / **got up**, **had** / **was having** breakfast and **went** / **had gone** to work.
8 I **had** / **was having** a headache because I **wasn't eating** / **hadn't eaten** since the day before.

2 Complete the text. Use the past simple, the past continuous and the past perfect form of the verbs in brackets.

Sylvia's earliest memory

It was about a week after my third birthday. My aunt [1] had given (give) me a new doll as a present, and while I [2] _____ (play) with it, I [3] _____ (notice) that my other dolls were all quite dirty in comparison. I [4] _____ (decide) to give them a bath. When I [5] _____ (wash) them all, I [6] _____ (take) them outside and [7] _____ (put) them on the grass. It was a warm day and the sun [8] _____ (shine). While I [9] _____ (wait) for the dolls to dry, I [10] _____ (hear) a shout from inside, so I [11] _____ (look) in through the window. Water [12] _____ (pour) down from the kitchen ceiling onto the floor. I [13] _____ (not turn) the taps off in the bathroom. I remember that my dad was really angry because he [14] _____ (decorate) the kitchen the previous week.

3 Write notes about one of your earliest memories. Use the questions to help you.

1 How old were you? Where were you? Who were you with? How were you feeling?
2 Describe the scene. What were you / other people doing? What was the weather like?
3 What happened? Describe the events. How did you feel?

4 Tell the class about your earliest memory.

One day when I was about six years old, ...

Grammar Builder: page 97

Workbook: page 14

SKILLS

How did you feel?

VOCABULARY

1 Look at the photos. How do you think the people feel? Use the adjectives in the box.

Feelings amused confused delighted depressed disappointed dismayed ecstatic embarrassed fed up furious guilty homesick irritated jealous nervous petrified pleased relieved upset

I think the man in photo 1 looks ...





2 Mime adjectives from exercise 1. Can the class guess which adjective you're miming?

Are you disappointed? No. Try again.

Are you fed up? Yes, I am. Your turn.

3 Choose the best adjective (a, b or c) to describe each person's feelings.

1 It was a difficult and important exam – and I passed it.
a confused b relieved c nervous

2 I was away from home and I missed my family.
a dismayed b nervous c homesick

3 The shop assistant was very rude to me.
a furious b jealous c pleased

4 We lost the match – the other team scored in the last minute.
a nervous b confused c disappointed

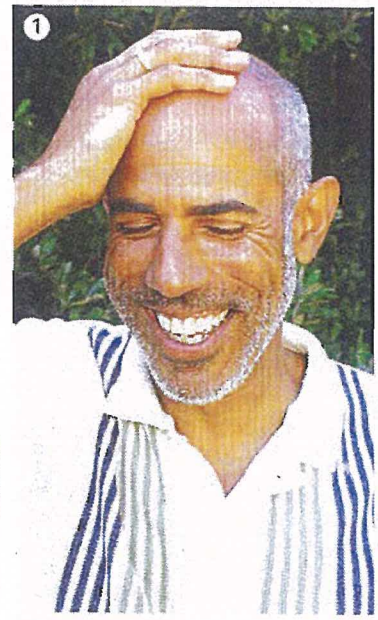
5 I forgot to give my brother a message, and he missed his friend's party.
a jealous b guilty c delighted

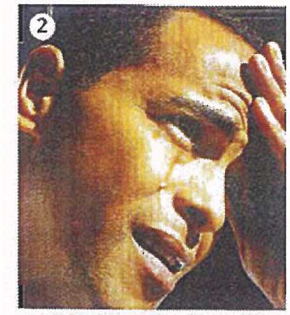
6 My friend spent the evening talking to someone else.
a jealous b amused c ecstatic

7 My dad decided to sing at my birthday party, but he's a terrible singer.
a petrified b embarrassed c depressed

8 I didn't get an invitation to the dinner. Everyone else did.
a upset b relieved c irritated

Workbook: page 15







LISTEN

1 1.09 Listen to five people recalling events in their lives. Match the speakers (1–5) with five of the events (a–f).

a my first day at primary school
b an argument with a friend
c an important exam result
d getting lost
e receiving a great present
f a family wedding

Speaker 1 ☐ Speaker 3 ☐ Speaker 5 ☐
Speaker 2 ☐ Speaker 4 ☐

2 1.09 Listen again. How did the people in exercise 1 feel? Choose the best adjective from the box for each speaker.

delighted embarrassed jealous relieved petrified

SPEAK

1 Work in pairs. Which of the events in Listen exercise 1 have happened to you? How did you feel at the time?

2 When did you last feel like this? Make notes for each adjective.

1 irritated
2 nervous
3 delighted
4 embarrassed
5 upset
6 confused
7 relieved
8 disappointed

1 irritated – sister borrowed camera

3 Work in pairs. Ask and answer questions using the adjectives in exercise 2.

When did you last feel irritated?

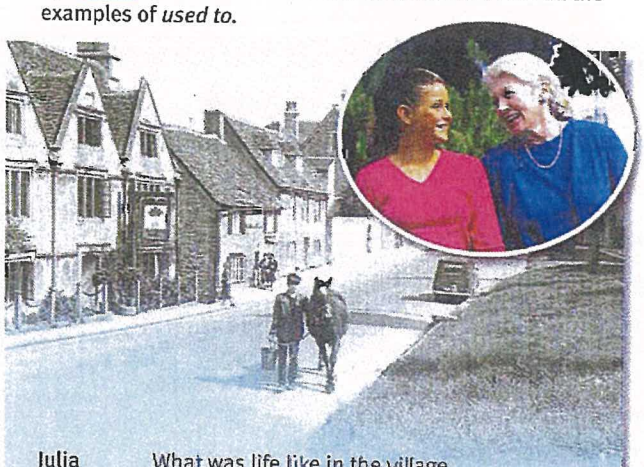
I last felt irritated when my sister borrowed my camera without asking.

GRAMMAR

used to

EXPLORE

1 1.10 Read and listen to the conversation. Find all the examples of *used to*.



Julia	What was life like in the village when you were young, Grandma?
Grandma	Oh, it was very different.
Julia	What did you use to do in the evenings?
Grandma	We used to sit and chat, or listen to the radio.
Julia	Did you use to watch television?
Grandma	No, we didn't have a television. And we didn't have a car.
Julia	Really?
Grandma	No. So we didn't use to leave the village very often.

2 Read the *Learn this!* box. Choose the correct words in the rule and complete the examples.

LEARN THIS!

used to

1 We use ***used to*** for **past / present / future** habits or situations that are now **the same / different**.
My dad [1]_____ *smoke, but he doesn't now.*

2 The form of *used to* is the same for all persons.
affirmative
My parents [2]_____ *live in London.*
negative
I [3]_____ *have a DVD player.*
interrogative
[4]_____ *you* [5]_____ *walk to school?*
Yes, I did. / No, I didn't.
Where [6]_____ *Danny* [7]_____ *live?*

3 1.11 Listen and repeat the sentences. How is the '*s*' pronounced in *used to*: /s/ or /z/? How is *to* pronounced?

1 We used to sit and chat.
2 We didn't use to leave the village very often.
3 Did you use to watch television?

●●● Grammar Reference: page 96

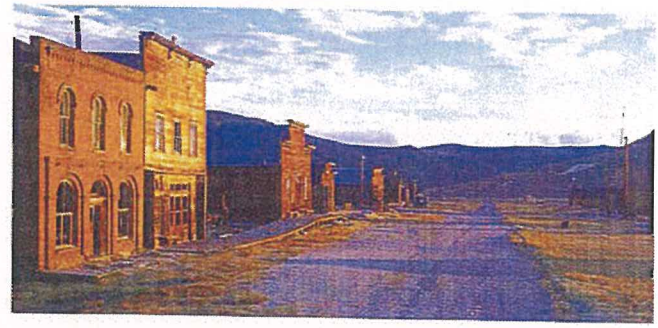
EXPLOIT

1 Complete the sentences with the affirmative, negative or interrogative form of *used to* and the verbs in the box.

be do ~~like~~ live speak work

1 My sister used to like this town, but she hates it now.
2 Where _____ she _____, before she lived in London?
3 She _____ any exercise, but now she goes running every day.
4 She _____ any Italian, but now she's almost fluent.
5 My mum _____ in a bank, but she's unemployed now.
6 _____ she _____ a waitress before she became an actress?

2 1.12 Listen to a description of a ghost town. Why did it become a ghost town?



3 1.12 Listen again. Choose the correct words to complete the sentences about Fairview today.

1 It **has / doesn't** have a population of 2,000 now.
2 People **work / don't work** in the gold mines now.
3 People **eat / don't eat** in the saloon now.
4 People **buy / don't buy** snacks at the coffee shop.
5 Tourists **visit / don't visit** the town now.
6 People **can / can't** stay at the hotel now.
7 There **is / isn't** a road.

4 Rewrite the sentences in exercise 3 so that they are true about Fairview in the past. Use the affirmative or negative form of *used to*.

1 It used to have a population of 2,000.

5 Talk to your parents or grandparents and find out about life in your country either 20 or 50 years ago. Make notes using these headings.

1 transport
2 work
3 entertainment
4 education
5 employment
6 food and drink

6 Tell the class about your ideas.

50 years ago, there were hardly any cars. People used to walk ...

●●● Grammar Builder: page 97

●●● Workbook: page 16

WRITING

Notes

READ

1 Read the notes. Who:

1 is going away?
2 is having a party?
3 has got tickets for the theatre?
4 can't go to the shops?
5 hasn't got time to go to the cinema?
6 has to feed the cat?
7 is coming home from work this evening?
8 isn't coming home before nine o'clock this evening?
9 is going to see Ben tomorrow?

Dave
We've run out of milk. I won't have time to go to the shops, so could you please pick a litre up from the corner shop on your way home from work this evening?
Thanks! Jenny

Mike
Please look after the house while we're away. Put away all the CDs that are lying around in the living room and remember to lock up the house at night. And don't forget to feed the cat! His food is in the fridge (bottom shelf). You don't need to feed him today, as I fed him this morning.
Love Mum

Steve,
Really sorry – I can't make it to the film after all because I haven't managed to finish all my homework. I'm staying in this evening. Hope you enjoy the film. Please apologize to Tom for me. Look forward to seeing you both tomorrow.
Ben

Sarah,
We're having a little party on Saturday – just a few close friends – and were hoping you could join us. It starts about 7.30 and there'll be food. Hope you can make it, even though it's short notice!
Angela

Sandra
Cathy phoned. She was looking for you at school. She wanted to remind you about the theatre tomorrow evening. She's got the tickets. You can call her back on 0154 856226, but she won't be back before 9 p.m.
Anna

2 All these sentences contain phrasal verbs. Find them in the notes and complete them.

1 We've run _____ milk.
2 Please pick a litre _____ from the corner shop.
3 Look _____ the house.
4 Put _____ all the CDs.
5 Remember to lock _____ the house.
6 Look forward _____ seeing you.
7 You can call her _____ on 0154 856226.

PREPARE

1 Read the *Writing tip*. Find at least one conjunction from the list in each note.

Writing tip: conjunctions

We can often join short sentences together by using a conjunction. The simplest conjunction is *and*.

I left school. I walked home.
*I left school **and** walked home.*

Try to use these other conjunctions as well, to join short sentences and improve the style of your writing:

as because but even though since so though whereas while

2 Use conjunctions from the *Writing tip* to complete the sentences. Sometimes more than one answer is possible.

1 I listened to music _____ I walked to the shops.
2 I'm not going Paris _____ it's too expensive.
3 The corner shop is expensive for milk, _____ the supermarket is much cheaper.
4 He was still hungry, _____ he had eaten a whole pizza.
5 I'll be back late, _____ don't wait up for me.

WRITE

Imagine that you live in a flat and are going away for the weekend. Write a note to your flatmate in which you:

- tell him / her where you've gone.
- remind him / her to do something.
- ask him / her to buy some food / drink.
- wish him / her a good weekend.
- say when you'll be home.

Workbook: page 17

REVIEW

Memories

LANGUAGE SKILLS

1 1.13 **Complete the dialogue with the words from the box. Then listen and check your answers.**

did gone had happened last missed ran to took use used was

Andy You're new here, aren't you?
Simon Yes, I am. I moved here [1]_____ month.
Andy Where [2]_____ you live before?
Simon In the country. I [3]_____ to go to a school in the next village.
Andy How did you [4]_____ to get to school?
Simon By bus. I used [5]_____ get up at six o'clock to catch the bus to school.
Andy Did you ever miss the bus?
Simon Only once. I [6]_____ waiting at the end of the road when I realized I [7]_____ forgotten my P.E. kit. I [8]_____ home to get it, but when I got back to the bus stop, the bus had [9]_____ without me.
Andy So what [10]_____?
Simon My parents made me walk to school that day. It was ten kilometres and it [11]_____ me nearly three hours. I never [12]_____ the school bus again!

2 **Read the dialogue again and answer the questions.**

1 When did Simon move?
2 Where did Simon live before he moved?
3 How did Simon use to go to school?
4 What time did Simon use to get up?
5 What was Simon doing when he realized he had forgotten something?
6 What had Simon forgotten?
7 How long did it take Simon to walk to school?

3 **Choose the correct words to complete the story.**

Last week a friend of mine [1] **challenged / used to challenge** me to a game of tennis. I accepted as I [2] **was being / used to be** quite a good player. I [3] **hadn't played / didn't play** for about six years, but I [4] **was thinking / thought** I had a good chance of winning.
The sun [5] **was shining / used to shine** through my window when I woke up, so I [6] **jumped / was jumping** out of bed to look at the time. Unfortunately I [7] **was forgetting / had forgotten** to set my alarm and I only had twenty minutes to get to the tennis courts. By the time I arrived, my friend [8] **had warmed up / warmed up** already and he [9] **used to wait / was waiting** for me impatiently. I ran to the changing rooms, but I was in such a hurry that I [10] **slipped / was slipping** and broke my arm. Everyone thought that I [11] **was hurting / had hurt** my arm playing tennis when the truth was that the match [12] **hadn't even started / didn't even start** when the accident happened!

DICTIONARY CORNER

Word building: nouns from adjectives

1 **Find the nouns of the adjectives in brackets. Complete the sentences.**

1 The film was so long and slow that we fell asleep with boredom. (bored)
2 The exam instructions weren't clear and caused a lot of _____. (confusing)
3 Ruby suffered from _____ when she lost her job, which made it more difficult to find a new one. (depressed)
4 Alex got over his _____ when he wasn't selected for the football team by joining the volleyball team. (disappointing)
5 When my sister dropped the plates, she hid her _____ and cleaned up the mess. (embarrassing)
6 When he saw the damage to his car he was speechless with _____. (furious)
7 My sister had never suffered from _____ before she went to Canada. (homesick)
8 My _____ about my driving test got worse when I got into the car. (nervous)

Synonyms: memory

2 **Check the meaning of the words in the box and match them with the correct definitions.**

memorabilia memorial ~~memory~~ remembrance reminder souvenir

1 The ability to remember things or something that you remember. memory
2 Something you keep to remind you of somewhere you have been on holiday. _____
3 Something that makes you remember something. _____
4 Thinking about and showing respect for somebody who is dead. _____
5 Things that people buy because they are connected with a famous person or event. _____
6 Something that is built to remind people of an event or person. _____

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

* I need more practice. ** I sometimes find this difficult. *** No problem!

	*	**	***
I can understand a magazine article about a man who lost his memory.			
I can describe my earliest memory, using different past tenses.			
I can describe how I feel.			
I can talk about things that were true in the past but aren't now.			
I can write a note.			

Workbook: Self check pages 18–19

Treasure Island

by Robert Louis Stevenson

Biography

Robert Louis Stevenson was born in 1850 in Edinburgh, Scotland. He went to university to study engineering, but then decided to become a writer. Stevenson liked to travel, although he was often unwell. He and his wife went to live on the Pacific island of Samoa because the weather there was good for his health. The islanders called him 'The Teller of Tales'. He died on Samoa in 1894.

Dr Livesey was not at his house but with the squire at his home, so Captain Dance and I went on there.

I had never seen Squire Trelawney so near. He was a big tall man, with a red face, and was sitting beside a fire with Dr Livesey. 'Come in, Mr Dance,' he said.

Mr Dance gave his report and both men listened with deep interest.

'And so, Jim,' said the doctor, 'you have the thing that they were looking for, have you?'

'Here it is, sir,' I said, and gave him the papers tied inside the cloth. The doctor looked at them and put them quietly in the pocket of his coat. After that, Mr Dance went away and I was given some food.

'And now, squire,' said the doctor, 'you have heard of this Flint, I suppose?'

'Heard of him!' cried the squire. 'He was the worst pirate that ever sailed. The Spanish used to tremble just to hear his name!'

'Well, I've heard of him myself,' said Dr Livesey. 'But the question is, did he have money?'

'Money!' said the squire. 'Of course Flint had money! Those scoundrels were after it.'

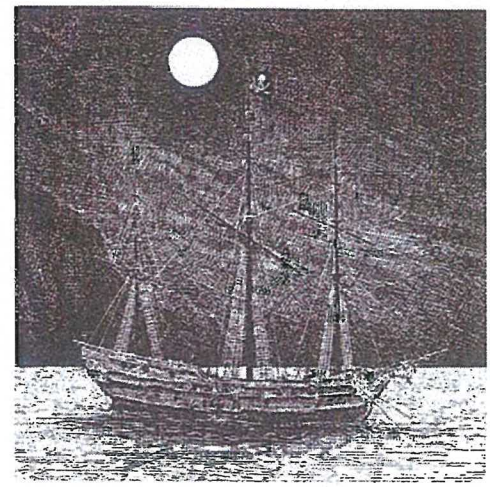
'Well, then, suppose I have here in my pocket a paper that shows where Flint hid his treasure,' said the doctor. 'Would the treasure be worth looking for?'

'Worth looking for!' cried the squire, with great enthusiasm. 'I'll tell you what it's worth. I'll prepare a ship at Bristol, take you and Hawkins with me, and have that treasure if I have to search for a year!'

We opened the cloth and found two things – a book and a paper. The book gave a list of all the money Flint had stolen from different ships during twenty years at sea. The doctor opened the paper and found a map of an island. There was a hill in the centre marked *Spyglass*, and several names that had been added later. There were three big crosses – two in the north of the island and one in the south-west. Beside the last cross were the words: *Most of the treasure here.* On the back of the paper, the same person had written:

Tall tree. Spyglass shoulder, to the North of North North-East. Skeleton Island East-South-East and by East.

The squire and Dr Livesey were delighted.



1 **Look at the title of the book and the illustration and check the meaning of the words in the box. Which words do you expect to find in the text? Read the text and check.**

captain cloth coast horses money pirate scoundrels squire tremble ship software search sword

2 1.16 **Read the text again and answer the questions.**

1 What did Jim, the narrator, take to Squire Trelawney's house?
2 Who was Flint?
3 Why was Squire Trelawney interested in Flint?
4 What information did Flint's book contain?
5 Why were the men delighted when they looked at the map?

3 **Answer the questions. Look at the text, and use your own words and ideas to explain your answers.**

1 How does the writer show that Dr Livesey was a calm and patient man?
2 In what way is Squire Trelawney different?
3 The doctor asks Jim, 'You have the thing that they were looking for, have you?' Who do you think 'they' refers to?

4 **Imagine you sailed to Treasure Island with Squire Trelawney, Dr Livesey and Jim. Write a paragraph about the day you finally discovered the treasure. Describe the island, the events and your feelings.**

Stereotypes?

READ

1 Read the text. Who has the most negative view of Londoners: Sam, Joanna or Amir?

Maybe it's because I'm a Londoner



Look at the people in the photograph. They're sitting close together on an underground train, but they aren't smiling or talking to each other. This is how the world usually sees Londoners: quiet, reserved, unfriendly. But how accurate is this impression? We asked three residents of London to give their opinions.

Sam, age 18. British, born in London.
'I don't think Londoners are particularly miserable – in fact, we like a good joke. But we're probably a bit gloomy and pessimistic. When it comes to sport, for example, we cheer on the British competitors and teams, but we aren't really surprised when they lose. We accept underachievement as the norm. I think Americans are different: they expect to win.'

Joanna, age 19. Polish, living in London for a year.
'I think Londoners are really cold and unfriendly. People here don't chat – they don't say hello to their neighbours, and some of them wouldn't even recognize their neighbours in the street. I find it difficult to make friends here. In fact, I spend most of my time with Poles, not English people. People claim that the English are nice when you get to know them, but how can you get to know them when they're so uncommunicative?'

Amir, age 17. British, born in London, Pakistani parents.
'London is a truly multicultural city. I think it's true to say that more than one in three of the city's population belong to an ethnic minority group, and you can hear about 300 different languages here. New people are arriving all the time, so the city is changing day by day. It's a very competitive, fast-moving place. Most Londoners are focused, and aren't afraid of work – they know what they want and how to get it!'

2 Match the opinions about Londoners with the three people. Write S (Sam), J (Joanna) or A (Amir).

1 They aren't very welcoming. ☐
2 They work very hard. ☐
3 They don't talk to each other very much. ☐
4 They've got a good sense of humour. ☐
5 They're ambitious. ☐
6 They aren't optimistic. ☐

LISTEN

1 🎧 (1.17) Listen to four teenagers' opinions about people from their own country. What are their nationalities? Choose from the words in the box.

Nationalities
American Argentinian Australian Brazilian Canadian Chinese Egyptian French German Japanese Polish Russian Spanish Turkish

	Nationality
Rosanna	
Ethan	
Junko	
Cem	

2 🎧 (1.17) Listen again. Match two opinions (a–h) with each person. Write R (Rosanna), E (Ethan), J (Junko) or C (Cem) next to each opinion.

a They're usually polite and formal with strangers. ☐
b They're very patriotic. ☐
c They're very talkative. ☐
d They're hard-working. ☐
e They're really cheerful. ☐
f They don't like to show their emotions. ☐
g They're very generous. ☐
h They're quite warm and friendly. ☐

WRITE AND SPEAK

1 How would you describe people from: (a) your own town or city, (b) from another country you know? Choose adjectives from the box or your own ideas and make notes.

friendly / unfriendly optimistic / pessimistic
serious / funny talkative / quiet hard-working / lazy
rude / polite ambitious / unambitious relaxed / tense
mean / generous reliable / unreliable arrogant / modest

2 Read your notes to the class.

3 Nine to five

THIS UNIT INCLUDES

Vocabulary • jobs • places of work • activities at work • describing work • expressing an opinion • agreeing and disagreeing • agent nouns • phrasal verbs
Grammar • defining relative clauses • non-defining relative clauses
Skills • discussing work and types of jobs • a job interview
Writing • a job application

Reversing roles

BEFORE READING

1 Look at the photos and read the *Reading tip*. What jobs are the women doing? Choose from the jobs in the box.

labourer mechanic nurse plumber surgeon firefighter

2 Discuss these questions with a partner.

In what ways are men suitable for these jobs?
In what ways are women suitable for these jobs?

Reading tip

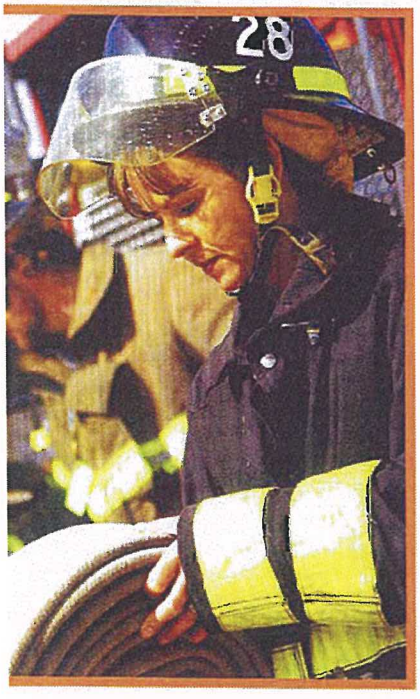
Use the title and the pictures to make predictions about what is in the text.

READ

1 Read the texts quickly. Check your answers to *Before Reading* exercise 2.

A man's world?

Serving the community



When firefighters turn up to put out a fire, traditionally people expect them to be men. However, underneath the protective clothing, helmet and visor, there are more and more women. One such woman is Kath Webb, who joined the fire service in 2008 and is now in charge of a team of firefighters at her local station. When she became Crew Manager following a promotion, she was the first female to do so in the whole of her region.

One reason for the increase in female firefighters is a change in the job requirements. There is more emphasis on communication skills nowadays, with fire officers spending a large part of their day educating the community about fire prevention. 'We visit residents and explain how to prevent fires in the first place,' says Kath, 'and this is something women excel at.'

Nevertheless, many women are being put off the profession by the 24-hour-a-day commitment expected of firefighters. 'Everyone needs flexible working arrangements within their job,' explains Women's Liaison Officer, Ruth Ward. 'Family-friendly working hours would attract more women to the profession because they could have their career as well as a family life. What more could anyone want?'

A tough job

Base 34 is a new garage in Montpeillier, in the south of France. Customers who take their cars there for repairs may be surprised to find that all the employees are women.

When Hervé Malige advertised for women who wanted to become mechanics, he received 120 applications. After tests and interviews, he chose fifteen. They included a nurse, a secretary, a beauty therapist and two flight attendants. They all wanted a chance to work in this traditionally male environment.

'I think a lot of people instinctively trust women more,' he says. 'And female customers might feel more comfortable with somebody who doesn't treat them as if they don't understand anything!'

Although most car mechanics are still men, the situation is gradually changing. Men are starting to leave the profession, and women are joining it. Why? In a word, technology. In the past, being a mechanic was a physically tough and dirty job. Now, cars are much more complicated than they used to be. You need patience and intelligence to work out what the problem is, not strength. Many people believe that this makes the job more suitable for women than for men.

2 1.18 **Choose the correct answer.**

1 Before Kath became the manager of her fire station
   a all the crew managers had been male.
   b she had worked in the fire service for over ten years.
   c there had only been one female firefighter in her region.
   d she was chosen as the best firefighter in the country.
2 The main objective of the fire service today is
   a to encourage people to join the profession.
   b to show citizens how to communicate better.
   c to stop fires from happening.
   d to deal more effectively with fires.
3 Ruth Ward thinks
   a there are too many female firefighters.
   b working arrangements for firefighters need to change.
   c women shouldn't become firefighters because the hours are too long.
   d the family is more important than getting a job.
4 The women who work at Base 34 applied for the job because
   a they were unemployed.
   b they had just left university.
   c they were tired of working at the airport.
   d they wanted to work as mechanics.
5 For Hervé Malige, the advantage of female mechanics is that
   a they charge less.
   b they don't understand anything about cars.
   c they attract female customers.
   d they enjoy a challenge.
6 New cars require mechanics to spend more time
   a getting dirty.
   b using their muscles.
   c waiting for work.
   d finding solutions.



3 **Read the text again. Are these sentences true or false? Correct the false sentences.**

1 Kath Webb runs the fire station in her home town.
2 Kath says people need different skills to become a firefighter nowadays.
3 In general women don't mind the long hours a firefighter has to work.
4 Ruth Ward thinks that people are happy in their job if it has a fixed timetable.
5 What is surprising about Base 34 is that no men work there.
6 Fifteen women applied to work at the garage.
7 The women had different jobs before working at the garage, but wanted a change.
8 The job of mechanic is changing because cars are getting simpler.
9 Nowadays mechanics need to use their brains more than they did before.

UNDERSTANDING IDEAS

Answer the questions. Look at the text and use your own words and ideas.

1 What qualities do you think the Crew Manager of a fire station should have?
2 How do you think firefighters educate people in the community about fire prevention?
3 What do you think attracts women to become mechanics?
4 In what way do you think new cars are more complicated nowadays?

VOCABULARY

A man's world?

1 **Match the highlighted words in the text with these definitions.**

1 Can be changed.
2 To make somebody not want to do something.
3 To believe that someone is honest.
4 Physically difficult.
5 People who live in a place.
6 Slowly.
7 Naturally, without thinking.
8 Qualities and experience.
9 To extinguish, to stop something burning.
10 Special importance.
11 Things that you must do or need to have.
12 Promise or agreement.
13 Responsible for.
14 To be very good at doing something.
15 A move to a more important job.

2 **Do you know these words?**

application complicated environment patience prevent traditionally underneath visor

Workbook: page 20

VOCABULARY

A man's world?

ACTIVATE

Complete these sentences with the correct form of the words from the box.

commitment emphasis excel flexible gradually
in charge of instinctively promotion put off put out
requirement resident skill tough trust

1 Mark got a _____ last month and is now the office manager.
2 It took firefighters nearly six hours to _____ the fire.
3 The _____ for the job are computer literacy and a foreign language.
4 Teachers aren't usually _____ about when students hand in their homework.
5 Working as a firefighter is a _____ job.
6 The police officer _____ stopped to help when she saw the cyclist fall off his bicycle.
7 He wasn't able to come to the match because he had a family _____.
8 People have been _____ working in retail because of the long hours and low pay.
9 My boss puts more _____ on the quality of my work, rather than the quantity.
10 My cousins are very good with numbers and they _____ at mathematics.
11 The local _____ are angry about the plans to build a new prison in the area.
12 All applicants must have appropriate management _____.
13 Rachel was dreading starting work, but she's _____ adapting to her new situation.
14 I lent my brother some money because I _____ him to pay me back.
15 My father works in accounts. He's _____ paying the bills.

EXTEND

Professions

1 **Look at the list of jobs. Decide which category they belong to. Some jobs may fall into more than one category. Decide which jobs involve:**

aircraft pilot astronaut builder carpenter coal miner
electrician engineer ~~flight attendant~~ hairdresser
lawyer lorry driver nanny nurse nursery school teacher
plumber secretary surgeon

a helping or looking after people flight attendant
b working with small children or babies
c working with heavy machinery
d getting dirty
e having specialized knowledge

2 **Match the jobs in the box with these professional fields.**

barrister child pyschologist civil servant correspondent
councillor distributor editor financial analyst solicitor
stockbroker supply teacher wholesaler

1 education
2 banking and finance
3 law
4 government
5 media
6 retail

Separable phrasal verbs

3 **Match the phrasal verbs (1–8) with the definitions (a–h).**

1 take off (your coat)	a invent
2 tell off (a naughty child)	b cancel
3 make up (an excuse)	c remove
4 give out (exam papers)	d find in a reference book
5 call off (a football match)	e reject
6 pick up (a friend)	f distribute
7 look up (a word)	g speak angrily to
8 turn down (an invitation)	h collect

4 **Read the *Look out!* box. Rewrite the words in bold in these sentences using a phrasal verb from exercise 3 and a suitable pronoun.**

LOOK OUT!

1 Some transitive phrasal verbs are separable, which means there are two possible positions for the object.
The firefighters put out the fire immediately.
The firefighters put the fire out immediately.
2 However, when the object is a pronoun, it always goes between the two parts of the phrasal verb.
The firefighters put it out immediately.

1 You have to **remove your shoes** before you can go in.
You have to take them off before you can go in.
2 The shop assistant **found the price** in the catalogue.
3 Tom's mother **spoke to her son angrily** for breaking the window.
4 They **cancelled the race** because of the fog.
5 My aunt **collects me and my cousins** from school every day.
6 Rita **invented a lie** so that her parents wouldn't be angry.
7 The teacher **distributed the books** before setting the homework.
8 My brother **rejected the job** because the salary was too low.

Workbook: page 21

GRAMMAR

Defining relative clauses

EXPLORE

1 Read the text. Find five relative pronouns.

The worst jobs in history
A chimney sweep at work



A chimney sweep is a person who cleans the insides of chimneys. In the past, this job was done by small boys who were homeless or lived in an orphanage. (An orphanage is a place where children with no parents live.) The boys had to climb up inside the chimney and clean the dirt from the walls with a scraper which was a kind of metal brush. This was extremely dangerous and often the children fell or got stuck in the chimney. Child chimney sweeps received no money for their work, but they were sometimes given food or clothing by the people whose chimneys they swept.

2 Complete the rules with the relative pronoun *who, whose, where* and *which*.

LEARN THIS!

Relative pronouns: *who, whose, where* and *which*

1 We use _____ for things and animals.
2 We use _____ for people.
3 We use _____ for places.
4 We use _____ to indicate possession.

LEARN THIS!

Defining relative clauses

A defining relative clause comes immediately after a noun and gives us information about that noun. It can be in the middle or at the end of a sentence.

She's the vet ***who looked after my cat.***
The hospital ***where my sister works*** *is enormous.*

Grammar Reference: page 98

EXPLOIT

1 Complete the questions, using relative pronouns *who, where, which* and *whose*. Then answer them.

1 What do you call a place where people go to watch films?
2 What do you call a person _____ job is to design buildings?
3 What do you call a woman _____ takes orders and serves food in a restaurant?
4 What do you call a camera _____ records video pictures?
5 What do you call a shop _____ you can buy all kinds of food and drink?
6 What do you call a person _____ is in charge of a shop or a company?
7 What do you call a machine _____ records TV programmes?
8 What do you call a person _____ place of work is a surgery?

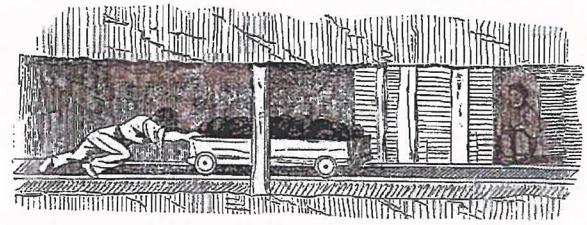
2 Read the *Look out!* box. Which relative pronouns in exercise 1 can you replace with *that*?

LOOK OUT!

In defining relative clauses, we often use *that* instead of *which*. In informal English, we can also use *that* instead of *who*.

3 Complete the text with *who, whose, which* and *where*.

The worst jobs in history: a hurrier



In the past, both adults and children were employed by the colliers [1] who owned coal mines. The children often worked as hurriers. A hurrier was a child [2]_____ job it was to transport the coal from the coal face to the surface. The coal face was the place [3]_____ the miners were currently digging. The coal was put into a 'corf' [4]_____ was like a large box on wheels. The hurrier pulled the corf by a chain [5]_____ was attached to a special belt he was wearing. Sometimes the hurrier was helped by a younger child called a 'thruster' [6]_____ pushed the corf from behind. This was back-breaking work as the children had to work in narrow passageways [7]_____ were less than one metre high. Their younger brothers and sisters often worked at the entrance to the mine, opening and closing the door [8]_____ led to the surface.

4 Complete sentences (1–7) with relative clauses (a–g), adding *who, where, which* or *whose*.

1 People who want to become accountants need to be good at maths.
2 The woman _____ is a musician.
3 The vehicle _____ is called a tractor.
4 The person in my family _____ is my uncle.
5 The villa _____ was very near the beach.
6 A studio is a place _____.
7 A good manager is one _____.

a people record TV programmes
b violin was stolen
c is used on farms
d staff are happy and motivated
e ~~want to become accountants~~
f we spent our holidays
g earns the most money

5 Which job was the worst, the chimney sweep's or the hurrier's? Can you think of any jobs that are worse?

Grammar Builder: page 99

Workbook: page 22

The world of work

VOCABULARY

1 Read the adverts. Is each job:

- skilled?
- menial?
- challenging?
- stressful?
- rewarding?
- monotonous?

I don't think it is a very skilled job because the pay is quite low.

We are looking for...

① *people to work part-time in our busy call centre. Working hours are 5 p.m. to 9 p.m., Monday to Friday. You will work in a small team, answering the phone and dealing with the public. You will earn £7.50 an hour. The work is challenging, but fun.*

② We need an experienced receptionist to work full-time in our bank. You will be in charge of the reception desk and your role will be to greet customers and answer queries. Applicants must be able to use a computer. Salary negotiable.

③ **FACTORY WORKERS**
needed for a company producing white goods.
Previous electrical experience useful, but not essential as full training will be given.
40-hour week.

④ **SALES REPRESENTATIVE**
Experienced sales rep with a proven track record needed to work for a fizzy drinks company. Your area will cover the North of England and Scotland. Car provided.

2 Look at the verbs in the box. Match the activities with the jobs in exercise 1.

Activities at work brainstorm ideas chair meetings
deal with customers draw up contracts
keep up with new technology liaise with a team
meet deadlines operate machinery report on sales figures
upload data work on an assembly line

1 deal with customers

3 Which activity are these workers doing? Match six of the activities in exercise 2 with the sentences.

1 'Hello, Fix It Labels. How can I help you?' deal with customers
2 'Here are the files that need to be given to the design department today.'
3 'OK, everyone. Let's look at the first item on the agenda.'
4 'Last month, we sold 10,500 items. That's a 5% increase on the previous month.'
5 'I'm going on a training course tomorrow to learn about the new software package.'
6 'What about the logo?' 'An animal would be good.' 'How about a lion?' 'Or a cheetah?'

●●●○ Workbook: page 23

LISTEN

1 1.19 Listen to the game show, 'What's my job?' What are the two jobs?

2 1.19 Complete the questions from the game show. Then listen again and check.

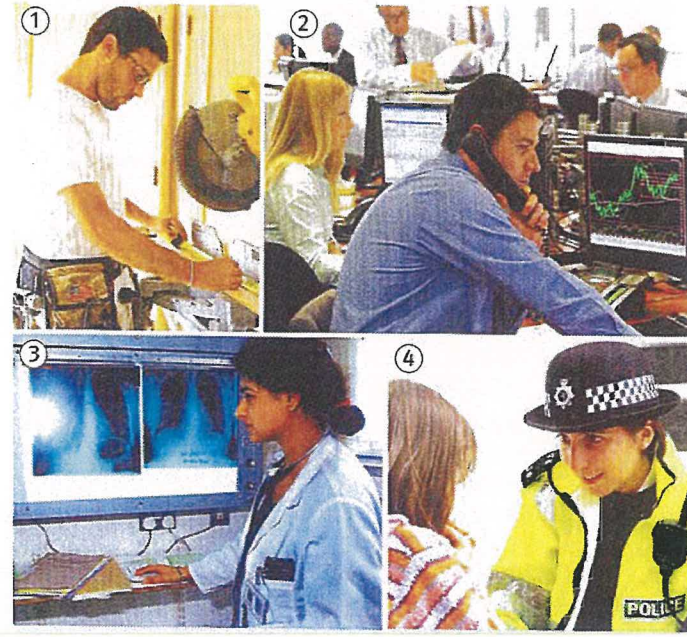
Questions for Jake
1 Do you usually work _____?
2 Do you work in _____?
3 Do you _____ a lot of money?
4 Do you work with _____ machinery?
5 Do you visit people's _____?

Questions for Lucy
6 Do you work with your _____?
7 Do you work on an _____ line?
8 Do you have specialized _____?
9 Do you look _____ people?
10 Do you wear _____ clothes for your work?

SPEAK

1 Look at the photos. What activities do these people do at work? What do you think their jobs are like?

The man in 1 operates machinery.
He works with his hands.
I think his job is rewarding.



2 Work in pairs. Play 'What's my job?'. Remember, you can only answer 'yes' or 'no'. Use the questions in Listen exercise 2 and think of more questions, using words from Vocabulary exercises 1 and 2.

GRAMMAR

Non-defining relative clauses

EXPLORE

1 Read the text quickly. What is Walter O'Rourke's job, and why does he do it?



Walter O'Rourke, **who works as a ticket inspector on trains in New Jersey**, is a rich man. In fact his salary, **which is around $50,000 a year**, is just pocket money to Mr O'Rourke, **whose investments earn him about $2 million each year**. So why does he choose to work? The answer is that Mr O'Rourke, **who was born in 1939**, has always loved trains. For him, working on a crowded train in New Jersey is more fun than relaxing in Florida, **where he has two houses**. 'There's no place that I'd rather be,' he says. 'I don't need the money. I need the job.'

2 Read the text again, ignoring the relative clauses in blue. Does the text make sense without them?

3 Read the *Learn this!* box and choose the correct words to complete the rules. Use the relative clauses in blue in exercise 1 to help you.

LEARN THIS!

Non-defining relative clauses

1 A non-defining relative clause comes immediately **before / after** a noun and gives us information about that noun.

2 It adds extra information to the sentence. The sentence **makes sense / does not make sense** without it.
Macy's department store is one of the largest shops in the world. It's in New York.
*Macy's department store, **which is in New York**, is one of the largest shops in the world.*

3 It **is / is not** separated from the main clause by commas.

LOOK OUT!

In non-defining relative clauses, we use *who*, *whose*, *where* and *which*, but we do not use *that*.

●●● Grammar Reference: page 98

EXPLOIT

1 Complete the text with the relative clauses (a–f).

a which makes toys and games
b who has worked with Jack since 1975
c where his son and grandchildren live
d who will be 90 years old next month
e which started at just £4 a week
f who are planning a big 90th birthday party for him

Jack Barnes, [1]d, still gets up at seven o'clock every morning and catches the bus to work. He has been an employee at the J.B. Bates & Sons factory, [2]___, for more than 60 years. In that time, his salary, [3]___, has increased by 20,000%! Jack's colleagues, [4]___, do not believe that Jack will ever retire. 'He loves his work too much,' says Bill Tanner, [5]___. 'He talks about moving to Australia, [6]___, but he'll never do it.'



2 Combine the two simple sentences to make one sentence. Use a non-defining relative clause.

1 Her son works in a factory. He lives in Spain.
Her son, who lives in Spain, works in a factory.
2 My sister wants to be a musician. She plays the violin.
3 I'd like to visit Buckingham Palace. The Queen lives there.
4 I left my new phone on the bus. I bought it last week.
5 Martin speaks fluent Italian. His mum comes from Rome.
6 Last month, I visited Jamaica. My grandfather was born there.
7 My uncle earns a lot of money. He works for a bank.
8 The Ferrari 550 can go at 320 km / h. It has a 5.5 litre engine.
9 Jake is going to study maths at university. His sister is in my class.

3 Make a list of five famous people. Write a simple sentence about each person.

Thomas Edison invented the light bulb.

4 Read a sentence to the class. The class tries to expand the sentence with extra information about the famous person.

Thomas Edison, who was American, invented the light bulb.

●●●● Grammar Builder: page 99

●●●● Workbook: page 24

WRITING

A job application

READ

Read the letter quickly. Answer the questions.

1 What job is Sandra applying for?
2 Where did she work last summer?
3 When can she start work?

13 Birch Avenue
Luton
LU13 7BU

The Manager
Lenny's Restaurant
Green Lane
Luton
LU17 9HY

19 June 2007

Dear Sir or Madam,

[1] I am writing to apply for the post of kitchen helper at Lenny's Restaurant which was advertised in last Saturday's newspaper.

[2] I have considerable experience of working in catering. Last summer, I worked for six weeks as a waitress in my local café. My responsibilities there included taking orders and serving customers as well as cleaning the kitchen and washing up.

[3] I consider myself to be reliable, hard-working and enthusiastic. If necessary, I can supply references from the café owner and also from a teacher at my school.

[4] I would be very grateful for the opportunity to visit the restaurant and discuss my application with you in person. I am available for interview any day after school or on Saturdays. If my application is successful, I will be available to start work on 25 July, immediately after my exams.

I am enclosing my CV.

I look forward to hearing from you soon.

Yours faithfully,

Sandra Blunt

Sandra Blunt

PREPARE

1 **In which paragraph (1, 2, 3 or 4) does Sandra mention:**

a references that she can send? ☐
b the job she is applying for? ☐
c when she can start work? ☐
d where she saw the job advert? ☐
e her personal qualities? ☐
f her experience of working in catering? ☐

2 **Find more formal ways of saying the underlined phrases in Sandra's letter.**

1 I am writing to ask you for the job of kitchen helper.
2 I've worked a lot in catering.
3 The things I had to do there included taking orders.
4 I think that I am reliable, hard-working and enthusiastic.
5 I can give you references.
6 I would really like to visit the restaurant ...
7 ... and talk about my application face to face.
8 I can start work on 25 July.
9 I'm sending my CV.

Writing tip: using formal language

Avoid using informal expressions in formal letters. Find some formal expressions that have the same meaning.

WRITE

1 **Read the job advert. Think about what qualities and experience you might need for the job. Make notes.**

Hotel Receptionist

We need an intelligent, friendly, confident person to work at our hotel in Oxford from 15 July to 31 August. Working hours are from 10 a.m. to 6 p.m. Your duties will include greeting guests, checking them in and out, answering the phone and taking bookings.

Please apply in writing to:

Queen Victoria Hotel, 84–88 Beecham Road
Oxford OX4 7UH

2 **Write a formal letter of 120–150 words, applying for the job. Follow the writing plan below.**

Paragraph 1
- Mention the job you are applying for and where you saw the advert.

Paragraph 2
- Talk about why you are right for the job. Mention personal interests, and relevant experience and responsibilities.

Paragraph 3
- List your personal qualities and offer to send references.

Paragraph 4
- Say you would like to come for an interview and when you are available.
- Say when you could start work.

Workbook: page 25

REVIEW

On camera

LANGUAGE SKILLS

1 1.20 **Complete the dialogue with the words from the box. Then listen and check your answers.**

are booked doing going have likes mean serves that where who whose

Samira Are you [1]_____ anything special tonight?
Tilly Yes, I'm [2]_____ for dinner with Amy.
Samira Who's Amy?
Tilly She's a girl [3]_____ plays on my volleyball team. You know, the one [4]_____ father drives that big yellow car.
Samira Which yellow car do you [5]_____?
Tilly The yellow sports car [6]_____ is always parked at the end of your road.
Samira Oh, I know. The car my brother [7]_____. Anyway, where [8]_____ you going for dinner?
Tilly We're going to that fish restaurant in town.
Samira Which one?
Tilly The one [9]_____ we celebrated my birthday last year.
Samira You mean the place which [10]_____ those delicious prawns?
Tilly That's right. I've [11]_____ a table for 8 o'clock.
Samira Well, I hope you [12]_____ a good evening.

2 **Read the dialogue again. Join the sentences, using a relative clause.**

1 Tilly is having dinner with Amy. Amy plays on her volleyball team.
2 Amy's father drives a yellow sports car. He parks it at the end of Samira's road.
3 Samira's brother likes the sports car. Amy's father drives it.
4 Tilly has booked a table at a fish restaurant. She celebrated her birthday there last year.
5 Samira likes the prawns. They serve them in the fish restaurant.

3 **One of these sentences is correct and five contain mistakes with relative clauses. Correct the incorrect sentences.**

1 My grandfather, who he had eight children, died last year.
2 Cotton, which has been used in clothing for over 5000 years, comes from the Gossypium plant.
3 A parka is a type of coat that it is worn in very cold places.
4 The Niagara Falls, which they were formed during the last ice age, are on the border between Canada and the USA.
5 Madagascar, which 5% of the world's plants and animals live, is an island off the coast of Africa.
6 That's the boy who his motorbike was stolen.

DICTIONARY CORNER

Making nouns: professions

1 **Use your dictionary to find the professions formed from the words in bold. Complete the sentences.**

1 A person who looks after the **accounts** of a company is an accountant.
2 A person who **illustrates** books and magazines is an _____.
3 A person who earns a living by playing **music** is a _____.
4 A person who earns a living by taking **photos** is a _____.
5 A person who works in **politics** is a _____.
6 A person who does **scientific** research is a _____.

Forming verb phrases

2 **Look up the words in bold and match them with the verbs in the box to make verb phrases.**

take be ~~fill in~~ attend sign hand in make

1 fill in an **application** form
2 _____ a **contract**
3 _____ an **interview**
4 _____ a **job**
5 _____ **promoted**
6 _____ someone **redundant**
7 _____ your **resignation**

3 **Complete the sentences with the phrases from exercise 2. You may need to change them.**

1 Thank you for your application. We'd like to invite you to attend an interview at 11.30 on Monday 6th January.
2 He _____ for the job and left it with the receptionist.
3 We're celebrating with my father tonight because he _____ to senior manager.
4 The company's doing really badly so everyone thinks they're going to _____.
5 I _____ at the new shopping centre, but I'm still looking for something more permanent.
6 I've been offered a new job so tomorrow I'm going to _____ to my boss.
7 The couldn't publish the book until the author _____ with the publishing company.

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

* I need more practice. ** I sometimes find this difficult. *** No problem!

	*	**	***
I can understand and react to a magazine article about gender and work.			
I can describe a person, thing or place using defining relative clauses.			
I can talk about jobs and work.			
I can correctly use non-defining relative clauses.			
I can write a letter applying for a job.			

Workbook: Self check pages 26–27

4 Body and mind

THIS UNIT INCLUDES

Vocabulary • word formation: verbs • compound adjectives • body idioms • homophones • collocations: parts of the body
Grammar • past simple and present perfect contrast • present perfect continuous •
Skills • talking about events using body idioms • at the doctors
Writing • an informal letter: giving news

All in the mind

BEFORE READING

Answer the questions with a partner.

1 Do you think you have a good memory? Why? Why not?
2 What sort of things are you good at remembering?
3 What do you tend to forget?

Reading tip

If you don't understand a word, read the whole sentence again and look for clues to the meaning. For example in this text you may not understand the word 'sundial'. If you read the whole sentence, you can deduce that it is a type of clock. It is often not necessary to know the exact translation of the word to understand the gist of the article.

READ

1 Read the text quickly. Which sentence is false?

1 Andi Bell can remember everything that happened in his life.
2 Andi Bell can memorize things very quickly.
3 Andi Bell thinks that everyone can improve their memory.



The Memory Man

Can you remember people's faces but not their names? Are you bad at remembering people's birthdays? How many things have you forgotten this week? According to Andi Bell, you needn't be forgetful ever again.

Andi Bell, now in his forties, used to be unemployed. [1] ☐ He has been training his memory for around fifteen years, after being inspired by an article he read about the amazing memory man, Dominic O'Brien. In 2002, he beat his hero O'Brien at the World Memory Championships for the first time, an achievement which catapulted him out of his dull existence into the public eye.

Andi has broken many memory records and is currently the speed memory champion. He has correctly memorized a pack of cards in just 31.16 seconds. [2] ☐ So how does he do it? Andi's method is an unusual but simple one. Journalist Lara Barton met him and wrote an account of his technique.

I'm here today so that Andi Bell can teach me how to improve my memory. In less than one hour, I will have a working knowledge of the past 1,000 years in history.

'Right,' says Andi, 'think of ten rooms in a building you know very well.' I think of the house I grew up in. [3] ☐ 'What is your first room?' he asks.
'It's my living room, Andi.'
'Your living room is in the eleventh century,' he says. [4] ☐ Then just beside the door I have to imagine a water clock to remind me of Su-Sung's invention in China. I've never seen a water clock, so I imagine something like a sundial in water. By the end of the tour, I've put Marco Polo at the bottom of the stairs, Queen Victoria in the pantry, and the Mona Lisa in the dining room. Whatever will my mother say?

The basic idea is that you visualize events, and assign them to a particular point in the room, depending on when they happened

2 Read the text again. Complete it with the missing sentences. There is one sentence you do not need to use.

A 'Imagine the Battle of Hastings in the middle of the room.'
B Why is it that some people have better memories than others?
C To me, Mozart now sits, like a table, in the middle of my kitchen.
D He tells me we're going to call each room a different century.
E He can also remember the order of over 1,000 cards in one hour.
F Now he is a memory grandmaster who has won the World Memory Championships three times.

3 1.23 Choose the best answers.

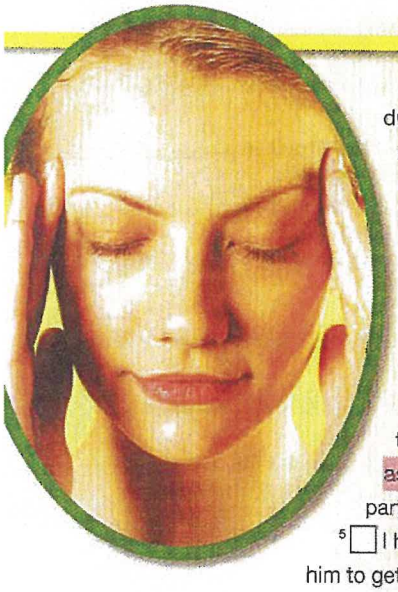
1 Andi Bell
a has always had a fantastic memory.
b didn't have a job when he started to train his memory.
c has been a memory grandmaster for fifteen years.
d was only twenty when he became a memory grandmaster.

2 Andi started training his memory because
a he read an article about Dominic O'Brien.
b he wanted to meet his hero, Dominic O'Brien.
c he wanted to win the World Memory Championships.
d he was fed up of forgetting things.

3 Andi teaches Lara Barton to memorize
a ten rooms in a building she knows.
b historical events from the past 1,000 years.
c ten rooms in the house she grew up in.
d British history.

4 In order to memorize historical events and people Lara has to
a visualize them next to the door.
b pretend they are famous composers.
c imagine she took part in the events.
d visualize them as parts of the house.

5 Andi says his technique
a is best used for studying.
b is better for some people than others.
c is good for learning anything you need to remember.
d can only be used for memorizing historical events.



during the century. This means that in your mind you will stumble upon events at the start of a century as soon as you open the door to a room.

Essentially, the historical events become like furniture – you learn to associate them with a particular room and place. [5] ☐ I have to manoeuvre around him to get to Beethoven!

Andi says that everybody can benefit from his techniques. All you have to do is think of the things you want to remember and put them in familiar places in your mind. 'You can apply it to anything, you can apply it to learning,' he says.

So, have you been paying attention? If you have, you no longer have any excuses for not passing your exams...

UNDERSTANDING IDEAS

Answer the questions. Look at the text and use your own words and ideas.

1 How do you think Andi memorizes a pack of cards so fast?
2 Can you think of other situations where Andi's technique would be useful?
3 Why do you think Andi Bell's memory technique works?
4 Which do you think are the three most important historical events in your culture?

VOCABULARY

The Memory Man

1 Match the highlighted words in the text with these definitions.

1 An understanding of something through learning.
2 Made somebody want to do something.
3 To hit your foot against something and almost fall over.
4 To move around.
5 To have a picture of something in your mind.
6 Considering the most important fact.
7 Something you have done successfully through working hard.
8 Threw forcefully.
9 To make practical use of something.
10 Learnt so you can remember it exactly.
11 Not interesting or exciting.
12 To make a connection with something.
13 A large kitchen cupboard.
14 To have a good effect.
15 A type of clock that uses the shadow from a piece of metal to tell the time.

2 Do you know these words?

assign century depending on familiar forgetful historical particular pay attention

Workbook: page 28

VOCABULARY

The memory man

ACTIVATE

Complete these sentences with the correct form of the words from the box.

achievement apply associate benefit catapult dull essentially inspire knowledge manoeuvre memorize pantry stumble sundial visualize

1 It was dark last night, so I didn't see my brother's bike and I _____ over it.
2 I always _____ the smell of roses with my mother's garden.
3 When John's bike hit a stone, he was _____ onto the road.
4 Our driveway is very narrow and so it's very difficult to _____ the car.
5 Everybody will _____ from the government measures to save the economy.
6 _____ the key to success is hard work!
7 In the past, people used a _____ to tell the time.
8 The rules _____ to secondary students as well as primary.
9 The psychologist told us to _____ our ideal house and tell him about it.
10 Carmen received a prize for her outstanding _____ in the competition.
11 Our kitchen is very cool, so we keep the butter in the _____ instead of the fridge.
12 Some people think that life will become very _____ when they retire.
13 My _____ of world geography is limited.
14 The principal's speech _____ us to study harder.
15 We had to _____ some chemical formulae for the exam.

EXTEND

Word formation: verbs

1 **Use a suffix to form verbs from the words in the box and write them in the correct column in the chart. You may need to change the spelling.**

active alien clear different example ~~memory~~ public simple visual

-ate	-ify	-ize
1 _____	1 _____	1 memorize
2 _____	2 _____	2 _____
3 _____	3 _____	3 _____

2 **Complete the sentences with verbs from exercise 1.**

1 The explanation was too complicated for us, so our teacher simplified it.
2 He _____ the phone number of the company so that he could call them later.
3 It's hard to _____ what this area looked like before the town was built.
4 That palace _____ the style of architecture typical of the eighteenth century.
5 The politician did not want to be misunderstood, so he _____ his position.
6 Any smoke in the house will _____ an alarm.
7 They're going to _____ the competition winners in the local press.
8 It is every parent's responsibility to teach their children to _____ between good and bad.
9 The manager's decision to reduce the workforce has _____ him from the staff.

Compound adjectives

LOOK OUT!

A compound adjective is a single adjective made up of two or more words. These words are linked together with a hyphen to show that they are part of the same adjective.
open-minded green-eyed short-sighted

3 **Make compound adjectives with the words in A and B to complete sentences (1–8).**

A		B	
kind	thick	~~handed~~	minded
narrow	cold	skinned	sighted
level	short	blooded	hearted
fair	~~right~~	haired	headed

1 A person who writes with their right hand is right-handed.
2 Someone who is very cruel is _____.
3 A person who doesn't worry about what people say about them is _____.
4 Someone who won't accept new ideas is _____.
5 A person with light-coloured hair is _____.
6 Someone who is calm and sensible is _____.
7 A person who is very generous is _____.
8 Someone who can only see things which are very near is _____.

4 **Complete the sentences with a compound adjective from exercise 3.**

1 My sister is extremely level-headed. She always knows what to do in a difficult situation.
2 I'm _____, so I have to wear glasses.
3 The employees are always complaining about the manager, but he's very _____. He doesn't seem to care.
4 Most people in my family are _____, but my brother always uses his left.
5 My grandmother is always giving us presents. She's the most _____ person I know.
6 _____ people burn easily in the sun.
7 I can't discuss things with my older brother any more because he's so _____.
8 Reptiles are _____ animals.

Workbook: page 29

GRAMMAR

Past simple and present perfect contrast

EXPLORE

1 Read the text. Find all the past simple and present perfect verbs.



Sebastien Foucan has taken part in free running since he was 15. The sport began in France in the 1980s. Free runners have to run, climb or jump over obstacles as gracefully as they can. The obstacles could be fences, cars, walls – even buildings. Sebastien once said, 'Free running has always existed, free running has always been there, the thing is that no one gave it a name.'

Sebastien has appeared on TV a number of times, but his big break came in 2006 when he appeared in the James Bond film, *Casino Royale*. Since then, free running has become very popular among extreme sports enthusiasts. It can be quite dangerous although Sebastien has never had a serious accident.

Sebastien has jumped across the rooftops of Paris and London. And he's just announced his latest challenge: the buildings and monuments of New York!

2 Read the *Learn this!* box and match the verbs you found in the text with the uses.

LEARN THIS!

1 We use the **past simple** to talk about completed events in the past (often with words that refer to a finished time: *yesterday, two years ago*).
I went to London last weekend.

2 We use the **present perfect**
- a to say how long a current situation has existed (often with *for* and *since*).
  Peter has lived in that house for five years.
- b to talk about an experience in the past. The exact time of the experience is not important.
  'Have you ever been to Paris?' 'No, I haven't.'
- c to talk about events that are connected with the present (for example, news and recent events). We sometimes use *already, just* and *yet*.
  'Is Jim here?' 'No, he's just gone.'

Grammar Reference: page 100

EXPLOIT

1 1.24 Complete the interview. Use the past simple or present perfect form of the verbs in brackets. Then listen and check.

Suzie Bowman is a freediver. Freedivers try to dive as deep as possible into the sea on a single lungful of air, without breathing apparatus.

Kate When [1] did you start (start) freediving?
Suzie I [2] _____ (make) my first freedive in 2001.
Kate How [3] _____ you _____ (discover) that you had a talent for freediving?
Suzie Well, I [4] _____ (be) a good swimmer since a very young age. Later, I [5] _____ (find) that I could hold my breath for a long time under water.
Kate How many world records [6] _____ you _____ (break)?
Suzie I [7] _____ (break) three so far. But I hope to break more.
Kate [8] _____ you _____ (have) any scary moments?
Suzie No, not really. Some sharks [9] _____ (swim) past me on one occasion, but they [10] _____ (not be) interested in me!

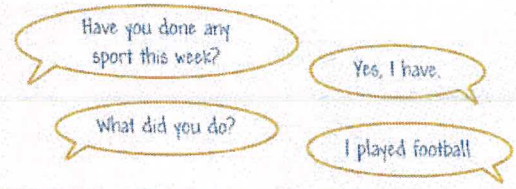
2 Find the time expressions in the box in the dialogue in exercise 1. Then add them to the chart below.

in (2001) later on one occasion since so far

past simple		present perfect
yesterday	this morning	today
last week	for a week	already
a year ago		yet
1 _____		4 _____
2 _____		5 _____
3 _____		

3 Ask and answer questions about what you have done this week. Use the phrases in the box and your own ideas. Notice which tenses are used to ask the two questions in the example.

go to the cinema? play computer games? eat out?
read any good books? do any homework? do any sport?



Grammar Builder: page 101
Workbook: page 30

SKILLS

Body idioms

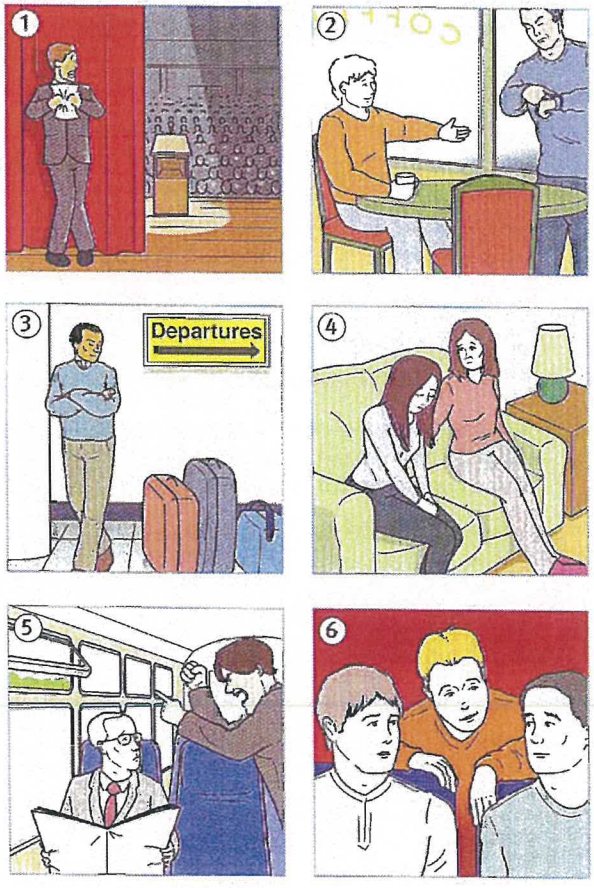
VOCABULARY

1 **Match the body idioms in the box with definitions 1–10.**

Body idioms
~~get cold feet~~
keep an eye on someone / something
poke your nose into something
put your foot in it
bite someone's head off
get something off your chest
play it by ear
pull someone's leg
split hairs
twist someone's arm

1 To become afraid to do something. get cold feet
2 To say or do something that makes someone embarrassed or upset.
3 To make sure that someone or something is safe.
4 To argue about unimportant details.
5 To play a joke on someone by making them believe something that isn't true.
6 To reply in a very angry way.
7 To persuade someone to do something.
8 To try to become involved in something that doesn't concern you.
9 To decide what to do as things happen, instead of planning in advance.
10 To talk about something that you've been worrying about.

2 **Look at pictures (1–6) and complete the sentences, using the correct form of the idioms from exercise 1.**



1 When he saw how many people were in the audience, he got cold feet about giving his speech.
2 Bob didn't have time for coffee, but Mike _____ and in the end Bob sat down to join him.
3 They left Kevin to _____ the luggage.
4 When I told my mum about my terrible exams results, it was a great relief to _____.
5 The woman nearly _____ when I asked to open the window.
6 We wanted to discuss the matter privately, but Rob _____.

●●●● Workbook: page 31

LISTEN

1 1.25 **Listen to five dialogues. Match each dialogue with an idiom from Vocabulary exercise 1.**

1 Dialogue 1 poke your nose into something
2 Dialogue 2
3 Dialogue 3
4 Dialogue 4
5 Dialogue 5

2 1.25 **Listen to the dialogues again. Answer the questions.**

1 What is Vanessa's news?
2 What did Rachel tell Amy?
3 Why does Rob say he wants to go home?
4 What does Anthony want to buy?
5 What is different about Kieran's day?

SPEAK

1 **Work in pairs. Ask and answer questions with *Have you ever* about these injuries. If the answer is 'yes', ask another question using the word in brackets.**

1 twisted your ankle? (How?)
2 broken a bone? (Which?)
3 dislocated a finger? (How?)
4 had a stiff neck? (Why?)
5 pulled a muscle? (Which?)
6 had aching feet? (Why?)

Have you ever twisted your ankle?
Yes, I have.
How did you do it?
I was playing basketball and I lost my balance.

2 **Work in pairs. Write a short dialogue to illustrate the meaning of one of the idioms from Vocabulary exercise 1.**

3 **Act out your dialogues to the class. Can they guess what the idiom is?**

I think Molly is twisting Jasmine's arm.

GRAMMAR

Present perfect continuous

EXPLORE

Read the text. Look at the verbs in **blue** and complete the rule in the *Learn this!* box.



Students at Pravda College **have been getting** up earlier this term to attend a half-hour yoga class before their lessons start. The initiative was set up by teacher Mannan Dhatri, who **has been working** at the school for just over a month. 'I've always liked doing physical exercise, but yoga is good for your mind as well as your body,' he says. 'It helps you concentrate. My students have only had eight yoga sessions, but since they started they**'ve been studying** much harder in class. They**'ve also been sleeping** better, so they're more awake.'

And what do the students think? Sanjiv Haryadi is looking remarkably fresh at the end of the day, considering he**'s been sitting** in lessons for the last six hours. '**I've been doing** yoga since the beginning of term and I have so much more energy now,' he says. 'I've already handed in this week's assignments, so tonight I'm going to go for a run in the park with some friends.'

LEARN THIS!

Present perfect continuous

We form the present perfect continuous with *have* / [1]_____ + [2]_____ and the *-ing* form of the verb.

We use the present perfect continuous to talk about:

1 an action that began in the past and is still in progress. We often use *for* or *since* to say how long it has been in progress.
I've been learning English for six years.

2 an action that has recently stopped and which explains the present situation.
I'm tired. I haven't been sleeping well.

Grammar Reference: page 100

EXPLOIT

1 Complete the questions and answers using the present perfect continuous and information from the text.

1 'Why have students at Pravda College been getting up earlier this term?'
'To attend a yoga class.'

2 'How long _____ Mannan Dhatri _____ at the school?' 'For just over a month.'

3 'What effect has yoga had on the students?'
'They _____ harder and they _____ better.'

4 'How long _____ Sanjiv Haryadi _____ in lessons?' 'For six hours.'

5 'How long _____ Sanjiv _____ yoga?' 'Since the beginning of term.'

2 Read the questions and complete the answers with the present perfect continuous form of the verbs in the box.

eat not feel rain paint ~~sit~~ work

1 Why are you late? I have been sitting in a traffic jam.
2 Why are you going to the doctor's? I _____ very well.
3 Why have you got paint in your hair? I _____ the ceiling.
4 Why are your hands dirty? I _____ in the garden.
5 Why aren't you hungry? I _____ chocolates all day.
6 Why is your jacket wet? It _____.

3 Read the *Look out!* box. Find another example of each rule from the text in Explore.

LOOK OUT!

Present perfect simple or present perfect continuous?

We use the present perfect simple, **not** the present perfect continuous:

1 if the action is **finished and complete.**
I've done my homework. I'm going to watch TV.

2 if we want to say **how often** an action has happened.
She's broken her leg three times.

3 with stative verbs (*like*, *love*, *know*, *remember*, etc.).
I've known them for a year.

4 Complete the sentences. Use the present perfect simple or continuous form of the verbs in brackets.

1 I have been learning (learn) English for five years.
2 You can have your book back now. I _____ (read) it.
3 I _____ (know) Tom since May.
4 You look upset. _____ you _____ (cry)?
5 How many times _____ you _____ (see) that film?
6 I _____ (look) for my keys for ages, but I _____ (not find) them yet.
7 Mum _____ (shop) all morning. She _____ (buy) lots of presents.
8 He _____ (do) his homework, but he _____ (not finish) yet.

5 Give reasons for the situations below, using the present perfect simple or continuous.

1 You look tired. I've been playing football.
2 You look cold.
3 Your clothes are wet and dirty.
4 You look fed up.
5 You look irritated.

Grammar Builder: page 101

Workbook: page 32

WRITING

An informal letter: giving news

READ

1 Read the letters quickly. What illness or injury do Emily and Julie each have?



Dear Jane,
How are you? What have you been up to? Sorry I haven't written to you for ages, but I've been really busy recently with end-of-term exams. You know what it's like! I've also been rehearsing for the talent show, which starts next week.
Guess what! I'm in hospital! Don't panic, I'm not seriously ill. I fell over when I was playing tennis and broke my arm. Anyway, I'm only in for a day or two. Luckily my injury won't stop me performing in the show.
The family are all fine. Mum's been working really hard. She doesn't get home till late. Dad's bought a new car – well, I say 'new', but actually it's about ten years old. Chris has got a new computer and spends most of the time playing computer games.
That's all for now. I'd better go.
Loads of love
Emily

Dear Rose,
Thanks for your letter. I got it last week and it really made me laugh! I'm off school today with a temperature and an upset stomach. I've been sick three times, but I'm feeling a bit better now.
Enough of all that. I bumped into Sally and her sister last weekend. Guess what! Her mum's been teaching at our old primary school since October. Susie is fine too. She sends her love. We all miss you!
I guess you've started at your new school in London now. How is it? Have you made loads of new friends? Don't forget about your old ones!!! So many questions! Do write again and send me your news.
Love
Julie
P.S. Why don't we get together in London one weekend? I can easily get the train down.

2 Answer the questions.

1 What has Emily been doing at school?
2 Why doesn't Emily's mum get home until late?
3 What have her dad and her brother bought?
4 What has Sally's mum been doing?
5 What does Susie do?
6 Where does Rose go to school now?

PREPARE

1 Write B next to the phrases for beginning a letter and E next to the phrases for signalling the end of a letter.

Phrases for informal letters

1	Sorry I haven't written for ages.	B
2	That's all my news for now.	
3	It was great to hear from you.	
4	Must dash – Mum's calling me for dinner.	
5	I'd better finish here as I'm running out of space.	
6	Thanks for your letter.	
7	I'd better stop here. It's getting late.	
8	That's all for now. I'd better go now.	
9	How are you?	

2 Find the phrases (1–7) in the letters. Then match the phrases with the functions (a–g).

1 Enough of all that.
2 Why don't we ... ?
3 Guess what!
4 Loads of love
5 What have you been up to?
6 Do + verb (e.g. Do write)
7 She sends her love.

a introducing surprising news
b making a suggestion
c asking for news of the other person
d ending the letter
e changing the subject
f making a strong request
g sending greetings from someone else

WRITE

1 Make notes for an informal letter to a friend who has moved away from your town. Follow the plan below.

Paragraph 1:	Start with an appropriate phrase. Apologize for not writing sooner.
Paragraph 2:	Give news about yourself.
Paragraph 3:	Give news about your friends and / or family.
Paragraph 4:	Ask questions about your friend.

Writing tip: using informal language

In informal letters, we usually use everyday language. We normally use short forms instead of long forms.

2 Read the *Writing tip*. Then write a letter of 120–150 words, using your notes from exercise 1. Use phrases from Prepare.

Workbook: page 33

REVIEW

Body and mind

LANGUAGE SKILLS

1 1.26 **Complete the dialogue with the words from the box. Then listen and check your answers.**

ago did didn't for gave have having loved played playing practising taken

Harry Hi, Colin. I [1]_____ know you played the violin!
Colin Hello, Harry. Yes, I've been [2]_____ since I was little.
Harry When [3]_____ you start?
Colin About ten years [4]_____. I've always [5]_____ music and my parents [6]_____ me a violin for my sixth birthday. I've been [7]_____ lessons ever since.
Harry Have you ever [8]_____ in public?
Colin Yes, I [9]_____. I've [10]_____ part in several concerts at my music school.
Harry When's your next concert?
Colin On Saturday night. We've been [11]_____ for it [12]_____ the last six months.
Harry Well, good luck for Saturday, then.
Colin Thanks a lot.

2 **Read the dialogue again. Complete the sentences with the past simple, present perfect simple or present perfect continuous forms of the verbs in brackets.**

1 Colin _____ the violin for about ten years. (play)
2 He _____ music all his life. (love)
3 His parents _____ him a violin for his birthday. (give)
4 He _____ violin lessons since he was six. (have)
5 He _____ in several concerts at his music school. (take part)
6 He _____ for the next concert for six months. (practise)

3 **Use the words to make sentences. Use the past simple, present perfect simple or present perfect continuous.**

1 I / lose / my wallet / yesterday
2 How long / you / know / your best friend?
3 Gail / not do / her homework / yet
4 My parents / not sleep well / last night
5 We / see / that film three times
6 Robert / play / computer games / all day today
7 How long / your brother / study / at university?
8 Where / you / buy / your new mobile phone?

DICTIONARY CORNER

Homophones

1 **Check the meaning of the two homophones in bold. Circle the correct word in each sentence.**

1 The pianist was extremely embarrassed when he played the wrong **chord** / **cord**.
2 A **draught** / **draft** came through the open door which made everybody shiver.
3 There's a **leek** / **leak** in the shower, so the bathroom keeps flooding.
4 The new hospital was opened by the **mare** / **mayor** of the city.
5 **Maze** / **Maize** is the most widely grown crop in the Americas.
6 We had the most delicious chocolate **mousse** / **moose** for dessert.
7 It was a very emotional film and at the end there were **tears** / **tiers** in everybody's eyes.
8 She doesn't mind the white of an egg, but she never eats the **yoke** / **yolk**.

Collocations: parts of the body

2 **Look up verbs (1–6) and match them with nouns (a–f) to make expressions.**

1 clear	a your fingers
2 cross	b your head
3 nod	c your shoulders
4 raise	d your throat
5 shrug	e your foot
6 tap	f your eyebrows

3 **Write sentences with expressions from exercise 2.**

He cleared his throat at the beginning of his speech.

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

* I need more practice. ** I sometimes find this difficult. *** No problem!

	*	**	***
I can understand a magazine article about how to improve your memory.			
I can correctly use the past simple and present perfect simple.			
I can talk about parts of the body and injuries.			
I can correctly use the present perfect continuous.			
I can write a letter giving news.			

Workbook: Self check pages 34–35

Great Expectations

by Charles Dickens

Biography

Charles Dickens was born in England in 1812, and is often referred to as the greatest English novelist of all time. His first novels appeared monthly in magazines before being published as books. His stories are famous for their intricate plots, memorable characters and vivid descriptions of life in Victorian England.

My first memory is of sitting on a gravestone in that churchyard one cold, grey, December afternoon, looking out at the dark, flat, wild marshes divided by the black line of the River Thames, and listening to the rushing sound of the sea in the distance.

'Don't say a word!' cried a terrible voice, as a man jumped up from among the graves and caught hold of me. 'If you shout, I'll cut your throat!' He was a big man, dressed all in grey, with an iron chain on his leg. His clothes were wet and torn. He looked exhausted, and hungry, and very fierce. I had never been so frightened in my whole life.

'Oh! Don't cut my throat, sir!' I begged in terror.

'Tell me your name, boy! Quick!' he said, still holding me. 'And show me where you live!'

'My name's Pip, sir. And I live in the village over there.'

He picked me up and turned me upside-down. Nothing fell out of my pocket except a piece of old bread. He ate it in two bites, like a dog, and put me back on the gravestone.

'So, where are your mother and father?' he asked.

'There, sir,' I answered, pointing to their graves.

'What!' he cried, and was about to run, when he saw where I was pointing. 'Oh!' he said. 'I see. They're dead. Well, who do you live with, if I let you live, which I haven't decided yet?'

'With my sister, sir, wife of Joe Gargery, the blacksmith.'

'Blacksmith, you say?' And he looked down at his leg. Then he held me by both arms and stared fiercely down into my eyes.

'Now look here. You bring me a file. You know what that is? And you bring me some food. If you don't, or if you tell anyone about me, I'll cut your heart out.'

'I promise I'll do it, sir,' I answered. I was badly frightened and my whole body was trembling.

'You see,' he continued, smiling unpleasantly, 'I travel with a young man, a friend of mine, who roasts boys' hearts and eats them. He'll find you, wherever you are, and he'll have your heart. So bring the file and the food to that wooden shelter over there, early tomorrow morning, if you want to keep your heart, that is. Remember, you promised!'

1 Read the text and find out who the main character is. Is the man that he meets:

a thief? b an escaped convict? c a sailor?

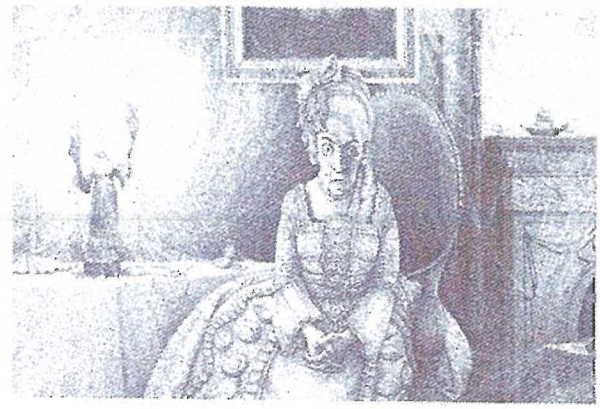
2 1.30 Read the text again and answer the questions.

1 What was Pip doing when the man suddenly appeared?
2 Why was Pip frightened of the man?
3 Who does Pip live with? Why?
4 What does Joe Gargary do?
5 What does the man order Pip to do?

3 Answer the questions. Look at the text, and use your own words and ideas to explain your answers.

1 Why do you think Pip was in the churchyard?
2 What does the man's appearance tell you about him?
3 Why does the man need a file, and why does he threaten Pip?
4 What do you think happens next?

4 Later, Pip visits Miss Havisham, a lady who has grown old in a darkened room wearing a wedding dress and flowers in her hair. Look at the illustration. Write a short paragraph about what you think happened to her and why she lives like that.



Fast Food Addicts

READ

1 Read the text, ignoring the gaps. Explain in your own words why some teenagers in the USA sued McDonald's.



In 2002, several obese teenagers in the USA sued McDonald's, claiming that the company was responsible for making them fat. [1] ☐ They claimed that the company had not warned them about the health problems that can result from eating too much salty, high-fat food and drinking too many sugary drinks: diabetes, high blood pressure and obesity. The mother of one of the children, who at the age of 15 weighed more than 180 kilograms, said in her statement: 'I always believed McDonald's was healthy for my son.'

McDonald's rejected the claim that they were responsible for these teenagers' health problems. [2] ☐ 'The understanding of what hamburgers and French fries do has been with us for a long, long time,' he added. The judge agreed, and dismissed the case, saying: 'It is not the place of the law to protect people against their own excesses.' In other words, if people choose to eat a lot of unhealthy food, they can't blame the company that sold it to them.

[3] ☐ In 2005, the US House of Representatives passed a bill which became known as the 'Cheeseburger Bill'. It made it much harder for obese people to take legal action against the food industry. [4] ☐ There is some scientific evidence to suggest that fast food is addictive, and harmful too. So is selling fast food the same, in a way, as drug-dealing?

2 Match the sentences (A–E) with the gaps (1–4) in the text. There is one sentence that you do not need.

A 'People don't go to sleep thin and wake up obese,' said McDonald's lawyer, Brad Lerman.
B However, the bill has not ended the arguments about responsibility.
C They argued that McDonald's deliberately misled them into thinking that their cheeseburgers and other products were healthy and nutritious food.
D These new burgers were larger, and higher in fat, than the standard burgers.
E Other similar lawsuits against fast food companies in the USA have also failed.

LISTEN

1 1.31 Listen to three American teenagers talking about diet and lifestyle. Answer the questions for each person.

1 How many hours of TV does he / she watch per day?
2 How many times a week does he / she do exercise?
3 Does he / she eat healthily?

2 1.31 Listen again. Are the sentences true or false?

1 Tony likes watching films.
2 Tony walks, plays football and goes surfing.
3 Tony never eats junk food.
4 Karen doesn't watch TV if there aren't any good programmes on or she has to do a lot of homework.
5 The only exercise Karen does is at school.
6 Karen's mum heats up TV dinners for her.
7 Chris watches TV before and after school.
8 Chris usually plays basketball at the weekend.
9 Chris's family sometimes have a takeaway meal in the evening.

WRITE AND SPEAK

1 Work in pairs. Ask and answer the questions. Make a note of your partner's answers.

1 Do you ever eat junk food? What type? How often?
2 In your opinion, do you have a healthy diet?
3 How many hours a day do you spend watching TV?
4 How often do you exercise? What exercise do you do?
5 What could you do to make your lifestyle healthier?

2 Tell the class about your partner.

Ian spends four hours a day watching TV.

5 Our future

THIS UNIT INCLUDES

Vocabulary • predicting the future • compound nouns • verb + noun collocations • gadgets • prefixes

Grammar • speculating and predicting; *will, may, might,* etc. • first conditional • zero conditional • future perfect and future continuous • *will, going to,* present continuous

Skills • talking about gadgets and the future • making plans

Writing • an essay: for or against

Visions of the future

BEFORE READING

Look at the pictures showing visions of the world fifty years from now.

1 Describe them.
2 Which one is the most likely to come true, in your opinion?

READ

Reading tip

When you're looking for specific information in a text, reading the first sentence of a paragraph often tells you what the whole paragraph is about.

1 Read the *Reading tip*. Then read the texts and match the experts (1–6) with the topics (a–h). There are two extra topics that you don't need to use.

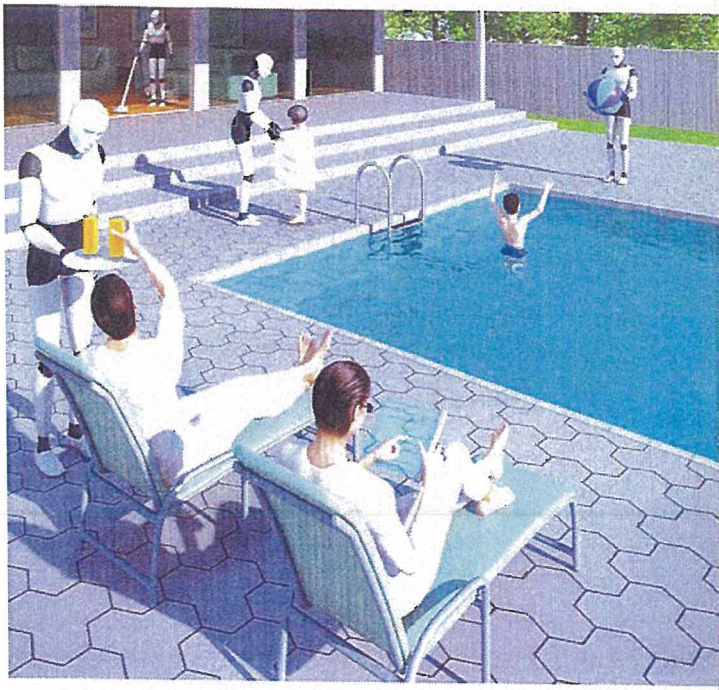
1 Sir David King
2 Francis Collins
3 J. Richard Gott
4 Ellen Heber-Katz
5 Peter Norvig
6 Eric Horvitz

a interactive searches on the internet
b repairing the human body
c machines that think for themselves
d renewable energy
e life expectancy
f the space race
g the water shortage
h global warming

Fifty Years On

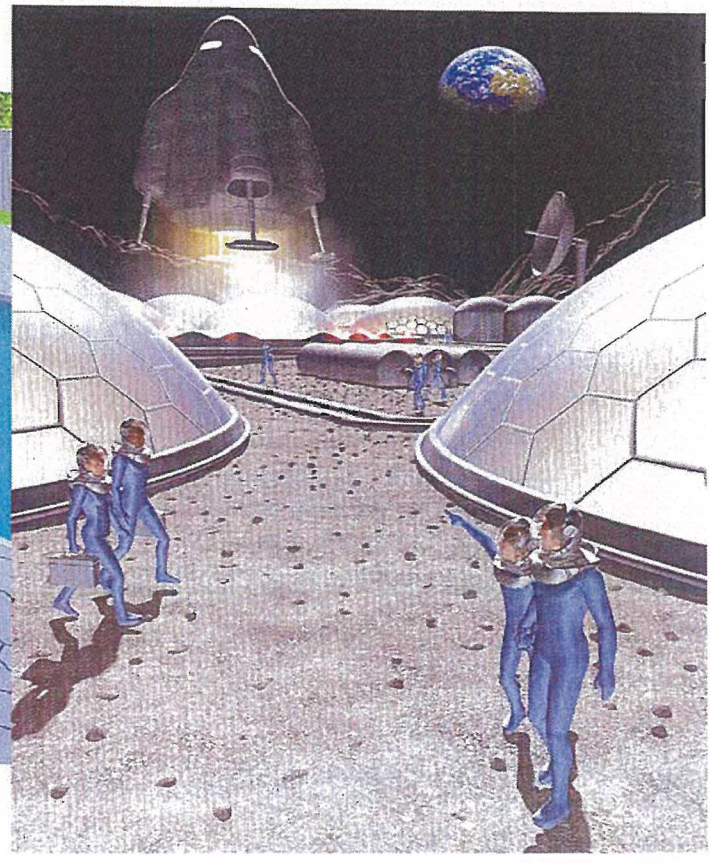
1 Sir David King, former scientific adviser to the British Government

If we don't reduce carbon emissions, the earth will become warmer, polar ice will melt and the oceans will rise. People will flock inland from coastal areas causing overcrowding in many cities, where the population is already too high. Cities like London and New York will disappear under the water. By 2100, Antarctica could be the only continent that is suitable for human life – the rest of the world will be too hot.



2 Francis Collins, geneticist

Fifty years from now, millions of people will live past the age of 100 and remain healthy. This will happen because we'll be able to study each person's genetic code and find the best way to treat and prevent illnesses in that individual. We're close to finding the mistakes in the genome that cause cancer, so in the future diseases like this may no longer be life-threatening. In about fifty years' time, the most important question for our society might not be 'How long can humans live?' but 'How long do we want to live?'

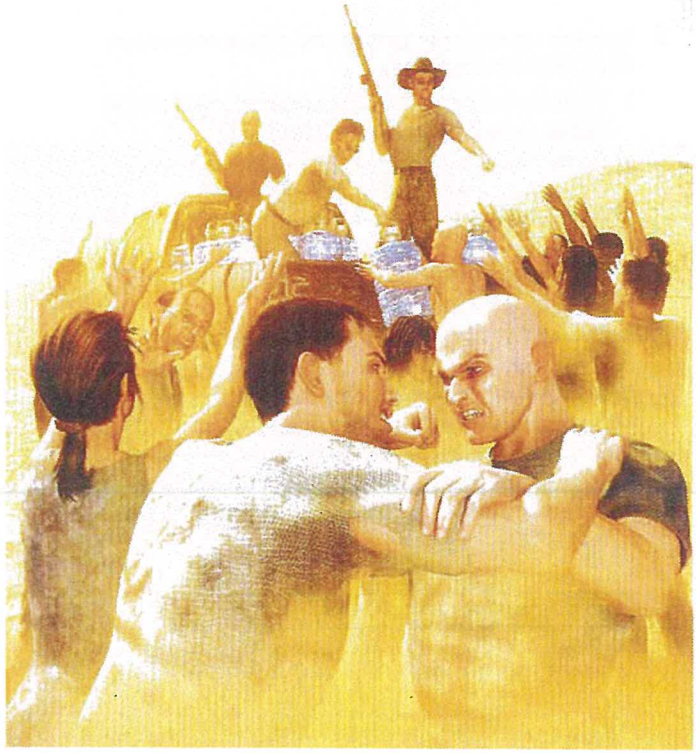


3 **J. Richard Gott, physicist**
During the next fifty years, our planet might suffer a catastrophe. There is a possibility that the Earth could be hit by a comet, which is a big iceball. Humans could disappear, just like the dinosaurs and hundreds of other species did. The best way to make humans safe from extinction is to set up a self-supporting colony on Mars. Will we be smart enough to do it before money for investment in space exploration runs out?

4 **Ellen Heber-Katz, biologist**
I believe that in the future we will have the technology to cause damaged body parts to grow again. Five years from now, we will be able to grow new fingers, and, a few years after that, new limbs. Doctors will soon be able to prescribe drugs that cause broken spinal cords to heal and hearts to regenerate. Within fifty years, renewing an old and malfunctioning body part will be the solution to the health problems of many elderly people.

5 **Peter Norvig, director of research at Google**
Today, people all over the world have access to billions of pages of text on the internet. At the moment, they type a few key words into a search engine to find information, but fifty years from now, people will simply discuss their needs with their computer. In response the computer will provide us with a written report of the information we requested instead of just a list of links. At a later date, this report will actually take the form of a simple conversation.

6 **Eric Horvitz, principal researcher at Microsoft Research**
In fifty years' time, computers will be much more intelligent than today. They will help people work, learn, remember, plan and decide. Computers will help people from different countries to understand each other by translating and interpreting from one language to another. Soon they will be able to reason on their own. In fifty years' time it will be computers that make important discoveries, not human scientists.



2 2.02 Read the text again. Match the sentences with the experts (1–6).

Which expert predicts that in fifty years' time...

a computers will do research without being supervised? ☐
b we will be able to grow new arms and legs? ☐
c machines will start to talk? ☐
d machines will be able to interpret different languages? ☐
e the human race might become extinct? ☐
f humans will be living on Antarctica? ☐
g medicine will become completely personalized? ☐
h most people will have changed something about their bodies? ☐
i search engines will no longer be used? ☐
j there will be a population explosion in some major cities? ☐
k people will be able to determine their own lifespan? ☐
l governments might stop paying for space travel? ☐

UNDERSTANDING IDEAS

Look at the text and answer the questions. Use your own words and ideas.

1 What problems do you think people might have if they live past the age of 100?
2 What do you think are the main obstacles to setting up a space colony on Mars?
3 Which parts of the body do you think will be most frequently repaired or replaced in 2060?
4 How do you think intelligent computers would be most useful?

VOCABULARY

Fifty Years On

1 Match the highlighted words in the text with these definitions.

1 To start something new.
2 To think about something in a logical way.
3 To grow strong again.
4 To give something to someone.
5 Arms and legs.
6 Translating spontaneously into another language.
7 To make something smaller.
8 To use medicine to make someone well again.
9 A computer programme that looks for information.
10 The problem of having too many people in a place.
11 A sudden disaster.
12 Something that isn't working properly.
13 Intelligent.
14 To go somewhere in large numbers.
15 Dangerous and able to kill someone.

2 Do you know these words?

coastal colony comet extinction genetic code
polar prescribe self-supporting

Workbook: page 36

VOCABULARY

Fifty years on

ACTIVATE

Complete these sentences with the correct form of the words from the box.

catastrophe flock interpret life-threatening limb malfunction overcrowding provide reason reduce regenerate search engine set up smart treat

1 The hotel will give us tea, but they won't _____ any food.
2 When my father was younger, he _____ his own company.
3 Our air conditioning started _____, so it was blowing out hot air instead of cold.
4 Brain cells do not _____ if they are destroyed.
5 My sister's really _____. She passes all her exams without studying very much.
6 I'm trying to _____ the amount of chocolate I eat.
7 How does your doctor _____ a sore throat?
8 The tsunami caused many deaths and millions of pounds of damage. It was a _____.
9 One of the main problems facing the city of Tokyo is _____.
10 Skiing accidents often result in broken _____.
11 Malaria can be _____ if a person has not had a vaccination.
12 Mariam enjoyed _____ for her English and Egyptian colleagues during the conference.
13 My parents try to _____ with me instead of just telling me off.
14 Many people _____ to the department store when they heard about the sale.
15 Google is a well-known _____.

EXTEND

Compound nouns

1 **Read the *Look out!* box and find compound nouns to match these definitions in the text on pages 40–41.**

1 Pollution caused by burning fossil fuels. carbon emissions
2 The arrangement of genes that controls our development.
3 Nerves that connect all parts of the body to the brain.
4 A word or phrase that you type to find information about something.
5 Travelling beyond Earth to find out about our solar system.

LOOK OUT!

Compound nouns are formed by joining two nouns or an adjective and a noun.
space race *renewable energy*

2 **Match (1–8) with (a–h) to make compound nouns used to talk about the environment**

1 solar	a species
2 ozone	b rain
3 carbon	c effect
4 global	d layer
5 endangered	e warming
6 greenhouse	f emissions
7 acid	g forest
8 rain	h power

3 **Complete the sentences with compound nouns from exercise 2.**

1 Many forests have been damaged by acid rain.
2 The _____ is causing the earth's atmosphere to heat up.
3 _____ will cause the icebergs to melt.
4 Most of the Amazon _____ is in Brazil.
5 The _____ helps to protect the earth from harmful radiation from the sun.
6 Coal-burning power stations are a source of _____.
7 Some _____ can only be seen in zoos.
8 _____ is a renewable source of energy.

Verb + noun collocations

4 **Choose the correct verb to collocate with each noun.**

1 access / do information
2 do / make research
3 meet / treat illnesses
4 avoid / make important discoveries
5 prevent / meet targets
6 make / prevent climate change
7 reduce / treat carbon emissions
8 make / do mistakes

5 **Complete the sentences with a verb + noun collocation, using verbs from exercise 4.**

1 If governments don't take measures to prevent climate change, more natural disasters will occur.
2 Environmental organizations like Greenpeace can _____ about the effects of acid rain.
3 Computers have helped scientists _____ about space.
4 A geneticist's job is to _____ into the characteristics of our genes.
5 Pharmacists have developed a new drug to _____ which affect the brain.
6 Developing countries should avoid _____ the _____ made by developed countries.
7 The company was given a fine because it failed to _____ the _____ specified by the government.
8 Airlines are trying to _____ by developing planes with different engines.

●●●● Workbook: page 37

GRAMMAR

Modals and first conditional

EXPLORE

1 Read the text and the *Learn this!* box. Find an example of these structures in the text: *may, might, could,* and *will.*



If you try to predict the future of technology, you'll probably get it horribly wrong – like the prediction made by T.J. Watson, the head of IBM, in 1943: 'I think there may be a world market for five computers in total.' Soon, in rich countries, there will be more computers than people.

However, Kazuo Kashio, the president of Casio, is particularly good at predicting the future. 'I can tell immediately which gadgets will sell well and which gadgets won't.'

So what will be the best-selling gadgets ten years from now? Surprisingly, Kazuo believes that watches may be the future – watches with different functions. For example, they could be mobile phones, MP3 players and computers as well. 'It will be the ultimate mobile gadget that you can't drop.' Judging by his success in the past, he might be right!

LEARN THIS!

Speculating and predicting

0% 100%
won't » might / could » may » will probably » will

1 To talk about **possibility in the future,** we can use *may, might* or *could* followed by a base form. *Might* and *could* suggest a weaker possibility than *may.*
He may / might / could buy a computer.

2 We use *may not* or *might not* for the negative – we do not use *could not.*

3 To make **predictions,** we can use *will.* When we are not certain, we use *I think* or *probably.*
It will probably rain tomorrow.

2 Read the *Learn this!* box. Can you find a sentence in the first conditional in the text in exercise 1?

LEARN THIS!

First conditional

1 We often make predictions with the first conditional.
If you buy a laptop, you'll be able to work anywhere.

2 We can use *may, might* or *could* in the main clause.
If you write a blog, you might be famous.

Grammar Reference: page 102

EXPLOIT

1 Look at the numbers in the chart and the key below. Write sentences about Vince's future using *will / won't, may, might* and *could.* Then ask your partner and complete the chart.

1 He'll learn to drive.

1 = yes 2 = possibility 3 = weaker possibility 4 = no

Will you:	Vince	Your partner
1 learn to drive?	1	
2 get married?	2	
3 have children?	2	
4 have four or more children?	4	
5 move abroad?	3	
6 stay fit?	1	

2 2.03 Listen to two young people making predictions about the future of the planet. Who is more optimistic: Martin or Salma?

3 2.03 Listen again. Complete Martin and Salma's predictions using the correct form of the verbs in the box.

become ~~change~~ destroy find have hit live program ~~not reduce~~ use

1 If we don't reduce carbon emissions, the world's climate will change.
2 If petrol _____ very expensive, people _____ their cars less.
3 If we _____ robots to do a lot of menial jobs, everybody _____ more time for hobbies and relaxation.
4 If scientists _____ cures for all major diseases, people _____ much longer.
5 If a huge meteorite _____ the Earth, it _____ everything.

4 Say whether you agree or disagree with the predictions in exercise 3. Give reasons.

5 Complete these predictions about the future with your own ideas. Then tell the class. Do they agree?

1 If everybody lives past the age of 100, ...
2 If the world's climate becomes warmer, ...
3 If computer games start to look and feel exactly the same as real life, ...

Grammar Builder: page 103
Workbook: page 38

SKILLS

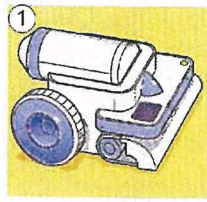
Gadgets

VOCABULARY

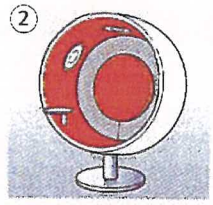
1 Read the summaries of six gadgets for the future. Then match (A–F) with photos (1–6).

Gadgets for the future

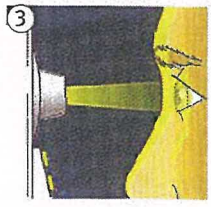
A
This washing machine is truly **state of the art**. It uses ultraviolet light to clean your clothes instead of water, so it's **eco-friendly** too.



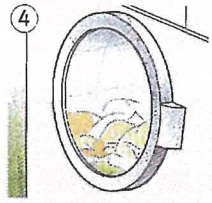
B
This might seem **unconventional**, but all houses will have them in the future. With a **biometric** door lock, keys will become a thing of the past.



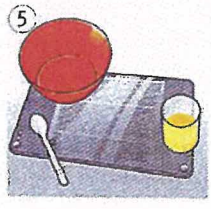
C
This robotic vacuum cleaner is the **ultimate labour-saving** device. It will clean your floors while you're working or sleeping. With smart technology, it returns to its base to recharge when its power is low.



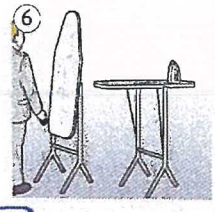
D
This free standing mirror can be transformed into an ironing board when needed. The iron is **cordless** and works with induction heating, which simply heats the surface of the iron when it touches the fabric.



E
This **digital** placemat is very **innovative**. It will personalize your dining table, and you can even download articles to read while you're eating.



F
The **sonic** chair is the perfect seat for music-lovers. Its **wacky** design means the listener will be completely surrounded by top-class sound.



2 Complete the definitions using the **blue** words in exercise 1.

1 Sonic means connected to sound waves.
2 If something is _____, it reduces the amount of work that you have to do.
3 _____ means using an electronic system to record or store information which gives high-quality results.
4 _____ means using the most modern or advanced methods.
5 _____ means using human features like fingers or eyes to identify people.
6 If something is _____, it is not considered normal or acceptable by most people.
7 _____ means amusing or funny in a slightly crazy way.
8 _____ means the greatest, best or worst.
9 An _____ product is something that is completely new, that people have never seen before.
10 An electrical tool that works without being connected to a power supply by wires is _____.
11 If something is _____, it doesn't damage the environment.

Workbook: page 39

LISTEN

1 2.04 Listen to Ben and Sally discussing new gadgets on a website. Answer the questions.

1 Who does Ben want to buy something for and why?
2 What does he decide to get?
3 Does Sally think the new gadgets will catch on or not?

2 2.04 Listen again and complete the table.

Gadget	What does it do?	Price
1 a pet's camera		
2		
3		

SPEAK

Discuss these questions. Give reasons for your answers.

1 Which of the gadgets in Vocabulary exercise 1 will catch on?
2 Why might people not want to use them?
3 Which ones will you definitely have in your house?
4 What are some other innovative ideas for gadgets for the future?

I think the robotic vacuum cleaner might catch on, but there may be a problem with it. How will it clean the stairs?

GRAMMAR

Future perfect and future continuous

EXPLORE

1 Read the text. What is Maxicom planning to do? Is it a good plan, in your opinion?



In twenty years' time, adventurous holiday-makers will have run out of exciting things to do on earth. They'll have been everywhere and tried everything. They'll be looking for new adventures. That's why the Maxicom Hotel chain is planning to build a hotel on the moon.
Hotels in space have existed for years in science fiction stories, but Maxicom's plans are not fiction – they're real. By the end of this year, the company will have finished its design for the Lunar Palace Hotel. Soon after that, they'll be starting the building work.

2 Read the *Learn this!* box. Find examples of the future perfect and future continuous in the text in exercise 1. Then complete the rules.

LEARN THIS!

Future perfect and future continuous

1 We form the future perfect with
will have + past participle
This time next week, I'll have done my exams.
2 We form the future continuous with
will be + *-ing* form
This time next week, I'll be doing my exams.
3 We use the future _____ to talk about a completed action in the future.
4 We use the future _____ to talk about an action in progress in the future.

Grammar Reference: page 102

EXPLOIT

1 Look at Maxicom's timetable for the hotel on the moon. Then complete the sentences with the future perfect or future continuous form of the verbs in brackets.

Start to build the hotel	Jan 2030
Look for staff to work at the hotel	Jan–Jul 2032
Start to advertise the hotel	from Aug 2032
Finish building the hotel	Dec 2032
Train staff	Jan–Jul 2033
Welcome first guests for one-month holiday	Aug 2033

1 In July 2030, Maxicom will be building (build) the hotel.
2 In March 2033, they _____ (build) the hotel.
3 In June 2032, they _____ (look) for staff to work in the hotel.
4 In June 2033, they _____ (train) the staff.
5 From August 2032, they _____ (advertise) the hotel.
6 By August 2033, they _____ (train) the staff.
7 In August 2033, the first guests _____ (stay) at the hotel.
8 By November 2033, the first guests _____ (finish) their holiday.

2 Complete the text about Joel's future. Use the future perfect or future continuous form of the verbs in the box.

do drive earn find not get married have ~~leave~~ not live share

'In five years' time, I [1]will have left school. I [2]_____ a computing course and I [3]_____ a job in IT. Maybe I [4]_____ a lot of money in my job. If I am, I [5]_____ an expensive car! I [6]_____ with my parents. Perhaps I [7]_____ a flat with some friends. I hope that I [8]_____ a fiancée – but I [9]_____ yet.' *Joel, 17*

3 Think about your own life one year from now. What will you have done? Tick (✓) or cross (✗) the things in the list.

- finish this book ☐
- do some exams ☐
- buy a flat ☐
- get a job ☐
- have a birthday ☐
- leave school ☐
- start university ☐
- earn a lot of money ☐

4 Ask and answer questions about your life in one year's time. Use the list from exercise 3 and your own ideas.

Will you have finished this book in a year's time?

Yes, I will. / No, I won't.

5 Find out what your classmates will be doing at:

1 eight o'clock this evening.
2 six o'clock tomorrow morning.
3 nine o'clock tomorrow morning.
4 midday next Saturday.
5 midnight next Saturday.
6 11.59 p.m. on 31 December.

What will you be doing at eight o'clock this evening?

I'll be having dinner.

Grammar Builder: page 103
Workbook: page 40

WRITING

An essay: for and against

READ

Read the task below and the essay. Does the writer generally agree or disagree with the statement in the task? In which paragraph is the writer's opinion clearly stated?

'Twenty years from now, the world will be a better place to live in.'
Do you agree or disagree with this statement? Give reasons.

1 The modern world is changing faster than at any time in history. This is creating problems for our planet, but it is also creating new and exciting opportunities. Twenty years from now, which will make the most difference to our lives – the problems or the opportunities? That is the key question.

2 Many people are pessimistic about the future of our planet. They believe that entire regions will be uninhabitable because of global warming. Others argue that the world will become more and more polluted, until it is no longer a safe or healthy place to live. It is true that global warming and pollution have both increased rapidly during the past twenty years. If they increase at the same rate during the next twenty years, the situation will become disastrous.

3 On the other hand, there are many reasons to be optimistic about the future. During the next twenty years, there will be important advances in medicine and technology. Our lives will be healthier and more enjoyable because doctors will be able to cure most illnesses. What is more, I believe that scientists will find ways to slow down or even prevent global warming.

4 In conclusion, I believe that life will be better twenty years from now. Although there are serious problems facing the world, I don't think that the situation will get out of control. I believe science will advance quickly enough to find solutions.

PREPARE

1 Match (a–d) with paragraphs (1–4) in the text.

a A summary of the writer's opinion.
b An introduction to the main issues.
c Evidence to support the opposite side of the argument from the writer's opinion.
d Evidence to support the writer's own opinion.

2 Read the *Look out!* box. Find an example of *I don't think + will* in the essay in Read.

LOOK OUT!

I think + won't does not sound natural in English.
It's better to use *I don't think + will*.
~~I think I won't pass my exams.~~ ✗
I don't think I'll pass my exams. ✓

3 Write sentences expressing your own ideas of the future in fifty years. Use *I think* or *I don't think + will*.

1 robots / replace factory workers
2 doctors / be able to cure most diseases
3 new diseases / appear
4 ordinary people / be much richer
5 computers / be much cheaper
6 global warming / cause serious problems
7 scientists / invent new forms of transport
8 children / spend a lot of time playing outside
9 most people / live much longer

WRITE

1 Read the task below and think about your own opinions. Use ideas from Prepare exercise 3 to help you.

'Fifty years from now, life will be much easier and healthier for ordinary people than it is today.'
Do you agree or disagree with the statement? Give reasons.

2 Complete the paragraph plan with your ideas from exercise 1.

Paragraph 1: Introduction
Paragraph 2: Argument against
Paragraph 3: Argument for
Paragraph 4: Summary

3 Read the *Writing tip*. Then write an essay of 200–250 words following your plan from exercise 2.

Writing tip: when clauses

Remember that we normally use the present simple in future time clauses beginning *when*.

When I reach my sixties, people will retire much later.
People will have to find greener alternatives to cars *when* fossil fuels *run out*.

Workbook: page 41

REVIEW

Our future

LANGUAGE SKILLS

1 2.05 Complete the dialogue with the words from the box. Then listen and check your answers.

are be doing don't have living might not qualified try will won't

Emma What do you want to do when you leave school, Lily?

Lily I want to go to university, but I might [1]_____ pass my exams. If I don't pass, my parents [2]_____ be very pleased!

Emma What [3]_____ you study at university if you go?

Lily If my marks [4]_____ high enough, I'll do medicine. If not, I [5]_____ study economics or law.

Emma Which university will you go to?

Lily I [6]_____ think I'll move away from home at first. But I may [7]_____ to go abroad to improve my French.

Emma So, what do you think you'll be [8]_____ in ten years' time?

Lily Well, I'll [9]_____ finished my degree, so I'll probably [10]_____ working as an economist or a lawyer. Or, if I study medicine, I'll have just [11]_____ as a doctor and I'll be treating patients. Perhaps I'll be [12]_____ in another country. Who knows?

2 **Read the dialogue again. Circle the correct verb forms.**

1 If Lily passes her exams, she **might / will** go to university.
2 Her parents **will / may** be angry if she fails.
3 She **will be leaving / will have left** university in ten years' time.
4 In ten years' time she **may / will** have a job as an economist.
5 If she qualifies as a doctor, she'**ll have worked / 'll be working** in a hospital.

3 **Complete the sentences with the future simple, future continuous or future perfect form of the verb in brackets.**

1 By the time my father retires, he _____ for over forty years. (work)
2 If I don't pass my exams this term, I _____ much harder next term. (work)
3 Ali can't watch the match tonight because he _____ his homework. (do)
4 We _____ the report by Friday night at the latest. (do)
5 If you make the dinner, I _____ the washing up. (do)
6 If it rains tomorrow, Aisha _____ to university. (drive)
7 Don't call me in the next hour because I _____ to work. (drive)
8 By the time we arrive at the hotel we _____ over 1,000 km. (drive)

DICTIONARY CORNER

Compound nouns: computing

1 **Join a word in A to a word in B to make compound nouns. Then complete the sentences below. Check if the compound nouns are written as one word or two words.**

A ~~chat~~ hard search soft user web

B disk engine name ~~room~~ site ware

1 There was an interesting discussion on the chatroom so I decided to send a comment.
2 Visit our _____ to find the latest discount prices for our online catalogue.
3 In the future people will no longer use a _____ to look for information on the internet.
4 Amy had trouble installing the new _____ so she called a computer technician.
5 Please enter your _____ and your password.
6 A computer will only save a file if you copy it onto the _____.

Prefixes

2 **Match the prefixes with their definitions.**

auto- micro- multi- pre- sub-

1 many
2 less than; below
3 before
4 self
5 very small

3 **Complete the sentences using the words in brackets and the correct prefix. Check the meaning of the new words.**

1 They work for a large multinational company. (national)
2 The invention of the _____ was the first used to produce portable calculators in 1967. (chip)
3 Lewis Hamilton, who was the Formula 1 champion at the age of 23, has already written his _____. (biography)
4 I like watching foreign films if they have _____ in English. (titles)
5 They were invited to the _____ of the film the day before it opened to the public. (view)

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

* I need more practice. ** I sometimes find this difficult. *** No problem!

	*	**	***
I can understand and react to experts' predictions for the future.			
I can speculate about the future and make predictions.			
I can talk about computers and computing.			
I can talk about actions in the future and when they will happen.			
I can write an essay presenting my opinion for or against a statement.			

Workbook: Self check pages 42–43

6 Telling tales

THIS UNIT INCLUDES

Vocabulary • a court case • house and garden • crime and punishment • negative prefixes • parts of speech • synonyms: *say*
Grammar • *must have, might have, can't have* • reported speech (statements) • *say* and *tell* • reported speech (questions) • verbs with two objects
Skills • deciding who committed a crime • role-playing a TV interview • negotiating and compromising
Writing • a formal letter: making a reservation

Was he who he said he was?

BEFORE READING

Read the *Reading tip*. Look up the word *impostor* in your dictionary. Answer the questions with a partner.

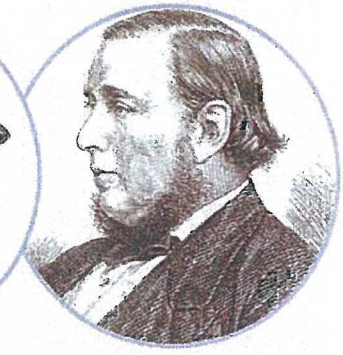
1 Why might a person decide to become an impostor?
2 What sort of people might an impostor want to trick?
3 What punishment do impostors receive if they are discovered?

Reading tip

You don't have to understand every word in a text, but you can use a dictionary to look up key words.

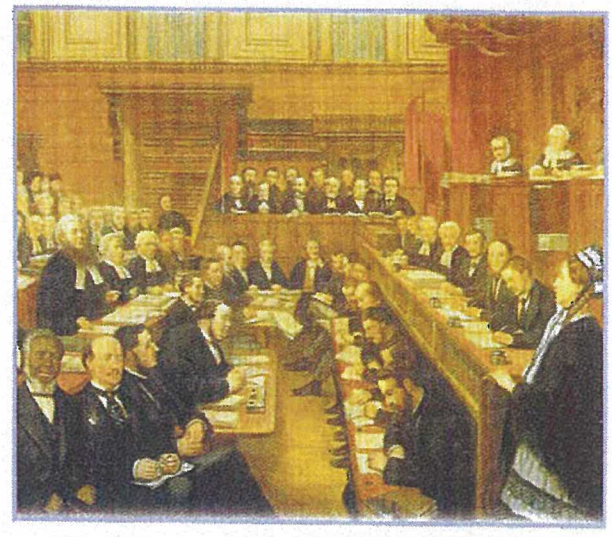


Roger Tichborne



Arthur Orton

'I'm your long-lost son!'



A Over 150 years ago, a rich woman in England called Lady Tichborne put advertisements in newspapers around the world. They announced that she was looking for news about her son, Sir Roger Tichborne, who had been on a ship called *The Bella* travelling back from South America in 1854. *The Bella* had sunk, and all passengers were presumed drowned, but Lady Tichborne refused to believe that Roger had died.

B Eleven years after the accident Lady Tichborne received a letter from a lawyer in Sydney, Australia. The lawyer explained that he was representing a man called Arthur Orton. Orton had told the lawyer that he was Lady Tichborne's son. Overjoyed, Lady Tichborne asked an old family servant who was now living in Sydney to visit Orton and corroborate his incredible story. The servant remembered a slim, dark-haired young man, but found Orton to be fat with light brown hair. However, Orton could remember so many details about the family that he soon convinced the servant that he was Sir Roger.

C So, Orton met Lady Tichborne in Paris. She was French and had taught Roger to speak the language fluently. When she saw Orton she was so happy to have her precious son back, even though he looked rather different and couldn't speak a word of French. Lady Tichborne promised Orton that he would receive £1,000 a year. Once Lady Tichborne had accepted him, many other friends and family members did the same. However, several members of the family were dissatisfied with the situation, alleging that the man was an impostor, but Lady Tichborne ignored them.

D When Lady Tichborne died, Orton wanted to claim all of the family land and money from Lady Tichborne's younger son, Henry. The family hired lawyers to investigate him, and in 1874 there was a famous trial that lasted 188 days. Over 100 witnesses claimed that Orton was Sir Roger. However, the lawyers proved that Orton had been born in London, the son of a butcher. The jury found him guilty and he was sentenced to ten years in prison for his illegal behaviour. Many people who had supported him refused to believe the truth and started a protest in the streets of London. However, when he left prison in 1884 everyone had forgotten him. In 1885, Orton confessed that he had been an impostor all along, but later he claimed he was innocent. He died in poverty in 1898, and his coffin still bears the name Sir Roger Tichborne!

READ

1 Read the text quickly. Match four of the topics (1–5) with paragraphs (A–D).

1 The case comes to court
2 Sir Roger Tichborne – lost at sea?
3 A meeting in Europe
4 The impostor's early life
5 News from Australia

2 2.08 Read the sentences. Do they refer to Roger Tichborne or Arthur Orton? Write *RT* or *AO* in the box.

1 He was slim with dark brown hair. ☐
2 He was fat with light brown hair. ☐
3 He had been born in London. ☐
4 He had learnt French as a child. ☐
5 He travelled to South America. ☐
6 He visited Paris. ☐
7 He went to prison for ten years. ☐
8 He died during a long sea voyage. ☐

3 Choose the best answers.

1 Lady Tichborne put advertisements in newspapers because
a she wanted to contact her son on *The Bella*.
b she didn't believe that *The Bella* had sunk.
c she thought that her son was still alive.
d her son hadn't written to her for a long time.
2 The Australian lawyer contacted Lady Tichborne because
a he was her son.
b Arthur Orton had told him that he was Sir Roger Tichborne.
c he saw one of the newspaper advertisements.
d Arthur Orton wanted to return to England.
3 When a former family servant met Orton in Australia
a he was sure that Orton was Lady Tichborne's son because Orton could remember a lot of things about the family.
b he didn't think that Orton was Lady Tichborne's son because he was fatter and his hair was a different colour.
c he wasn't sure if Orton was Lady Tichborne's son.
d he didn't think he was Lady Tichborne's son but he told her that he was convinced.
4 Lady Tichborne
a taught Orton to speak French when he arrived in Paris.
b had taught Sir Roger to speak French.
c could speak French but Sir Roger hadn't learnt the language.
d was so happy because Orton could speak French.
5 Lady Tichborne believed Orton was her son
a and so did her family and friends.
b but her family ignored Orton.
c but none of her family believed Orton.
d but some members of her family thought she was wrong.
6 At Orton's trial
a he admitted he wasn't Sir Roger.
b the jury believed his story.
c he was found guilty.
d 100 witnesses said he was a butcher.
7 After Orton came out of prison
a nobody remembered him and he died fourteen years later, a poor man.
b everyone said that he was an impostor.
c people protested in the streets of London.
d he always insisted that he was Sir Roger.

UNDERSTANDING IDEAS

Answer the questions. Look at the text and use your own words and ideas.

1 Why do you think that Lady Tichborne refused to believe that her son was dead?
2 What questions do you think the servant asked Arthur Orton in Sydney to corroborate his story?
3 What do you think made some members of the family suspicious of Arthur Orton?
4 Why do you think everybody had forgotten Arthur Orton when he left prison?

VOCABULARY

I'm your long-lost son

1 Match the highlighted words in the text with these definitions.

1 People who appear in court to say what they know about a crime.
2 A court case.
3 Loved very much.
4 Very happy.
5 The twelve people in court who decide if a criminal is guilty or not.
6 Admitted doing something wrong.
7 The state of being very poor.
8 Made someone believe something.
9 Saying that someone has done something but having no proof.
10 To check a story.
11 Given a punishment.
12 Died in the water.
13 Made something known to the public.
14 Gone down under the water.
15 A person who pretends to be someone else in order to trick people.

2 Do you know these words?

bear claim dissatisfied fluently guilty hire illegal presumed

Workbook: page 44

VOCABULARY

I'm your long-lost son

ACTIVATE

Complete these sentences with the correct form of the words from the box.

allege announce confess convince corroborate drown impostor jury overjoyed poverty precious sentence sink trial witness

1 The _____ secured a large part of the family fortune before he was uncovered.
2 He earns very little money so his family live in extreme _____.
3 After being questioned for two hours, the man _____ to the crime.
4 A small child _____ yesterday in his neighbour's swimming pool.
5 The government _____ that taxes would rise a further 5% this week.
6 At first nobody would believe that the Titanic had _____.
7 The woman tried to protect her _____ jewellery from the thieves.
8 The _____ of the two bank robbers will be held on Tuesday next week.
9 It took a long time to _____ them that I was right, but in the end they agreed.
10 The police questioned the criminal's brother in order to _____ his story.
11 The judge _____ the man to spend six months in prison.
12 They were _____ when they heard about their promotion.
13 Three _____ had seen the burglar leave the house carrying a television set.
14 The twelve members of the _____ listened carefully to all the evidence.
15 The lawyer is _____ that his client was at home when the murder happened.

EXTEND

Crime and punishment

1 Use a dictionary to match the people in court (a–f) with the actions (1–10) below. Some of the people are matched with more than one action.

a a judge
b the jury
c the accused
d a witness
e the prosecution
f the defence

1 c pleads guilty or not guilty.
2 ___ try to prove the accused is guilty.
3 ___ is charged with a crime by the police.
4 ___ sentences the accused.
5 ___ is acquitted or sent to prison.
6 ___ defend the accused.
7 ___ gives evidence during the trial.
8 ___ find the accused guilty or not guilty.
9 ___ appears in court.
10 ___ reach a verdict.

2 Complete the story with the verbs in **bold** from exercise 1. You may have to change the form of the verb.

The police caught Yann while he was trying to rob a jeweller's shop. He had taken his son Mikel with him. Both were [1] charged with attempted robbery and they [2] _____ in court the following week. The prosecution tried to [3] _____ that Yann was guilty by calling the owner of the shop to [4] _____ evidence. The defence [5] _____ the boy, Mikel, saying that he had not intended to take part in the crime. Both Yann and Mikel [6] _____ not guilty to the charge. After hearing the evidence, the jury [7] _____ their verdict. They [8] _____ Yann guilty and Mikel not guilty of the crime. The judge [9] _____ Yann to a year in prison, but Mikel was [10] _____.

Negative prefixes

3 Read the *Look out!* box and find three negative adjectives in the text on page 48.

LOOK OUT!

1 We use the prefixes *un-*, *dis-*, *in-*, *im-*, *il-* and *ir-* to make adjectives negative.
*un*comfortable *dis*contented *in*formal
2 Before *m* and *p* we usually use *im-*: impossible
3 Before *r* we usually use *ir-*: irresponsible
4 Before *l* we usually use *il-*: illogical

4 Make negative adjectives from the words in the box and write them in the correct column in the table.

~~acceptable~~ agreeable decisive honest legible literate mature practical rational relevant stable visible

un-	*dis-*	*in-*
unacceptable		
im-	*ir-*	*il-*

5 Complete the sentences using the adjective in brackets with a negative prefix from the *Look out!* box.

1 The man looked very untidy after spending the night in a police cell. (tidy)
2 The jury were _____ to get home after the long trial. (patient)
3 They couldn't read the letter because the handwriting was completely _____. (legible)
4 The courtroom was very _____ and nobody knew where to sit. (organized)
5 It isn't easy to eat properly if you work _____ hours. (regular)
6 The witness started crying but the lawyer was _____ to her tears. (sensitive)

●● Workbook: page 45

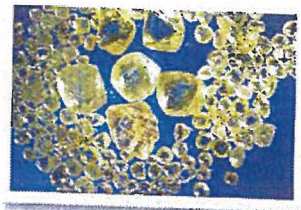
GRAMMAR

Reported speech: statements

EXPLORE

1 Read the text. Does it include any direct speech?

The Great Diamond Hoax



One night in 1871, two men called Philip Arnold and John Slack arrived at the San Francisco office of a rich businessman called George Roberts and said that they had come to discuss important business with him. They were carrying a small, leather bag and Arnold told Roberts that it contained diamonds. They said that they had found the diamonds in a secret location the week before and that they were looking for businessmen to invest in the mine. An expert examined the diamonds and confirmed that they were genuine, so Roberts told the men that he was happy to invest there and then. News of the new mine spread quickly and in the following weeks, lots of businessmen gave thousands of dollars to Arnold and Slack. When some of the investors wanted to visit the secret location, Arnold and Slack said they would take them there the next day. Arnold told them that they could dig for diamonds themselves, and when they did, they soon found some. But it was all a hoax. In fact, Arnold and Slack had bought the diamonds in London for $35,000, returned to the USA and buried them in the earth. The diamonds were real but the mine was fake. Arnold and Slack disappeared with $660,000 of investors' money.

2 Read the quotations below of what was said. Find lines in the text in exercise 1 that match them.

1 'We've come to discuss important business with you.'
2 'It contains diamonds.'
3 'We found the diamonds in a secret location last week.'
4 'We're looking for businessmen to invest in the mine.'
5 'I'm happy to invest here and now.'
6 'We'll take you there tomorrow.'
7 'You can dig for the diamonds yourselves.'

3 Compare the quotations in exercise 2 with the parts of the text that you found. Complete the table with the correct tenses and words.

Direct speech	Reported speech
1 present simple	past simple
2 _____	past continuous
3 past simple	_____
4 _____	past perfect
5 *can*	_____
6 _____	*would*

4 Read point 1 in the *Learn this!* box. Find examples of pronouns that change when you change from direct to reported speech in exercises 1 and 2.

LEARN THIS!

When you change direct to reported speech
1 the pronouns often change: *I, you, we, they, myself, yourself*, etc.
2 time expressions often change: *today, tomorrow, yesterday, last month*, etc.

5 Read point 2 in the *Learn this!* box. Match the time expressions (1–5) with the time expressions (a–e).

Direct speech	Reported speech
1 today	a the next week
2 tonight	b the month before
3 next week	c that day
4 yesterday	d that night
5 last month	e the day before

Grammar Reference: page 104

EXPLOIT

1 Change the reported speech to direct speech.

1 His friends said that they had been to the festival the year before.
'We went to the festival last year.'
2 Our teacher said that he wouldn't give us any more time.
3 Barry said that he had finished his homework.
4 Rosa said that her father didn't speak English.
5 Our cousins said that they were studying for their exams the next day.
6 My mother said that I could borrow her car that night.
7 Gerry said that he hadn't been ill the week before.

LOOK OUT!

say and *tell*
If you say who you are talking to, use *tell* or *say to*.
They told me that they would come.
They said to me that they would come.
When you don't say who you are talking to, use *say*.
They said that they would come.
You must use *say* and not *tell* with certain words e.g. *hello, goodbye, nothing, thank you, anything*, etc.

2 Read the *Look out!* box and complete the sentences with *said* or *told*. Then rewrite the sentences as reported speech.

1 'I don't believe your story,' Jack said to his sister.
Jack said to his sister that he didn't believe her story.
2 'I've spent all my money,' his mother _____.
3 'We'll be in London tomorrow,' she _____ her friend.
4 'I arrived yesterday,' _____ Mary.
5 'You always spoil my fun!' Jack _____ his sister.
6 'I'm not listening to you,' Suzie _____ to her sister.
7 'We can't see you until next week,' they _____ me.

Grammar Builder: page 105

Workbook: page 46

SKILLS

Investigating a crime in the home

VOCABULARY

1 Find these things in the pictures. What other objects can you identify?

House and garden apron armchair balcony basin bookcase carpet chest of drawers cooker cupboard curtains dining table drainpipe fireplace flower bed hedge ladle lawn mantelpiece mirror path rug saucepan shears sink sofa stepladder stool stove vase wardrobe

Workbook: page 47

LISTEN

1 2.09 Millionaire Lord Snodbury has been murdered. Listen to the interviews with Inspector Fox who is investigating the murder. Match the people (1–4) with the descriptions (a–d).

1 Martha
2 Harold
3 Lord Algernon
4 Lady Snodbury

a the gardener.
b Lord Snodbury's wife.
c Lord Snodbury's son and heir.
d the cook.



2 2.09 Listen again. Complete the Inspector's notes from the interviews.

Lord Snodbury's murder

Time: exactly 6 p.m. **Place:** the library

Witness statements:

Martha 'was preparing [1]_____ in the [2]_____ at 6 p.m.' Says Lord Snodbury is 'mean and [3]_____'.

Harold 'was cutting [4]_____ in the [5]_____ at 6 p.m.' Had argued with Lord Snodbury about [6]_____. Received £ [7]_____ from Lord Algernon.

Lord Algernon 'was [8]_____ in his [9]_____ at 6 p.m. Went to library [10]_____ minutes later.' Had argued with Lord Snodbury about his [11]_____ to Emma Jones.

Lady Snodbury 'was arranging [12]_____ in the [13]_____ at 6 p.m. Heard gunshot and went to the [14]_____. Lord Algernon arrived there [15]_____ minutes later.'

SPEAK

LOOK OUT!

When you are expressing a conclusion you have reached after something has happened or something has been said, use *must have, might have* and *can't have*.
Use *must have* when you think the conclusion is true.
Use *might have* when you think the conclusion is possible.
Use *can't have* when you think the conclusion is impossible.

1 Read the *Look out!* box and match the sentences (1–3) with the meanings (a–c).

1 Martha must have murdered Lord Snodbury.
2 Martha might have murdered Lord Snodbury.
3 Martha can't have murdered Lord Snodbury.
a It's impossible that Martha murdered Lord Snodbury.
b It seems certain that Martha murdered Lord Snodbury.
c It's possible that Martha murdered Lord Snodbury.

2 Work in pairs. Who do you think murdered Lord Snodbury? Discuss the evidence in the interviews and the pictures.

It can't have been Matha because ...

It might have been Lord Snodbury's wife because ...

It must have been ...

3 Vote for who you think killed Lord Snodbury. Check your answer on page 104.

GRAMMAR

Reported speech: questions

EXPLORE



1 2.10 **Complete the interview with the questions. Then listen and check.**

Can you describe him?
Are you sure?
What did you see?
Why are you smiling, Inspector?
Do you recognize any of these men?
How many men did you see?
Will you have a look at these photos?
Have you had a cup of tea?

Police Inspector	Good morning, Mr Brown. Come in.
	[1] _____
Mr Brown	Yes, I have, thank you.
PI	I'd like to ask you a few questions. First, [2] _____
Mr Brown	I saw the men running out of the post office.
PI	[3] _____
Mr Brown	Two. One of them was carrying a gun.
PI	[4] _____
Mr Brown	He was quite tall. He had long dark hair and he was wearing jeans and a leather jacket.
PI	[5] _____
Mr Brown	Yes, of course.
PI	[6] _____
Mr Brown	Um, let me see ... Yes, that's him!
PI	[7] _____
Mr Brown	Yes, absolutely certain. [8] _____
PI	Because we arrested him this morning!

2 **Mr Brown went home and told his wife about the interview. This is what he said. Underline all the reported questions.**

'First, the inspector asked me if I'd had a cup of tea, which was very kind. But I'd just had one. Anyway, then she asked me what I'd seen, so I told her about the man. And she asked me if I could describe him. Well, I could, of course. Then she asked me if I would have a look at some photos and asked me if I recognized any of the men in them. And I did! It was the man with the gun! She asked me if I was sure. But I'd recognize him anywhere. The inspector had a big grin on her face, so I asked her why she was smiling. She told me they had arrested the man that morning!'

3 **Compare the questions in the dialogue with the reported questions in exercise 2. Then choose the correct words in the *Learn this!* box to complete the rules.**

LEARN THIS!

Reported questions

In reported questions:

1 the reporting verb is **ask / say / tell**.
2 the tense changes **are / aren't** the same as for reported statements. (See page 51 if necessary.)
3 the subject comes **before / after** the verb.
4 we **use / don't use** *do* or *did*.
5 we use **if / that** when we report yes / no questions.

Grammar Reference: page 104

EXPLOIT

1 **Read the dialogue. Then complete the text.**

Rob	Can I go out tonight?
Mum	Where are you planning to go?
Rob	I want to play football.
Mum	Have you got much homework?
Rob	No, I haven't. The teacher didn't give us any.
Mum	OK. Do you want to eat before you go?
Rob	Yes, please. Is there any pasta?

Rob asked [1] if he could get out that night.
His mum asked him [2] _____.
Rob told [3] _____ football. Then she [4] _____ homework. He said he didn't.
He added that the teacher [5] _____.
His mum agreed that he could go out and asked him [6] _____. Rob said he did and asked [7] _____.

2 **Write down six questions to ask your partner. Use a different tense or verb from the box in each question.**

present simple present continuous past simple
present perfect *can* *will*

What kind of books do you like?

3 **Play a class game in two teams.**

- One pair from team 1 asks and answers a question from exercise 2.

What kind of books do you like?

I like biographies.

- One person from team 2 has to remember and report the question and answer.

Mona asked Karen what kind of books she liked.
Karen said that she liked biographies.

Grammar Builder: page 105
Workbook: page 48

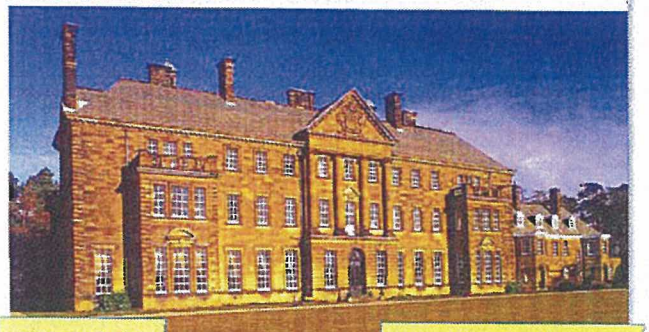
WRITING

A formal letter: making a reservation

READ

19-21 August

WEEKEND COOKERY COURSE



we need to send sizes

12 people, 6 twin rooms - same floor?

Learn to cook modern British dishes in a traditional setting

Stay in our beautiful country house hotel near the historic city of York. On arrival, we will give you a menu to prepare and a chef's uniform to wear.

Come as an individual or come as a group (minimum ten people) and have fun cooking and eating with your friends.

Phone 08716 7287 for more information.

Spoke to Ms Weatherby, who will send directions. (Can she send by e-mail?) Needs £100 deposit. How much is total?

1 Read the advertisement for a weekend course. Would you enjoy cookery?

2 Read the notes that Tyler added to the advertisement. Then read his letter. What information does he forget to include?

Dear Ms Weatherby

Further to our recent telephone conversation, I am writing to confirm that I wish to make a reservation for the Weekend Cookery Course from 19 to 21 August.

There will be twelve people in our party and we will require six twin rooms in total. I would be very grateful if you could give us rooms on the same floor.

On the telephone, you mentioned that you would send me directions by post. Would it be possible to email me the directions instead so that I can forward them to everyone in our group?

I am enclosing a cheque for £100 as a deposit. Please could you confirm the total amount due? I assume that the balance will be payable at the end of the weekend. Would you mind sending me a receipt for the deposit?

I look forward to hearing from you in due course.

Yours sincerely

Tyler Hamlyn

Mr T Hamlyn

PREPARE

1 Find the phrases in the letter.

1 A phrase for referring back to a telephone conversation.
2 A more formal way of saying 'I want to ...'.
3 A phrase meaning 'a room with two beds'.
4 Four different ways of making polite requests:
   a _____ _____ _____ very grateful _____ _____ _____ ...
   b _____ _____ _____ possible _____ ...
   c Please _____ _____ ...
   d Would _____ _____ ...
5 A phrase that anticipates a reply to the letter.
6 The phrase that comes immediately before the sender's signature.

2 Read the *Learn this!* box. Find four verbs with two objects in the letter.

LEARN THIS!

Verbs with two objects

1 Some verbs can be followed by both an indirect and a direct object.
   *My cousin wrote **me a letter.***
   *John bought **his grandmother some flowers.***
2 The indirect object comes first and is usually a person. The direct object is usually a thing.
3 If we want the direct object to come first, we must put *to* or *for* before the indirect object.
   *My cousin wrote a letter **to me.***
   *John bought some flowers **for his grandmother.***

Grammar reference: page 104

3 Rewrite the sentences, putting the indirect object first.

1 Can you do a favour for me?
   Can you do me a favour?
2 Would you mind showing your pictures to us?
3 She read her poem to the class.
4 He cooked dinner for his friends.
5 I'm going to tell that story to my brother.
6 They didn't offer any food to their guests.

WRITE

1 Plan a formal letter to Ms Weatherby making a reservation. Include this information:

- the dates of your stay and the number of guests / rooms
- correct some information you gave on the phone, e.g. one friend is a vegetarian (and the hotel needs to know this)
- request a brochure or leaflet, if the hotel has one
- make an additional request or instruction

2 Write a formal letter of 120–150 words making a reservation. Use your notes from exercise 1.

Workbook: page 49

REVIEW

Telling tales

LANGUAGE SKILLS

1 2.11 **Complete the dialogue with the words from the box. Then listen and check your answers.**

asked had him if me said say told wanted was why would

Alan Hello, Harry. Where's Shaun? We can't start without him.

Harry I don't know. He [1]_____ he was coming when I spoke to him yesterday.

Alan Did he [2]_____ what time he [3]_____ be here?

Harry No, he didn't. I [4]_____ him if he [5]_____ me to pick him up but he said he [6]_____ to go to the doctor's first.

Alan Well, he's probably still waiting to see the doctor, then.

Harry He can't be. He [7]_____ me that his appointment [8]_____ at 9.30 and it's 11 o'clock now.

Alan Did you ask him [9]_____ he was seeing the doctor?

Harry No, but he told [10]_____ it would only take five minutes.

Alan Why don't you call him and ask [11]_____ he's all right?

Harry Look, here he is at last. Now he's arrived, you can ask [12]_____ yourself.

2 **Read the dialogue again and complete the reported speech with the correct form of the verb in brackets.**

1 Alan asked Harry where Shaun _____. (be)
2 Harry said he _____. (not know)
3 Harry said that he _____ to Shaun the day before. (speak)
4 Harry told Alan that Shaun _____ to the doctor's. (go)
5 Alan said that Shaun _____ probably still _____ to see the doctor. (wait)
6 Harry said that Shaun _____ the appointment for 9.30. (make)
7 Alan asked Harry if he _____ why Shaun had to see the doctor. (know)
8 Harry told Alan he _____ ask Shaun about the doctor's appointment himself. (can)

3 **Rewrite the direct speech as reported speech.**

1 'I don't eat meat,' James said.
2 'Are you going to the match next week?' Rita asked me.
3 'I didn't enjoy the film yesterday,' Bob told Sam.
4 'My parents have bought a new car,' Tara told us.
5 'Can your brother cook?' Tony asked Mark.
6 'I won't forget to call you tonight,' he told his mother.
7 'Where does your sister work?' my friends asked me.
8 'How did you break your leg?' Paul's aunt asked him.

DICTIONARY CORNER

Checking parts of speech

1 **Match the words (1–8) with the definitions (a–h). Use your dictionary to find out if the words are nouns (n) or adjectives (adj).**

1 d homeless (adj)
2 ___ home-made ___
3 ___ homesick ___
4 ___ homeward ___
5 ___ housebound ___
6 ___ household ___
7 ___ housekeeper ___
8 ___ house-proud ___

a all the people who live in one house
b unable to go out because you are old or ill
c a person who is paid to look after a house
d having no home
e paying great attention to keeping the house clean and tidy
f sad because you are away from home
g made at home, not bought in a shop
h going towards home

Synonyms: *say*

2 **Check the meaning of the words in the box and complete the sentences. Use the past tense.**

~~argue~~ enquire groan mutter respond scream whisper yell

1 'It isn't blue, it's green,' his sister argued.
2 'My back's hurting again,' her uncle _____.
3 'Mind that car!' my father _____.
4 'How much is it?' we _____.
5 'Because I don't want to,' I _____.
6 'Hide under here,' the woman _____ quietly.
7 'That's a stupid idea,' the man _____ under his breath.
8 'Help! I'm drowning!' she _____.

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

* I need more practice. ** I sometimes find this difficult. *** No problem!

	*	**	***
I can understand an account of a famous nineteenth-century court case.			
I can report what other people have said.			
I can decide who committed a crime.			
I can report questions which other people have asked.			
I can write a letter making a reservation.			

Workbook: Self check pages 50–51

The Hound of the Baskervilles

by Sir Arthur Conan Doyle

Biography

Sir Arthur Conan Doyle was born in 1859 in Edinburgh, Scotland. After studying medicine, he worked as a doctor. In his free time, he wrote short stories which were published in magazines. In his first novel, *A Study in Scarlet* (1887), he introduces the characters of Sherlock Holmes and Dr Watson. Conan Doyle went on to write over fifty stories about the great detective and his faithful friend.

'Thank you for informing me about this interesting case,' Holmes said. 'I read about it at the time, but I heard none of the details. The newspaper gives the facts that everybody knows. Now I want you to tell me all the other facts that you know. What do you know about the strange stories?'

'I haven't told anyone these other facts,' said Dr Mortimer. 'I am a man of science, as you know. I have always believed that there are sensible explanations for everything. I didn't want to say anything that could stop Sir Henry from coming to live at the Hall. But I will tell you the details that were not in the report.

'In the months before his death,' Dr Mortimer went on, 'Sir Charles was a very worried man. He was near to breaking down. He believed the story of the Hound of the Baskervilles. He refused to go out at night. He often asked me whether I had seen any strange animal or heard the cry of a hound on the moor at night. He always got very excited when he asked this question.

'I remember driving up to the Hall one evening about three weeks before he died. He was standing at the door. I went up to him, and saw him staring at something behind me. There was a look of horror on his face. I turned quickly and saw something moving between the trees. It looked like a small black cow. He was so frightened that I went to look for the animal. It had disappeared but Sir Charles was very worried. I stayed with him all the evening. It was then that he gave me the old papers I have read to you. What I saw that evening may be important when you consider what happened on the night of his death.

'When Barrymore, the butler, found Sir Charles' body, he sent someone to fetch me. I checked all the facts. I have just read them to you, and they are all true.

'But Barrymore said one thing that was not true. He said that there were no other prints on the ground around the body. He did not notice any. But I did. They were not close to the body, but they were fresh and clear.'

'Footprints?' asked Holmes.

'Yes. Footprints,' said Mortimer.

'A man or a woman's?' asked Holmes.

Dr Mortimer looked at us strangely for a moment. His voice became a whisper as he answered:

'Mr Holmes, they were the footprints of a huge hound!'



1 Read the text and find out who's who. Match people (1–5) with (a–e).

1 Dr Mortimer	a the deceased owner of Baskerville Hall
2 Sir Henry	b Sir Charles' butler
3 Sir Charles	c the detective
4 Barrymore	d Sir Charles' doctor
5 Mr Holmes	e the heir to Baskerville Hall

2 (2.14) Read the text again and answer the questions.

1 Why did Mortimer believe in sensible explanations?
2 Why was Sir Charles worried before his death?
3 What did Sir Charles see when Mortimer visited?
4 What did Barrymore say that was untrue?
5 What did Mortimer see close to the body?

3 Answer the questions. Look at the text, and use your own words and ideas to explain your answers.

1 Do you think Dr Mortimer was telling the truth? Why? / Why not?
2 Sir Charles believed the story of the Hound of the Baskervilles. What do you think happened in it?
3 At what point do you think Mortimer started thinking Sir Charles might be right?
4 Why do you think Mortimer whispered when he explained about the footprints to Holmes?

4 What do you think happened on the night of Sir Charles' death? Write your own conclusions. Use *must have*, *might have* and *can't have*.

Myth or reality

READ

1 Read the text, ignoring the gaps. Answer the questions with your own ideas and opinions.

1 Why do you think so many people have reported sightings of a monster?
2 Why do you think Wilson produced a fake photo?
3 Why do you think Spurling waited 60 years before admitting that the photo was a hoax?



The Loch Ness Monster

Loch Ness is a beautiful lake in the highlands of Scotland. It's a popular place for tourists, partly because of the beautiful scenery, but also because it is traditionally the home of Nessie, the Loch Ness Monster. [1] ☐ However, in spite of the number of sightings, there wasn't any real evidence until 1934 when an English surgeon called Wilson took a famous photograph. [2] ☐

The black and white photo clearly showed a creature with a long neck and a small head, and some experts said that it might be a Plesiosaur, a creature from the time of the dinosaurs. [3] ☐ However, other people believed that the photo was a fake. They said that the Loch was only 10,000 years old, much too recent for a Plesiosaur. For nearly 60 years, people asked themselves if the photo was genuine or fake. Then, in 1993, the truth came out: a film director called Wetherell had arranged the photo as a hoax. He had asked a man called Ian Spurling if he could make a model of the monster. Sixty years later, when he was 90 years old, Spurling admitted that the 'monster' was in fact a toy submarine!

Although Wilson's photo was fake, there have been lots of other reports of a monster in the lake since. Many people still believe that something strange lives there. [4] ☐ And you don't need to visit Loch Ness to look for the monster. You can visit www.lochness.co.uk and look for Nessie on the live webcam!



2 Match the sentences with the gaps in the text (1–4). There is one sentence that you do not need.

a Wilson said that his photo showed the monster.
b In fact, scientists are still looking, using boats, submarines and cameras.
c There have been many reports of a strange creature in Loch Ness since the sixth century.
d But Wilson always claimed that his photo was genuine.
e Plesiosaurs had long necks and small heads, and they lived in deep water.

LISTEN

1 Describe the photo. Where is the creature? What do you think it might be?



2 (2.15) Listen. Are the sentences true or false?

1 The earliest stories of Sasquatch come from Native Americans who lived in the North West.
2 In 1884, some men captured a creature that they named 'Jacko'. It was like a human but taller and stronger.
3 They didn't take 'Jacko' back to London because the creature didn't want to leave its home.
4 Albert Ostman claimed that he spent six days camping in the mountains.
5 Albert Ostman told his story 33 years later.
6 In 1988, a boy saw Sasquatch while he was fishing.
7 Sasquatch is white with a pink face.

WRITE AND SPEAK

1 Imagine that you have seen Sasquatch. Make notes about what you've seen. Decide:

- what you were doing when you saw it
- what it looked like
- what it did
- how you reacted when you saw it

2 Work in pairs. Role-play a dialogue using your notes from exercise 1. One of you is the witness, the other is a TV news reporter.

I understand that you recently saw a creature that you believe to be a Sasquatch.

That's right.

Could you tell me what you were doing at the time?

Well, I was ...

7 Friendship

THIS UNIT INCLUDES

Vocabulary • friendship • time expressions • phrasal verbs • *-ed* / *-ing* adjectives • relationships • idioms: *heart* • types of relationships
Grammar • comparative and superlative adjectives and adverbs • second conditional • *I wish, if only, I'd rather* • question tags
Skills • talking about relationships and friendship • making conversations
Writing • formal and informal emails of apology

Special friendships

BEFORE READING

Answer the questions.

1 How do you define a true friend?
2 What is the difference between a good friend and a true friend?

Reading tip

Be aware of what type of text you are reading and what kind of information you expect to find in it. This will make it easier to understand the text.

READ

1 **Read the *Reading tip*. Then look quickly through the text below and decide what type of text it is.**

a a newspaper report
b an online article
c an informal letter
d a literary description





Is there such a thing as a true friend?

by Jason Powell

This is a topic that's close to my heart, but I didn't really know the answer to the question until about a year ago. First, let me tell you something – you will have around 350 friends in your lifetime, but only six of them will be your *true* friends. I was quite surprised when I read about this fact in a magazine survey the other day. I mean, if I look down the list of contacts on my mobile, most of the names in the list are friends' names. It's the same on anyone's phone. However, it made me stop and ask myself who would I contact if I wanted a shoulder to cry on or if I had a genuine emergency? There were actually only a few people on the list that I'd phone in a moment of crisis, and I suppose it's those people that I regard as my true friends.

One person I'd definitely phone is Rob. I still remember when we first met last year. I was sauntering past the sports hall in the local leisure centre when I got a glimpse of a teenage boy in a wheelchair playing basketball. I stopped and watched for a while. He was about the same age as me, but I didn't think we'd have anything in common. After all, he was in a wheelchair. How wrong I was! A few days later, I was lifting weights next to the same boy in the gym, and we started chatting. We got on really well, and I suddenly realized that Rob's wheelchair didn't make him different from me at all. He was a typical teenager like me, and he was interested in doing the same sort of things as me. We've been really good friends ever since.

The most important thing I learnt that day is never to judge someone by what they look like. People often treat Rob differently because of his wheelchair, but they shouldn't. They should take time to find out about the real person. One of the things I admire most about Rob is his unselfish nature. He's very good at listening, and he doesn't ask too many questions. People like that are very generous, especially these days when everyone is on the go and often people can't think beyond their own obligations and personal concerns. I'm sometimes quite selfish, so Rob is a really good example for me.

So, my answer to the question, 'Is there such a thing as a true friend?' is a resounding YES! They are the people who are always there for you. They won't mind if you interrupt them in the middle of something important. They won't mind if you call them in the middle of the night because you need someone to talk to. Try it yourself next time. Otherwise, you won't know who your true friends are!

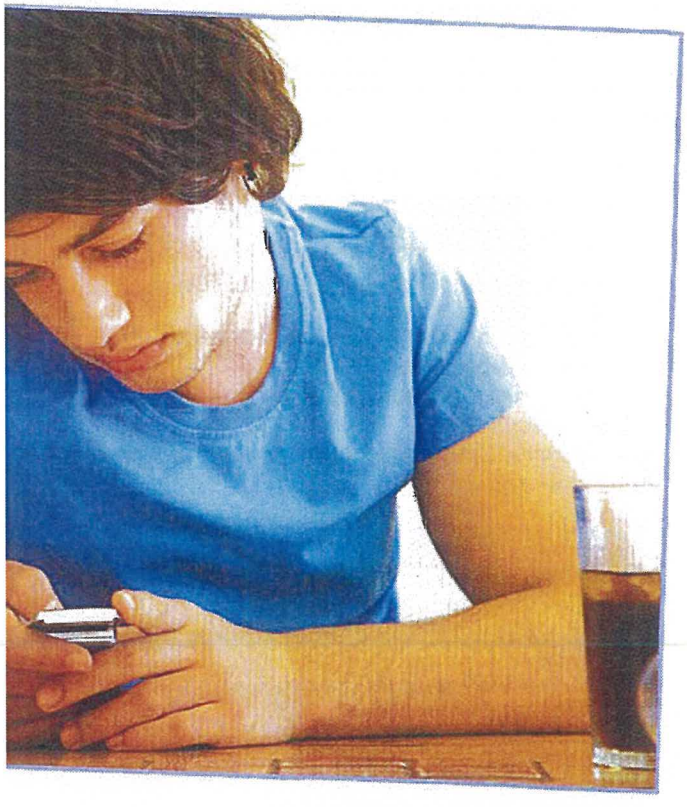
2 Read the title and the text quickly. Find out what the writer's answer is to the question in the title.

3 2.16 Read the text again. Are these sentences true or false? Correct the false ones.

1 The writer is interested in the subject of true friends.
2 The writer took part in a survey in a magazine.
3 The writer has only got friends' names on his mobile phone contact list.
4 The writer hadn't considered who his true friends were until he read about the survey.
5 The fact that Rob can't walk makes a difference when people meet him for the first time.
6 The writer and Rob have got a lot of things in common.
7 The writer thinks he is less selfish than Rob.
8 The writer believes you can call a true friend whenever you need to.

4 Choose the best answers.

1 The writer read that people will make about 350 friends
   a by doing a magazine survey.
   b by going to a leisure centre.
   c during their time at school.
   d during the whole of their life.
2 When the writer first saw Rob, he
   a recognized him.
   b thought they'd be good friends.
   c didn't think they'd get on.
   d wanted to play basketball with him.
3 The writer learnt that you can't know a person just by
   a playing sport with them.
   b looking at them.
   c listening to them.
   d chatting to them.
4 The writer thinks that many people these days don't have time to
   a do much exercise.
   b think about themselves.
   c think about others.
   d read many books.
5 The writer says that you will only know who your true friends are
   a in a moment of crisis.
   b in the middle of the night.
   c if you're in a wheelchair.
   d if you ask lots of questions.



UNDERSTANDING IDEAS

Answer the questions. Look at the text and use your own words and ideas.

1 How did the magazine survey affect the writer?
2 Why do you think the writer stopped to watch Rob when he first saw him?
3 What are some typical obligations and personal concerns that teenagers have these days?
4 Do you think the writer thinks it's important to have 'true friends'? Why / Why not?

VOCABULARY

Is there such a thing as a true friend?

1 Match the highlighted words in the text with these definitions.

1 Walking without hurrying.
2 Real, not false.
3 Very loud.
4 Shared by two or more people.
5 A very quick view of something.
6 A chair with wheels for a person who cannot walk.
7 What will happen if you do not do something.
8 Worries.
9 A person who listens to your problems.
10 To behave towards someone.
11 Important to me.
12 To speak when someone else is speaking.
13 Things you have to do.
14 To form an opinion about someone.
15 Very active or busy.

2 Do you know these words?

admire after all beyond crisis lifetime regard survey unselfish

Workbook: page 52

VOCABULARY

Is there such a thing as a true friend?

ACTIVATE

Complete the sentences with the correct form of the words in the box.

a shoulder to cry on close to my heart concern genuine
glimpse in common interrupt judge obligation
on the go otherwise resounding saunter treat wheelchair

1 Small children often _____ their parents when they're trying to have a conversation.
2 I really respect my parents because they never _____ my friends on their appearance.
3 My sisters _____ me like a baby because I'm the youngest in the family.
4 Siobhan's _____ at work mean that she spends very little time with her family.
5 He had to use a _____ for a while after he broke his leg.
6 I've got a few _____ about Michael's work this term.
7 My mother never sits down. She's always _____.
8 Once all my friends have turned up, we _____ down the road to school.
9 My mum is really understanding. She's great if I need _____.
10 After the show I caught a _____ of my brother leaving the theatre.
11 I don't get on with my sister because we've got nothing _____.
12 My father was so angry when he left the room that he closed the door with a _____ bang.
13 The subject of football is very _____ because it's my favourite sport.
14 You should take an umbrella today. _____ you might get wet.
15 The experts agreed that the painting was a _____ Picasso.

EXTEND

Three-part phrasal verbs

1 Read the *Look out!* box. **Complete the three-part phrasal verbs with the words in the box. Then match them with their meaning.**

LOOK OUT!

Some phrasal verbs have more than two parts. These phrasal verbs are used with an object and they are inseparable.
run out of *look forward to*

away down on out to up up ~~with~~

1 get on with		a think you are better than someone
2 fall _____ with		b have a good relationship
3 get _____ with		c not be punished for something
4 cut down _____		d think of something
5 put _____ with		e admire someone
6 look _____ on		f have an argument
7 come _____ with		g tolerate something
8 look up _____		h reduce

2 **Complete the sentences with the correct form of the three-part phrasal verbs in exercise 1.**

1 My sister has fallen out with her best friend again, so they aren't talking to each other.
2 Ivan _____ people who have achieved a lot in life.
3 Hannah _____ a fantastic idea for the school trip.
4 Dominic doesn't keep in touch with his brothers because he doesn't _____ them.
5 My credit card bill is enormous! I need to _____ spending for a while.
6 Charlotte _____ her younger sister because she didn't go to university.
7 Billy _____ not doing his homework. The teacher didn't notice.
8 How do you _____ your cousins? They're so noisy!

-ed / *-ing* adjectives

3 Read the *Look out!* box. **Then choose the correct words.**

LOOK OUT!

Some adjectives can have an *-ed* and an *-ing* form:
bored / boring *interested / interesting*
The *-ed* adjective says how people feel:
I was quite *surprised* when I read about this.
The *-ing* adjective describes the people or things that cause the feelings:
The results of the magazine survey were *surprising*.

1 We really enjoyed the film. It was very **entertained** / **entertaining**.
2 Julia's had studied hard for her exams and her results were very **satisfied** / **satisfying**.
3 The children were **fascinated** / **fascinating** by the clown's performance.
4 I find it quite **frightened** / **frightening** when a big dog jumps up at me.
5 It was a really difficult match and the players were **exhausted** / **exhausting** by the end.
6 My brother wasn't **amused** / **amusing** by the joke his friends played on him.
7 This weather is very **depressed** / **depressing**. It really gets me down.
8 My mother was **annoyed** / **annoying** when I told her I'd lost my jacket.

Workbook: page 53

GRAMMAR

Comparatives and superlatives

EXPLORE

1 Complete the text with the comparative or superlative form of the adjectives in brackets.



Modern life is becoming [1]_____ (fast) and [2]_____ (hectic), but at the same time, people are becoming [3]_____ (isolated). These days, people in their twenties and thirties are finding it [4]_____ (difficult) to socialize because they work **harder** and have [5]_____ (limited) social circles. It's more common for people to work freelance and people often live far away from their families. They can make friends at work but for many, friendship societies are a [6]_____ (effective) option because they allow them to meet a lot of people **more quickly** and in a **less stressful** environment. These groups organize social activities like group holidays, yoga classes, talks and demonstrations. Some societies even offer advice lines and financial help to members. You probably won't get on with everyone but there will be someone you get on with **the best** and find you have the most in common with. It may be [7]_____ (easy) than it used to be to make friends with the help of these new groups. For many, it's the [8]_____ (simple) and [9]_____ (sensible) choice. These societies can also offer the **least dangerous** choice as you are in a registered group.

2 2.17 Listen and check your answers to exercise 1. Do you think friendship societies sound fun? Give reasons.

3 Read the *Learn this!* box. Then match the words in **blue** in the text with the explanations (1–5).

LEARN THIS!

Comparative and superlative adverbs

We usually form comparative and superlative adverbs with *more* and *most*. However, we add *-er* to some adverbs.

Please drive more slowly! Mum drives faster than dad.

less* and *least

Less is the opposite of *more*, *least* is the opposite of *most*. We can use them with adjectives and adverbs.

Who finished the exercise least quickly?

1 a comparative form of an adjective with *less*.
2 a superlative form of an adjective with *least*.
3 a comparative form of an adverb with *more*.
4 a comparative form of an adverb with *-er*.
5 a superlative form of an irregular adverb.

LEARN THIS!

Comparison

1 We can make comparisons with simple nouns and also with clauses: *She's more confident than her brother. She's less talkative than she used to be.*
2 We often use a superlative with the present perfect and *ever*. *He's the shyest person I've ever met.*

Grammar Reference: page 106

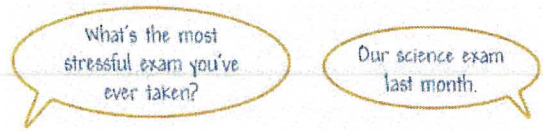
EXPLOIT

1 Read sentence A. Then complete sentence B so that it means the same. Include the word in brackets.

1 A London isn't as crowded as Tokyo.
  B London is less crowded than Tokyo. (less)
2 A I've never met anyone nicer than Tom.
  B Tom _____ met. (the)
3 A Kieran has got a louder voice than Phoebe.
  B Kieran talks _____ Phoebe. (more)
4 A This is the easiest question.
  B This is _____ question. (difficult)
5 A Roger is a faster worker than Dan.
  B Roger _____ Dan. (quickly)

2 Ask and answer questions with *most* or *least* and the present perfect with *ever*. Use the prompts and your own ideas.

1 stressful exam / take
2 isolated place / visit
3 romantic film / see
4 sensible person / meet
5 good choice / make
6 challenging book / read



Grammar Builder: page 107
Workbook: page 54

SKILLS

Relationships

VOCABULARY

1 Check the meaning of the **blue** words. Complete the sentences with *always* or *never*.

A good friend...

1 _____ **backs** you **up** in an argument
2 _____ **confides in** you
3 _____ **falls out with** you
4 _____ **gets on well with** you
5 _____ **hangs out with** you
6 _____ **keeps in touch with** you
7 _____ **lends** you **a hand**
8 _____ **lets** you **down**
9 _____ **loses touch with** you
10 _____ **makes up** after an argument
11 _____ **puts up with** you
12 _____ **stands up for** you

2 Read and complete the story with the correct prepositions *down, in, on, out, up, with.*



I remember the day I fell [1]_____ with my best friend Noreen. We had been friends for over three years and we had always got [2]_____ really well. We used to hang [3]_____ with a big group of friends from our class and we confided [4]_____ each other all the time. We always used to stand [5]_____ for each other until the day I had an argument with a friend of hers called Lara, who I didn't like very much. I expected Noreen to back me [6]_____, but instead she let me [7]_____ by taking Lara's side. After a few days we made [8]_____, but our friendship was never the same after that. In the end I lost touch [9]_____ her when I left school, but I think she kept [10]_____ touch with Lara.

●● Workbook: page 55

LISTEN

1 🎧 2.18 Listen to four speakers talking about falling out with a friend. Match the names of the speakers to the pictures.

Ben [4] Paul [ ] Elma [ ] Kate [ ]



2 Write a sentence to summarize each of the stories. Use a verb from Vocabulary exercise 1.

Ben Ben's friend started hanging out with older boys
Paul _____.
Elma _____.
Kate _____.

3 🎧 2.18 Listen again and make a note of the time expressions each speaker uses.

Ben	Paul	Elma	Kate
1 last year	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____
	4 _____	4 _____	4 _____
	5 _____		5 _____

SPEAK

Speaking tip

If you have time to prepare before speaking, make a note of words and phrases you are going to need.

Read the *Speaking tip* and make notes about a time when you fell out with a friend. Tell your story to a partner using the verbs from Vocabulary exercise 1, time expressions from Listen exercise 3 and your notes to help you.

GRAMMAR

Second conditional

EXPLORE

1 2.19 Listen to the conversation between a brother and a sister. Choose the correct verb forms.



Jade I wish I [1]**can / could** afford a holiday this year. These beaches look amazing!

Max Yes. If only you [2]**have / had** £3,000 – then I'd be able to come with you!

Jade If I [3]**am / was** rich, [4]**I'd spend / I spent** every winter on a tropical island.

Max Really? I'd rather go skiing. Lying on a beach is boring.

Jade Max! It [5]**wouldn't be / wasn't** boring if you [6]**are / were** with me. I wish [7]**you'd be / you were** more open-minded sometimes!

Max Well anyway, you can't afford it. If you [8]**didn't / wouldn't** buy so many clothes, [9]**you'd have / you had** more money for holidays.

Jade But I like clothes! Would you rather I [10]**wear / wore** a tracksuit all the time, like you?

Max What's wrong with my tracksuits?!

2 Read and complete the *Learn this!* box. How many examples of the second conditional are in the dialogue?

LEARN THIS!

We use the **second conditional** to talk about an imaginary situation or event and its result. We use the [1]_____ simple for the situation or event and [2]_____ + base form for the result.

3 Read the *Learn this!* box. Underline an example of each expression in the dialogue in exercise 1.

LEARN THIS!

I wish, If only, I'd rather

1 We use ***I wish ...*** or ***If only ...*** with the past simple to say that we really want a situation to be different.
I wish it was the weekend. If only I had a car.

2 We use ***I wish ...*** or ***If only ...*** with *would* + base form to say that we really want somebody's (or something's) behaviour to be different.
I wish you wouldn't shout. I wish this pen would work.

3 We use ***I'd rather*** with a base form to express a preference.
'Do you want a pizza?' 'I'd rather have a sandwich.'

4 We use ***I'd rather*** with the past simple to say that we really want somebody's (or something's) behaviour to be different. *I'd rather you didn't keep interrupting.*

Grammar Reference: page 106

EXPLOIT

1 Complete the sentences with your own ideas.

1 If I had £3,000 for a holiday, ...
2 If I had £1,000 for some new outfits, ...
3 If I could live anywhere in the world, ...
4 If I spoke perfect English, ...
5 If I did an evening class, ...
6 If I lived on a tropical island, ...
7 If I had a holiday home in the mountains, ...
8 If I fell out with my best friend, ...

2 Complete the sentences with *I wish* (or *If only*) and *I'd rather*.

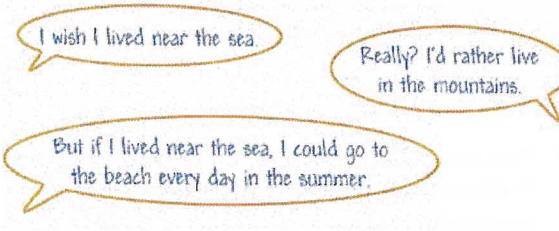
1 I can't afford that jacket. I wish it was cheaper!
2 I don't like living in a flat. _____ live in a house.
3 I'd like to know how Jackie is. _____ she would phone.
4 I'm getting fat. _____ do some exercise than go on a diet.
5 You can wear jeans if you want, but _____ you wore something more formal.
6 _____ my brother wouldn't borrow my bike.

3 How many sentences can you make using this chart?

I wish	she'd do better in her exams.
If only	she had a job.
I'd rather	I didn't have to work.
If she worked harder,	stay in bed.
She'd have more money if	we lived in the countryside.
	our parents wouldn't worry.

4 Student A: Make comments with *I wish ...* and the ideas in the box or your own ideas. Student B: Reply using *I'd rather ...* and your own ideas. Student A: Say how life would be different.

I / live near the sea	I / be 21 years old
I / have a new mobile phone	lessons / be longer
it / be school holidays	I / can speak Chinese
I / own a yacht	



Grammar Builder: page 107
Workbook: page 56

WRITING

Emails to apologize

READ

1 Look at the situations below. Decide if they require a formal apology (F), an informal apology (I) or it depends (D).

1 Losing something you've borrowed from a friend. I
2 Being rude to an adult.
3 Forgetting to invite someone to a party.
4 Arriving late for school.
5 Having an argument with a cousin.
6 Causing damage to someone's property.

2 Read the two emails. Which two situations from exercise 1 are the writers apologizing for? Which email is the most formal?

Hi Clara,
I'm ever so sorry, but I can't find your copy of 'The Kite Runner'. I feel awful because I promised you in March that I'd look after it. Now I can't give it back to you and it's all my fault.
The last time I saw it was at the weekend when I was on my way to my grandmother's house. I think I must have left it on the train.
Anyway, I'm going out now to get you another book. I'll give it to you when I see you at school tomorrow.
I don't know what to say except that I'm really, really sorry.
Love
Jasmine

Dear Mr Winters,
I am writing to apologize for breaking the windscreen of your car last week. I am extremely embarrassed about my behaviour and I accept full responsibility for what happened.
The incident occurred in the afternoon as I was leaving school. My intention was to kick my football to a friend on the other side of the car park, but unfortunately it landed on your car instead.
My parents have offered to help me pay for the broken windscreen, and so I would be grateful if you could inform me of the appropriate amount when I see you on Monday.
Once again, please accept my apologies for the inconvenience I have caused.
Yours sincerely
Jake Phillips

3 Read the emails again and find the phrases the writers use to apologize. Complete the chart below.

Formal apology	Informal apology
1 I very much regret ...	I'm sorry but ...
2	
3	
4	
5	

4 Look at the emails again and number the points in the order they appear.

- ☐ Apologize again
- ☐ Say what will happen next
- ☐ Say how you feel
- ☐ Admit responsibility
- [1] Apologize
- ☐ Explain what happened

PREPARE

1 Find all the examples of *in*, *at* and *on* with time expressions in the texts in exercise 2. Then read the *Writing tip*.

Writing tip: in, at, on with time

Make sure you use the correct preposition with time expressions.

We use *at* with:
- clock times (7 o'clock, 8:30, etc.)
- festivals and holidays
- the weekend, night

We use *in* with:
- parts of the day (the morning, the afternoon, the evening)
- seasons (summer, winter, etc.)
- months (January, February, etc.)
- years (2005, 1492, etc.)

We use *on* with:
- days of the week (Monday, Tuesday, etc.)
- dates (12th May, 1st April, etc.)

2 Complete the sentences with the correct prepositions.

1 The weather is very cold _____ winter, so we don't tend to go out _____ night.
2 Their last family celebration started _____ 9 o'clock _____ the evening _____ Saturday and finished _____ midday _____ Sunday!
3 _____ the weekend, we usually have lunch _____ 2 o'clock _____ the afternoon.
4 They last went to a party _____ December last year.
5 She was born _____ 14 September 1923 and got married _____ July 1946. She died _____ 2009.

WRITE

1 Read one of the situations in Read exercise 1 and make notes on the following questions.

1 How do you feel about it?
2 What exactly happened?
3 What are you going to do next?

2 Write an email to apologize for the situation you have chosen. Use the writing plan below.

- Decide whether your email should be formal or informal.
- Start and end the email correctly.
- Use suitable expressions for apologizing.
- Follow the structure outlined in Read exercise 4.

●●● Workbook: page 57

REVIEW

Friendship

LANGUAGE SKILLS

1 2.20 **Complete the dialogue with the words from the box. Then listen and check your answers.**

best better further least less more most only rather wish would wouldn't

Anna Look at all those cars! I hate it here. I [1]_____ I lived in the country!

Maria I don't know why. You'd have to travel much [2]_____ to go to school.

Anna Yes, but people drive [3]_____ slowly in the country and life is more relaxing.

Maria But it [4]_____ be more difficult to find a good job.

Anna But you [5]_____ need to earn so much money. Life is [6]_____ expensive in a village.

Maria That depends. Personally, I'd [7]_____ live in a town.

Anna Yes, that would be [8]_____ than living in a big city. For me, the [9]_____ stressful moment of every day is crossing the roads to get to school. If [10]_____ our school was next to my house!

Maria The location of our school is the [11]_____ important thing in my life. I'm more worried about the exam tomorrow. I think the [12]_____ thing we can do is start studying!

2 **Read the dialogue again and complete the sentences with the comparative or superlative form of the words in brackets.**

1 Anna thinks _____ place to live is in a big city. (bad)
2 Maria thinks people in the country have to travel _____ distances to go to school. (long)
3 Anna thinks people drive _____ in cities. (fast)
4 Anna thinks _____ place to live is in the country. (stressful)
5 Maria thinks it's _____ to find a good job in a city. (easy)
6 Anna thinks that life in a village is _____ than in a big city. (expensive)
7 Maria thinks a town is _____ place to live. (good)
8 Maria thinks that exams are _____ thing in her life right now. (important)

3 **Use the words in brackets to write sentences. You will need to use the comparative form of the adjectives and adverbs.**

1 I'm very short. (only / be / tall)
2 My room is too small. (wish / have / big / room)
3 I don't like this chair. (rather / sit / somewhere / comfortable)
4 I don't understand my teacher. (wish / she / speak / slowly)
5 I'm really tired. (only / sleep / well)
6 My brother is a terrible driver. (wish / he / drive / carefully)
7 This programme is boring. (rather / watch / something / interesting)
8 The children stay up too late. (only / they / go to bed / early)

DICTIONARY CORNER

Idioms: *heart*

1 **Check the meaning of the idioms in the box. Then complete the sentences.**

~~at heart~~ bottom of my heart by heart change of heart heart and soul heart of gold to heart

1 My grandfather is ninety, but he's still young at heart. He enjoys playing computer games!
2 Sue will always help you if you've got a problem. She's got a _____.
3 I don't need the phone book. I know his number _____.
4 I've had a _____, and I don't want to go to university any more.
5 When I promised to help you, I meant it from the _____. You can call me any time if you need to talk.
6 Don't take it _____ when teachers are critical about your work. They are just trying to help you.
7 Marian always puts her _____ into her school work. And she always gets top marks!

2 **Rephrase the idioms in exercise 1.**

1 My grandfather is ninety, but he's still really young.

Choosing the correct word: types of relationship

3 **Check the meaning of the words in the box and complete the definitions.**

~~acquaintance~~ boss classmate colleague penfriend relative sibling spouse

1 An acquaintance is a person you know but isn't a close friend.
2 A _____ is a person you write letters to.
3 A _____ is a husband or a wife.
4 A _____ a brother or a sister.
5 A _____ is a person you go to school with.
6 A _____ is a member of your family.
7 A _____ is a person who works at the same place as you.
8 A _____ is somebody you work for.

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

* I need more practice. ** I sometimes find this difficult. *** No problem!

	*	**	***
I can understand a personal opinion about friendship.			
I can use comparative and superlative forms.			
I can talk about friends and relationships.			
I can talk about imaginary situations and things I would like to change.			
I can write to apologize.			

Workbook: Self check pages 58–59

8 Travel

THIS UNIT INCLUDES

Vocabulary • holidays, trips and excursions • travel and transport • transport adjectives • verbs + prepositions • verbs of movement • compound nouns: on holiday
Grammar • the passive • indefinite pronouns: *some-*, *any-*, *no-* • introductory *it* • indirect questions
Skills • discussing different modes of travel • planning an ideal holiday • exchanging information
Writing • a postcard

Trip of a lifetime

BEFORE READING

Read the *Reading tip*. Then look at the photos and answer the questions.

1 What animals can you see?
2 What are the people doing?
3 What kind of holiday is it?
4 Would you like to go on this kind of holiday? Why / why not?

Reading tip

Use the photos to help you understand difficult vocabulary in the text: for example, one of these photos will help you understand the word *jeep*.

Big Cat Diary

by Daisy Miller

I've always dreamt of seeing a leopard face to face, ever since I watched a BBC wildlife documentary about them. I like the fact that they're so independent. The females are the boss – they hunt alone, they're stealthy and strong and their markings are beautiful.

So we're on our way to the South Luangwa Valley in Zambia. There is one leopard for every kilometre, and you can do night drives there, which adds to your chances of seeing them. I think the fact they are nocturnal and hard to find makes it more exciting.



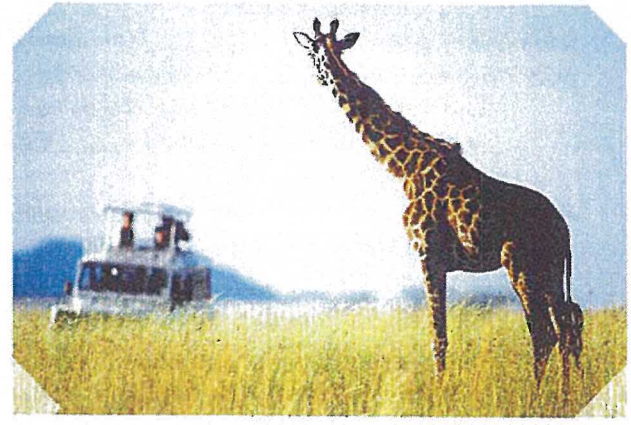
Mfuwe international airport is the smallest I have ever seen. There is a tiny shop selling postcards and that's it. We climb into a jeep which takes us to Nkwali, trundling past mud huts and groups of children wearing school uniform or carrying farm tools – sometimes both. Finally, we arrive at the camp – six huts and a café built round a tree.

That night we go out on our first game drive with Rocky, our guide. Straight away, we're driving across a plain full of impala and baboons. Now comes the big moment. We hear something in the trees, and suddenly we are right in the middle of a lion hunt. In the dark! We listen to the baboons' alarm calls, and when Rocky switches on the light, we

READ

1 Read the text quickly. Number the animals in the order that the writer sees them. Which animal doesn't she see?

- ☐ buffalo
- ☐ lions
- ☐ a leopard
- ☐ a crocodile
- ☐ a tiger
- ☐ elephants
- ☐ impala and baboons
- ☐ giraffes



see two lionesses on either side, and one tearing after an impala. They miss the kill, but even so, my heart is thumping.

The next morning, we go on a drive and spot baboons crossing the road. Suddenly, a trunk appears from the bush and three elephants stroll across right in front of us, including a baby.

That's how it is on the drives: a new creature every time. We get giraffes, then a crocodile, then a buffalo. But my favourite excursion is the walking safari. We set off across the plain with an armed guard. Rocky tells us The Golden Rule: 'Never run ... unless I say so. And if I say get up the tree, get up the tree.'

The next morning, two other guests boast about having seen a leopardess and her cub. We look at pictures on their digital camera. I'm really cross, because there probably won't be another sighting for ages, and tonight is our last night here. But I'm still hopeful.

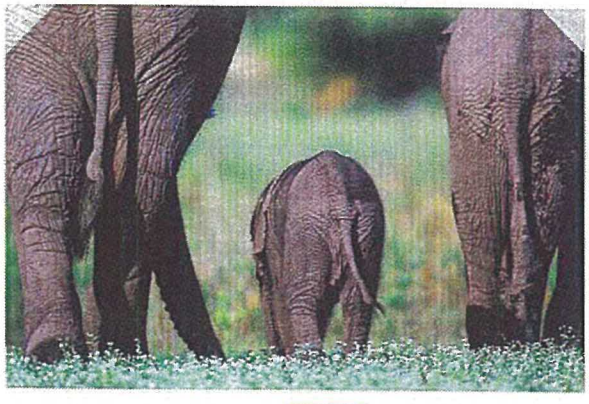
This time, we're out with Zebron, but after just a few minutes, our jeep gets stuck on a muddy trail. It takes ages to dig us out, and my heart is sinking. Then it starts pouring. We sit in the dark and complain about the rain. And then, suddenly, two impala hurtle from the bushes.

2 3.02 **Read the text again. Put the events in the correct order.**

- ☐ Daisy got very close to some elephants.
- ☐ The jeep got stuck in the mud.
- ☐ Daisy saw baboons.
- ☐ The plane landed in Mfuwe.
- ☐ Daisy saw some lions.
- ☐ Two other guests saw a leopardess and her cub.
- ☐ Daisy saw a leopardess.
- ☐ They travelled by jeep to their camp.

3 **Choose the best answers.**

1 Daisy first got interested in leopards
   a when she had a dream about them.
   b when she saw a TV programme about them.
   c because they live alone.
   d because she once saw one face-to-face.
2 South Luangwa valley is a good place to look for leopards because
   a there are a lot of leopards there and you can look for them at night.
   b there are more leopards there than anywhere else in Africa.
   c it's easy to find leopards at night.
   d it's exciting looking for leopards at night.
3 Their first excursion is
   a exciting because they see lions hunting.
   b frightening because it is very dark.
   c exciting because the baboons make a lot of noise.
   d sad because they see lions killing an impala.
4 Tourists on the walking safari
   a must carry guns.
   b mustn't stop walking to look at the animals.
   c mustn't climb trees.
   d must obey the guide's instructions.
5 How does Daisy feel when she hears that two other guests have seen leopards?
   a She feels relieved that somebody has seen leopards recently.
   b She feels angry because it means she probably won't see any leopards herself.
   c She feels pleased that the guests managed to take some photos of the leopards.
   d She feels hopeful because it means that there are leopards in the area.
6 When Daisy finally sees a leopard, it
   a stays nearby for a while and then disappears suddenly.
   b runs quickly behind them and disappears into the bush.
   c walks close to them, but leaves before they can take a photo.
   d stays close until somebody shouts, then it runs away.



Moments later, the leopardess springs out behind us. We all sit in absolute silence and stare at her. Leopards are much stronger than lions, and she looks incredibly powerful. When she realizes she's being watched, she darts back into the bush. It's really awesome! We're soaked through, but I don't care about that. I'm just so happy I've seen a leopard. My dream has come true!

UNDERSTANDING IDEAS

Answer the questions. Look at the text and use your own words and ideas.

1 Why do you think was Daisy impressed by the documentary about leopards?
2 How did Daisy feel when she saw the lionesses?
3 Why do you think Daisy enjoyed the walking safari?
4 What do you think is more important: seeing an animal in the wild or getting a photo?

VOCABULARY

Big cat diary

1 **Match the highlighted words in the text with these definitions.**

1 A path through the country.
2 To move with great speed.
3 To walk slowly for pleasure.
4 To talk with too much pride about something.
5 Quiet and secret.
6 Beating very hard.
7 Angry or annoyed.
8 Very impressive.
9 A large area of flat land with few trees.
10 Active at night.
11 Moving slowly and noisily.
12 Jumps quickly and suddenly.
13 The long nose of an elephant.
14 Patterns on an animal's skin.
15 Very wet.

2 **Do you know these words?**

absolute dart excursion face to face mud hut spot stare tear after

Workbook: page 60

VOCABULARY

Big cat diary

ACTIVATE

Complete the sentences with the correct form of the words in the box.

awesome boast cross hurtle markings nocturnal plain soaked spring stealthy stroll thump trail trundle trunk

1 We drove along the _____ until we came to a gate which led out onto the road.
2 The elephant picked up the bun with its _____ and popped it into its mouth.
3 Some children are never in a hurry to get to school; they _____ along as if they've got all day!
4 My sister _____ out of bed every morning as soon as her alarm clock rings.
5 After the rain there was a lot of flooding on the _____.
6 As we waited for the results of the competition, my heart was _____ with excitement.
7 The heavy lorries _____ up the road toward the building site.
8 The burglar was very _____ when he broke into the house, so that nobody heard him.
9 It rained this morning so I got _____ walking to school.
10 The _____ of many animals prevent them from being easily seen in the wild.
11 The revolutionary spacecraft will _____ through space at a great speed.
12 Owls are _____ so they do most of their hunting during the night.
13 My cousin's got a very well-paid job, and he tends to _____ a lot about his salary.
14 The show we saw last night was _____! The acrobats were absolutely incredible!
15 My mother was very _____ when I left my jacket on the train.

EXTEND

Verbs and prepositions

LOOK OUT!

Verbs + prepositions
Some verbs are often followed by certain prepositions.
Let's listen to some music.
She smiled at her mother.
In questions, we often put the preposition at the end.
What are you waiting for?

1 **Read the *Look out!* box and find these verbs in the text on pages 66–67. Say which prepositions follow the verbs.**
dream of

arrive boast care complain dream listen look stare

2 **Complete the pairs of sentences with the same preposition.**
1 They're on the platform waiting for the train.
We apologized to her for arriving late.
2 They argued _____ him about the price.
She agreed _____ me about the poor service.
3 He's always boasting _____ his second home.
People in Britain often complain _____ the weather.
4 She's concentrating _____ her maths homework.
He insisted _____ taking a taxi.
5 The passengers always laugh _____ Sam's jokes.
What are you staring _____?
6 That suitcase belongs _____ me.
They listened _____ the announcement carefully.

Verbs of movement

3 **Use your dictionary to match the movement verbs (1–8) with the definitions (a–h).**

1	limp	a	run in a dangerous or careless way
2	pace	b	walk over the same area repeatedly
3	stroll	c	walk with difficulty because one leg hurts
4	tear	d	walk having to make a big effort
5	trudge	e	walk with difficulty because your feet hurt
6	stride	f	walk somewhere for pleasure
7	hobble	g	run quickly and suddenly
8	dart	h	walk with long steps

4 **Choose the best answer.**
1 The old man used a stick to help him **hobble** / pace / tear along the road.
2 We **trudged** / **strolled** / **darted** around the town enjoying the sun.
3 When our car broke down, we had to **pace** / **stride** / **trudge** through the snow to the nearest village.
4 The farmer **strode** / **limped** / **strolled** through the fields looking urgently for his lost sheep.
5 Alan's father **tore** / **paced** / **hobbled** up and down the corridor waiting for the headmaster to arrive.
6 The burglar **strode** / **trudged** / **darted** out of the house as soon as he heard the alarm.
7 The thief **tore** / **strolled** / **paced** down the street trying to get away from the police officers.
8 Robert **trudged** / **darted** / **limped** off the pitch after twisting his ankle during the match.

Workbook: page 61

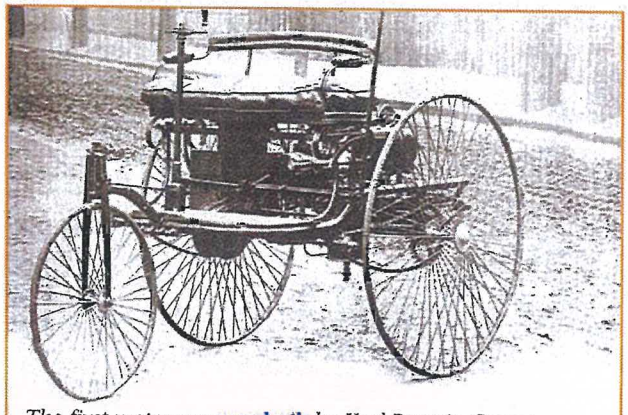
GRAMMAR

The passive

EXPLORE

1 Read the text and answer the questions. Then complete the table below with the examples of the passive in blue in the text.

1 Where was the first car built?
2 Who was the first person to travel more than 100 kilometres in a car?
3 In which country were cars first produced in large numbers in factories?



The first motor car ***was built*** *by Karl Benz in Germany in 1885. The first petrol engine* ***had been designed*** *some years earlier, but Benz was the first to fit it successfully in a vehicle that he could mass-produce. On 5 August 1888, his wife Bertha drove the car for 106 kilometres, proving that the car could travel long distances. Today, Bertha Benz's famous drive* ***is celebrated*** *as a national holiday every year in Germany. However, it was in America that cars* ***were first produced*** *in large numbers in factories. Henry Ford founded the Ford Motor Company in 1903, and since then over a billion cars* ***have been manufactured*** *by companies all over the world. Now, over a hundred years later, over 63 million cars* ***are built*** *every year. Many environmentalists believe we should replace cars with greener means of transport, but motor companies are confident that cleaner engines* ***will be developed.***

The passive	
present simple	
past simple	
present perfect	
past perfect	
future with *will*	

2 When we use the passive, which word do we use if we want to say who (or what) performed the action? Find two examples in the text.

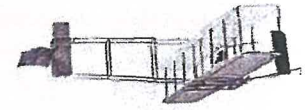
Grammar Reference: page 108

EXPLOIT

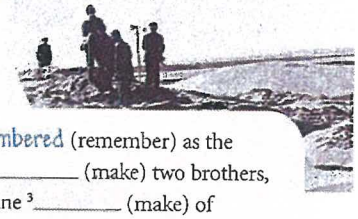
1 Make the sentences passive. Use *by* where necessary.

1 Karl Benz built the first motor car in 1885.
The first motor car was built by Karl Benz in 1885.
2 Engineering works have caused a lot of delays.
3 They'll probably search your bags at customs.
4 The guard had already directed us to platform 4.
5 A lot of commuters use this train.
6 They've recently increased the price of rail tickets.
7 Somebody left this bag on the plane.

2 Complete the text with the passive form of the verbs in brackets. Add *by* where necessary.



'For some years I have been afflicted with the belief that flight is possible to man.'
Wilbur Wright



Today, 17 December 1903 [1]is remembered (remember) as the day when the first powered flight [2]_____ (make) two brothers, Wilbur and Orville Wright. The plane [3]_____ (make) of wood and [4]_____ (power) a small petrol engine. It [5]_____ (control) the pilot who pulled strings that changed the angle of the wings. By the time the aircraft took to the air, the engine and propeller [6]_____ (test) thoroughly in their workshop. The flights [7]_____ (witness) five people and a photograph [8]_____ (take) of the first flight. The events [9]_____ (report) in the press the next day and the brothers became celebrities overnight. Since that day, flying has become an everyday form of transport, but it all began with the ingenuity of the Wright brothers.

3 Complete the sentences. Use a passive form of the verbs in brackets. Then, in pairs, decide on the correct answers.

1 The train was invented (invent) in Britain in . . .
a 1729. b 1829. c 1929.
2 In 2000 the Channel Tunnel _____ (open) between . . .
a England and France. b England and Ireland.
c England and Wales.
3 The Trans-Siberian Railway _____ (finish) in . . .
a 1866. b 1916. c 1966.
4 The tram system in Alexandria _____ (complete) in . . .
a 1800. b 1860. c 1890.
5 Passengers _____ (carry) on the London Underground since . . .
a 1863. b 1900. c 1963.
6 Samand cars _____ (make) in . . .
a Dubai. b Egypt. c Iran.

4 3.03 Listen and check your answers to exercise 3.

Grammar Builder: page 109
Workbook: page 62

SKILLS

Getting from A to B

VOCABULARY

1 3.04 Read and listen to Ben's story. Match the photos with paragraphs (A–C).







A We were flying into London on our way home. We seemed to circle Heathrow Airport for ages, but at last the **air traffic controller** allowed our plane to land. After taxiing from the **runway**, the plane finally reached the terminal building. Once in the terminal, we queued to go through **passport control**, and waited to collect our luggage. Our **rucksacks** arrived quickly and we didn't need a **trolley**, so we walked straight through **customs** and out of the airport. All we had to do now was get into London, and catch the train home to Cambridge. After travelling round the world for three months, that was the easy part – or so we thought.

B We decided to go by underground into central London so we went down the **escalator**, bought a ticket and made our way to the correct platform. It was unbelievably crowded, but we managed to push our way onto the train and it set off. However, when the train stopped at Knightsbridge station, a voice announced that there was a problem with the **track** ahead and we would have to get off and continue our journey by a different route.

C Fortunately, there was a black **cab** outside so we jumped in and asked the driver to take us to Kings Cross Station as quickly as possible. Then the cab came to a sudden halt. Not again! This time there was a terrible **traffic jam**. We didn't want to waste any more time so we got out and walked to the station. We got there, bought our tickets, ran onto the platform and got into the nearest **carriage**. We had made it! Then we realized the train was going to Stevenage, not Cambridge. We hadn't checked the **departures board** and we were on the wrong train.

2 Complete the definitions with the correct form of the words in blue in exercise 1.

1 An _____ is the place where planes take off and land.
2 A _____ is a bag that you carry on your back.
3 An _____ is a moving staircase.
4 A _____ is a long line of cars that isn't moving.
5 An _____ is the person who tells pilots by radio when they can take off and land.
6 A _____ is a section of a train for passengers.
7 _____ is the place where they can check your bags for illegal goods as you enter a country.
8 _____ is the place where they check your travel documents as you leave or enter a country.
9 A _____ tells you what time a train or a plane is leaving.
10 A _____ is a cart with wheels for carrying heavy bags.
11 A _____ is the set of metal rails that a train runs along.
12 _____ is another word for taxi.

Workbook: page 63

LISTEN

3.05 Listen to four announcements and dialogues. Complete the table.

	Form of transport	Problem
Situation 1		
Situation 2		
Situation 3		
Situation 4		

SPEAK

1 Work in pairs. Brainstorm the advantages and disadvantages of travelling by bicycle, car, train, bus, underground, plane and ship. Use the adjectives in the box to help you.

Transport adjectives cheap convenient dangerous economical environmentally-friendly expensive healthy reliable relaxing slow stressful uncomfortable unreliable

2 Discuss your ideas with the class.

Travelling by bus is slower than travelling by train.

That's true, but travelling by bus is cheaper.

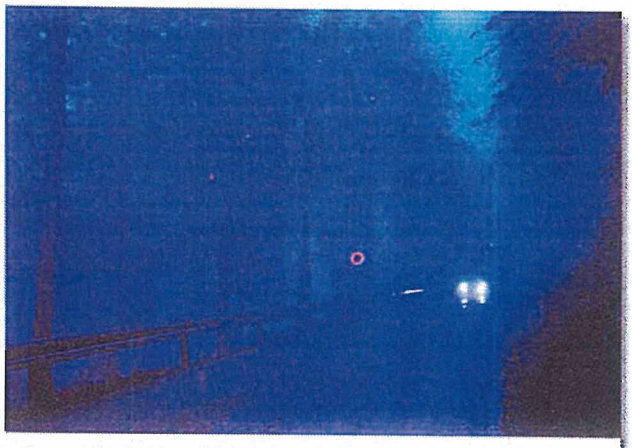
When you travel by train, you can see more on the journey.

GRAMMAR

Indefinite pronouns: *some-, any-, no-*

EXPLORE

1 Read the text. Look at the examples of indefinite pronouns in **blue** in the text. Complete the table below.



It was about 10 o'clock on a cold winter's night and Sally Walters was driving home. Suddenly, she saw **somebody** standing at the side of the road, trying to hitch a ride. It was a young woman, about 20 years old, with a pale face and dark clothes. Sally stopped the car, and said to the girl, 'Can I give you a lift **somewhere**?'

'Yes, I'm meeting **somebody** in a café up the road.'

'OK. Jump in,' said Sally. There wasn't **anything** unusual about the girl. When they arrived at the café, the girl thanked Sally, got out of the car and went into the café. Suddenly, Sally noticed that the girl had left **something** in the car – it was her scarf. She went into the café but she couldn't find the woman **anywhere**. 'Did you see **anybody** come into the café a couple of minutes ago?' she asked the waiter. '**Nobody**'s come in here for the past fifteen minutes,' he replied, 'except you.'

'But I've just given her a lift here. She left her scarf in the car.' Sally put her hand in her pocket to take out the scarf, but there was **nothing** there.

'Was she wearing dark clothes?' asked the waiter.

'Yes. So you did see her!'

'I didn't see **anybody**, but I know this: a young woman disappeared near here about 30 years ago. She was on her way to this café to meet her friend … Ask **anybody** round here – they all know about her.'

Indefinite pronouns

somebody / someone	anybody / anyone	[1]_____ / no one
something	[2]_____	[3]_____
[4]_____	[5]_____	nowhere

2 Study the examples of indefinite pronouns in **blue** in the text. Then complete the rules in the *Learn this!* box with *affirmative*, *negative* and *interrogative*.

LEARN THIS!

1 We use pronouns with *some-* in _____ sentences and in offers and requests.
2 We use pronouns with *any-* in _____ and _____ sentences.
3 We can also use pronouns with *any-* in affirmative sentences when we mean *it doesn't matter who / what / where. Would you like anything else?*
4 We use pronouns with *no-* with _____ verbs to make the meaning negative.

Grammar Reference: page 108

EXPLOIT

1 Choose the correct words.

1 It's dark. I can't see anything / nothing.
2 There was **no one** / **anyone** else on the train.
3 He's smiling. He must be thinking about **anything** / **something** funny.
4 'I can't find my ticket. It's **somewhere** / **nowhere** to be seen.' 'It must be **anywhere** / **somewhere**.'
5 You can get online **anywhere** / **nowhere** in the airport.
6 Does **anybody** / **nobody** mind if I open the window?
7 I'm really hungry. I've had **something** / **nothing** to eat.

2 Complete the dialogue with indefinite pronouns.

Joe I'm going out to get [1]something to eat. There's [2]_____ in the fridge.
Jim Who are you going with?
Joe [3]_____. I'm going on my own.
Jim Where are you going?
Joe I don't know. [4]_____. It doesn't matter.
Jim You're behaving very strangely. Is [5]_____ wrong?
Joe No, I just don't want to talk to [6]_____ right now.

3 Complete the questions with indefinite pronouns.

1 If you could visit _____ in the world, where would you go?
2 Do you think the world would be better or worse if _____ ever travelled by plane?
3 Would you prefer to live _____ very hot or _____ very cold?
4 Do you think _____ will ever travel backwards or forwards in time?

Grammar Builder: page 109

Workbook: page 64

WRITING

A postcard

READ



1 Read the postcards quickly. Which postcard does the photo go with?

Dear Patricia
We've been in Malaga for three days now, and we're having a terrible time. The holiday started really badly – the plane was delayed and it was nearly 1 a.m. when we arrived at the hotel. The restaurant had closed, so it was a good job we still had some sandwiches from the journey. The next day we set off early for the beach. It said in the holiday brochure that it was only 100 metres from the hotel to the beach – which is true, but there's a motorway in between! The hotel itself is OK – but they gave us a room overlooking the motorway, so it was impossible to get to sleep. They've given us another room but it isn't much better. It probably isn't worth complaining again, though.
It's time to go down for dinner now. Let's hope it's better than lunch.
See you soon.
Love, Hilary and Daniel xxx

Dear Sam,
I'm in Scotland, but I wish I wasn't. It's Thursday now, and it's been raining since we arrived on Monday. It's really cold, too. Still, it's no use moaning – we can't do anything about the weather. The journey up here was OK, but it took ages to find the hotel. Then yesterday I lost my wallet – it had all my money and cards inside – and had to go to the police station. It's unusual for Jackie to complain, but even she's had enough and wants to go home.
I'd better pack my bag now. We're going to Fort William first thing tomorrow.
Love, Simon

2 Answer the questions.

1 What was the first thing that went wrong for Hilary and Daniel?
2 What did they have to eat when they finally arrived?
3 Why are they unhappy with the room they are in now?
4 What was the hardest part of Simon and Jackie's journey?
5 Why did Simon have to go to the police station?
6 Why does Simon have to pack his bag?

PREPARE

1 What is the first piece of information in both postcards? What is the last piece of information?

2 Read the *Learn this!* box. Then look at the highlighted examples of *it* in the postcards and say which are introductory *it* and which are normal pronouns.

LEARN THIS!

Introductory 'it'

1 We often use *it* in sentences referring to time, weather, temperature and distance.
It's eight o'clock. It's Tuesday. It took an hour to do this exercise. It's raining. It's 20°C. It's 100 km from Paris.

2 We can use *it* when we want to avoid starting a sentence with an infinitive, *-ing* form or clause, which often sounds unnatural or very formal.
It's nice being with you. (= Being with you is nice.)
It's hard to explain my feelings. (= To explain my feelings is hard.)
It's a shame that he missed the plane. (= That he missed the plane is a shame.)
It doesn't matter where you stay. (= Where you stay doesn't matter.)

Grammar Reference: page 108

WRITE

1 Imagine you are having an awful time on holiday. Choose four of the problems below (or invent your own) and make notes about them.

- a disastrous journey here
- the airline lost our luggage
- the weather is terrible
- the people are unfriendly
- the food is terrible
- the hotel isn't finished
- I got food poisoning
- somebody stole something
- the car broke down
- the hotel room is cold and damp
- the view from the window is terrible
- it's three kilometres to the nearest beach
- there was nobody at the airport to meet us
- the beach isn't sandy, it's rocky

2 Write a postcard to a friend about your holiday.

Workbook: page 65

REVIEW

Travel

LANGUAGE SKILLS

1 3.06 **Complete the dialogue with the words from the box. Then listen and check your answers.**

anybody anywhere be been everybody has is nobody nothing someone stolen was

Ryan Can you help me? I can't find my jacket [1]_____.

Receptionist When did you last see it?

Ryan I left it in the changing rooms while I was in the gym.

Receptionist Was there [2]_____ in the changing rooms at the time?

Ryan No, they were empty. [3]_____ else was in there.

Receptionist Perhaps [4]_____ took it home by mistake.

Ryan Actually, I think it's been [5]_____.

Receptionist I don't think so. [6]_____ has ever [7]_____ taken from the changing rooms before.

Ryan I'm afraid that's not true. My bag [8]_____ been opened several times and last week my friend's mobile phone [9]_____ stolen. [10]_____ knows the changing rooms aren't safe any more.

Receptionist But this gym [11]_____ used by over 100 people. How should I know who the thief is?

Ryan I don't know, but I hope he'll [12]_____ caught very soon or I'm going to look for another gym!

2 **Read the dialogue again. Choose the correct answer.**

1 Ryan's jacket **has disappeared / has been disappeared.**
2 The jacket **had left / had been left** in the changing rooms.
3 The changing rooms **weren't using / weren't being used** while Ryan was there.
4 Someone **has opened / has been opened** Ryan's bag on several occasions.
5 It isn't the first time that something **has stolen / has been stolen.**
6 Ryan is going to leave the gym if the thief **doesn't catch / isn't caught** soon.

3 **Complete the sentences with indefinite pronouns.**

1 Ryan is looking for _____.
2 He has looked _____ for his jacket.
3 He left it _____ while he was in the gym.
4 There wasn't _____ in the changing rooms when Ryan was getting changed.
5 _____ thinks that the changing rooms are safe.
6 The thief must be _____ who uses the gym.
7 People shouldn't leave _____ valuable in the changing rooms.

DICTIONARY CORNER

Choosing the correct word: travelling

1 **Match the words (1–8) with the definitions (a–h).**

1 crossing	a a long journey for a special purpose
2 cruise	b the general activity of moving from one place to another
3 excursion	c a trip where you visit several places for pleasure
4 expedition	d a holiday by ship
5 flight	e a short, organized trip with a group of people for pleasure
6 tour	f a journey by air
7 travel	g a journey from one side of a river or sea to another

Compound nouns: on holiday

2 **Join a word in A to a word in B to make compound nouns. Then complete the sentences below. Check if the compound nouns are written as one word or two words.**

A ~~baggage~~ departure holiday luggage package ski waiting

B holiday lounge makers rack ~~reclaim~~ resort room

1 You can usually find a trolley to carry your suitcases at baggage reclaim.
2 You can put your bags on the _____ when you travel by coach or by train.
3 You can wait for your coach or your train in the _____.
4 You can book a _____ if you want to pay a fixed price that includes the cost of your flights and hotel.
5 You can go to a _____ for winter sports.
6 Thousands of British _____ go to the Mediterranean beaches in the summer.
7 You can wait for your flight to be called in the _____.

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

* I need more practice. ** I sometimes find this difficult. *** No problem!

	*	**	***
I can understand a description of a holiday.			
I can identify and use different forms of the passive.			
I can talk about travel.			
I can use different pronouns.			
I can write a postcard about a disastrous holiday.			

●●● Workbook: Self check pages 66–67

THE DEAD OF JERICHO

by Colin Dexter

Biography

Colin Dexter is an English crime writer who was born in 1930. His thirteen novels, which are notable for their complicated plots and unexpected twists, all feature the famous fictional police detective Inspector Morse. The stories take place in and around the university city of Oxford. *The Dead of Jericho* is the fifth book in the series, and is set in an older part of Oxford, near the railway station and the canal.

Inside 9 Canal Reach, Constable Walters entered the kitchen.

'Inspector Morse was here a few minutes ago, sir,' he said to Inspector Bell, a tall, black-haired man.

'What on earth did he want?' asked Bell crossly.

'He just asked a few questions, sir. Do you know him well?'

'I suppose so. We've worked together once or twice. He's a strange man, very strange.'

'People say he's clever.'

'Yes, that's right.' Bell was an honest man. 'Cleverest detective I've ever met. Cleverer than most of us anyway.'

'He never married, did he?'

'Too lazy for that. Likes spending his free time in cafés, or listening to Mozart!' Bell laughed. Then he stopped and looked sharply at Walters. 'Now, perhaps you'd like to tell me exactly what questions he asked?'

As Walters repeated Morse's questions, Bell listened carefully. Of course it was strange that the front door wasn't locked, and he still didn't know who had rung the police. But he had only just started investigating the case. He would know more details soon. Anyway, details were not really necessary, because it was a simple case of suicide. She had hanged herself by attaching a rope to the ceiling, standing on a chair and kicking it away. As an experienced police officer he had seen many suicides like this. Perhaps when his men searched the house they would find a note explaining why she had killed herself. There was only one thing that worried Bell, and he hadn't told the police doctor or Walters or any of his men about it. How does a woman, at that terrible fatal moment, kick the chair away so that it lands almost two metres away from her? But it didn't really matter, he told himself. He was sure it was suicide.

Bell did not find the suicide note he was looking for. But there *was* at least one note which Anne Scott had written the night before she died – a note which was delivered and received.

Constable Walters and Inspector Bell searched the two small bedrooms of 9 Canal Reach, looking for clues. They found large piles of letters in the drawers of a desk. Anne had obviously tried to arrange them in some kind of order. They spent some time looking through the letters, but in the end Bell only seemed interested in three things, a recent letter from Anne's mother, an address book, and a desk diary.

1 3.09 **Read the text. Are the sentences true or false?**

1 Someone called Anne Scott has died.
2 Bell and Walters are police officers.
3 Morse doesn't know about the dead body.
4 Bell wants Morse to investigate the case.
5 Bell tells Walters that he thinks this is a murder case.

2 **Read the text again and answer the questions.**

1 Where are Bell and Walters talking?
2 What does Bell say about Morse?
2 What was unusual about the front door?
4 How did the woman commit suicide?
5 What is Bell looking for? Why?
6 Why is Bell interested in Anne's address-book?

3 **Answer the questions. Look at the text, and use your own words and ideas to explain your answers.**

1 Do you think that Bell likes Morse? Why? / Why not?
2 Why did Morse's questions make Bell angry?
3 Why does Bell think this may not have been a suicide?
4 What kind of person do you think Anne Scott is? Why would someone want to murder her?

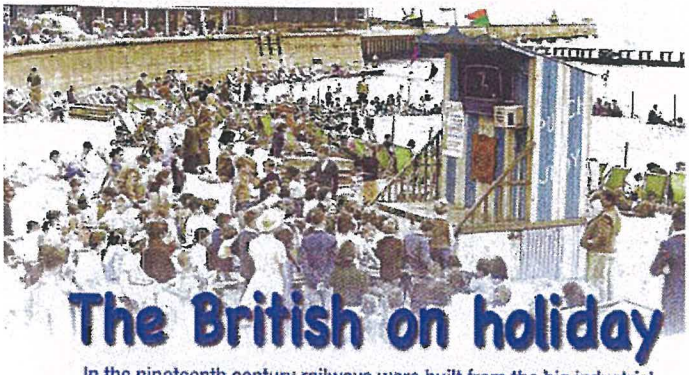
4 **Imagine you are Inspector Bell. Write a report explaining the discovery of the body and the clues you have found so far. Explain how you will follow up the investigation.**



Tourism and travel

READ

1 Read the text quickly. Do most British people travel abroad or stay in Britain for their holidays?



The British on holiday

In the nineteenth century railways were built from the big industrial cities like Leeds and Manchester to seaside towns like Blackpool and Scarborough. For the first time, ordinary working people could visit the seaside. They used to take day trips on Sundays and special days like Bank holidays. Traditionally, people sat in deckchairs on the beach, swam in the sea, and ate fish and chips. Children could watch Punch and Judy shows, build sandcastles and ride donkeys on the beach.

In the 1950s, the first package holidays were launched. Throughout the 60s and 70s, the British increasingly began to abandon the traditional seaside holiday in favour of sunshine and warmer seas in countries like Spain and Greece. Caravan and camping holidays also became popular in the 60s and 70s as car ownership increased.

In the 1990s, budget airlines like easyJet slashed the cost of air tickets to many European destinations. Long-haul flights also came down in price, so holidays to exotic destinations in Australia and Asia became affordable to ordinary families. A growing number of people began to book their own flights and accommodation, and as a result, the package holiday market declined.

The holiday habits of the British continued to change into the new millennium. The internet changed the way people booked holidays by allowing them to find the best deals online. City breaks grew in popularity and many families were able to afford a second foreign holiday – often a winter skiing holiday. However, the travel industry has suffered a serious setback in recent years because people are more aware that flying causes serious damage to the environment. More people are choosing not to fly nowadays, and many airlines are struggling to survive in the new economic climate.

Top destinations for UK holidaymakers

1 Mallorca (Spain)
2 Lycian Coast (Turkey)
3 Orlando, Florida (USA)
4 Larnaca (Cyprus)
5 Costa Dorada (Spain)
6 Ibiza (Spain)
7 Minorca (Spain)
8 Bodrum Peninsula (Turkey)
9 Sharm el Sheikh (Egypt)
10 Bourgas (Black Sea coast, Bulgaria)

2 Read the text again. Are the sentences true or false?

1 In the nineteenth century, new railways made it possible for working people to go to the coast.
2 In the nineteenth century people used to have long holidays at the seaside.
3 Traditionally, water sports were the most popular holiday activity.
4 As package holidays abroad became more popular, seaside holidays in Britain became less popular.
5 A lot of British people bought cars between 1960 and 1979.
6 In the 1990s, short flights were cheap, but long flights were still very expensive.
7 Short holidays in distant places have become less popular.
8 Fewer people are flying because of the impact on the environment.

3 Read the list of trips and excursions. Which ones are mentioned in the text?

Holidays, trips and excursions camping holiday
caravan holiday cruise package holiday
activity holiday round-the-world trip safari
day trip excursion coach tour city break

LISTEN

1 3.10 Listen to people talking about holidays. Which countries do they mention?

2 3.10 Listen again. Match the sentences with the people: Tony, Karen, Dan and Jill, and Chris.

1 _____ discovered a new type of holiday.
2 _____ wouldn't like to be in the countryside in the winter.
3 _____ got fed up with family holidays abroad.
4 _____ goes on holiday with his / her mum.

WRITE AND SPEAK

1 Make notes to answer the questions.

1 What are popular holiday destinations in your country? Why do people go to these places?
2 What is your dream holiday? Where would you go and what would you do there?

2 What are the Top 10 holiday destinations in your class? Work in small groups.

- Write a questionnaire about popular holiday destinations.
- Do the survey with your friends and family outside school.
- Analyse the results and make a Top 10 chart.
- Present your results to the rest of the class.

9 Spend, spend, spend!

THIS UNIT INCLUDES

Vocabulary • spending a fortune • phrasal verbs • verb phrases: money • money and payment • expressions and prepositions • idioms: finance
Grammar • *have something done* • reflexive pronouns • third conditional
Skills • talking about money and spending • arguing your case
Writing • a formal letter: asking for information

Giving it all away

BEFORE READING

1 Work with a partner. Imagine you had £1,000,000 and had to give it away to people that you didn't know personally. Look at the list and decide how much money you would give each group and why.

an old people's home	☐	medical research	☐
homeless people	☐	an international disaster	☐
wildlife conservation	☐	a children's hospital	☐

2 Are there any other groups you would rather give the money to? Who and why?







READ

1 Read the text. Who was Percy Ross and how did he decide who to give his money to on a regular basis?



Thanks a million

Imagine you had won $30 million in a competition. What would you do with the money? Would you give it all away? [1] ☐ But in fact, over the years there have been several examples of millionaires who gave away all their money to help others. One of the most famous was the entrepreneur, Percy Ross.

Ross was born in 1916 in Michigan, the son of poor immigrants from Latvia and Russia. His father worked in the USA as a junk dealer. But Percy soon showed a talent for business and made a fortune in the auction business. [2] ☐ But he soon made a fortune again with another business venture – this time manufacturing plastic bags. Business boomed and he eventually sold his plastic bag company in 1969 for millions of dollars.

Ross started giving away his vast fortune in 1977: he gave $50,000 to 50 Vietnamese refugees so that they could settle in a more comfortable home in the USA. Then he held a Christmas party for 1,050 poor children in the American town of Minneapolis. He remembered that, when he was a child, he really wanted a bike, but he had to do without it. [3] ☐ Ross bought a bike for every one of the 1,050 children at the party.

2 Five sentences have been removed from the text. Complete the text with five of the sentences (A–F). There is one extra sentence that you don't need.

A Nobody knows exactly how much this was.
B He would have given it all away.
C Surely, nobody in their right mind would do that.
D If Ross thought they genuinely needed and deserved the money, he gave it to them.
E Then disaster struck and he lost all his money.
F His parents would have bought him one, if they had been able to afford it, but they were too poor.

3 3.11 Read the text again. Are these sentences true or false? Correct the false ones.

1 Percy Ross is the only millionaire who has given away all his money.
2 Ross's parents were born in the USA.
3 Ross's first business was a company that made plastic bags.
4 Ross gave money to some people who had come to the USA to start a new life.
5 Ross gave bikes to poor children because his parents hadn't been able to give him a bike.
6 Ross started his newspaper column and radio show at the same time.
7 Ross did not send money to everybody who asked for it.
8 After giving away all his money, Ross wished that he hadn't done it.

After these first experiences of donating money, Ross came up with an idea for doing it on a regular basis. He started a newspaper column called 'Thanks a Million' in order to give away his money, and later he hosted a radio show. Readers and listeners wrote in and asked for money. [4] ☐ He received about 40,000 requests every month and sent cheques to about 150 every week. His gifts included money for poor families to help with their shopping bills and $16,500 in silver coins for children at a parade.

It took years, but Ross finally succeeded in giving away his entire fortune. He published his last newspaper column on 19 September 1999. 'I've achieved my goal,' he wrote. 'I've given it all away.' [5] ☐ 'I never tell anybody,' he said. 'It's not a question of how much one gives. Would I be a better person if I gave away $2 million than if I gave $1 million?' However, people estimate that he gave away around $30 million. And did he have any regrets when he looked back on his life? On the contrary. 'If I'd had twice as much,' he said, 'I still would have given it all away. For every person I helped, there were 400 to 500 I couldn't help.'

Percy Ross passed away in 2001 at the age of 85.

Reading tip

When you need to find specific information (for example, times or prices) in a text, you do not have to read every word. It's easy to find numbers quickly just by looking through.

4 Read the *Reading tip*. Explain the significance of these dates and numbers in the life of Percy Ross.

1 1916
2 1969
3 50,000
4 1,050
5 40,000
6 16,500
7 1999
8 30 million

UNDERSTANDING IDEAS

Answer the questions. Look at the text and use your own words and ideas.

1 What qualities do you think a successful entrepreneur needs?
2 Why do you think Percy Ross decided to give all his money away?
3 What sort of requests do you think people sent to Ross?
4 How do you think Ross felt after he had given away all his money?
5 Why do you think Ross never told anyone exactly how much he had given away?

VOCABULARY

Thanks a million

1 Match the highlighted words in the text with these definitions.

1 To go and live permanently in a new place.
2 A natural skill or ability.
3 Very big.
4 Whole or complete.
5 Feelings of sadness about something you did or didn't do in the past.
6 A public sale where things are sold to the person who offers the most money.
7 Died.
8 Grew rapidly; became successful.
9 The opposite is true.
10 Aim or objective.
11 Pieces of paper you sign instead of paying money.
12 A person who takes a risk by opening a new company to make money.
13 Giving things to other people.
14 Presented a radio show and talked to guests.
15 A project which is new and possibly risky.

2 Do you know these words?

do without immigrant junk dealer make a fortune manufacture newspaper column on a regular basis refugee

Workbook: page 68

VOCABULARY

Thanks a million

ACTIVATE

Complete the sentences with the correct form of the words in the box.

auction boom cheque donate entire entrepreneur goal host on the contrary pass away regret settle talent vast venture

1 Some friends of mine are emigrating to Canada. They're going to _____ in Vancouver.
2 Martin has a _____ for numbers. He's going to be an economist when he grows up.
3 A _____ crowd turned up for the final of the football championship.
4 My aunt bought all her antique furniture at an _____.
5 The President _____ the international meeting in his own country.
6 The businessman lost all his money when his new _____ failed.
7 My father has no _____ about changing his job.
8 This year I've decided that I'm only _____ money to environmental organizations.
9 Everybody was very sad when my grandfather _____ at the age of 96.
10 People thought I was bored. _____, I was having a great time.
11 The housing market _____ until the credit crunch of 2008.
12 My _____ in life is to be happy.
13 Sabeer Bhatia, the co-founder of Hotmail, is a famous _____.
14 I didn't have any cash, so I signed a _____ to pay the bill.
15 I managed to read the _____ book in less than a week.

EXTEND

Inseparable phrasal verbs

1 **Read the *Look out!* box and find three transitive inseparable phrasal verbs in the text on page 76.**

LOOK OUT!

Some transitive phrasal verbs are inseparable, which means the only possible position for the object is after the phrasal verb.
My grandmother often looks after my little brothers and sisters.
She often looks after them.
Remember that three-part phrasal verbs are always inseparable.
I've fallen out with my brother.
I've fallen out with him.

2 **Match the transitive inseparable phrasal verbs (1–7) with the definitions (a–g).**

1 go with (your shoes)	a take care of someone
2 break into (a house)	b behave cruelly towards someone
3 count on (a friend)	c review
4 come across (an old letter)	d find by chance
5 pick on (a small child)	e enter a place that is closed
6 look after (an old person)	f match
7 go over (an exam)	g rely on someone

3 **Rewrite the sentences using the phrasal verbs from exercise 2 and a pronoun.**

1 She found an old ball gown by chance in her wardrobe.
She *came across it* in her wardrobe.
2 The older boys at school often behave cruelly to my brother.
The older boys at school often _____.
3 Our grandmother took care of my sister and me while our parents were away.
Our grandmother _____ while our parents were away.
4 I can always rely on my sister to help me with my maths homework.
I can _____ to help me with my homework.
5 Francesca reviewed the report before the meeting.
Francesca _____ before the meeting.
6 That jacket doesn't match your trousers.
That jacket doesn't _____.
7 Someone entered our classroom during the summer holidays.
Someone _____ during the summer holidays.

Verb phrases: money

4 **Match the verbs (1–6) with the phrases (a–f).**

1 save up	a a loan
2 spend money	b out of a cash machine
3 pay	c in the stock market
4 take money	d on clothes
5 invest	e by credit card
6 ask for	f for a games console

5 **Complete the sentences with the correct form of the verbs in exercise 4.**

1 My brother *spent* all his money on CDs. He's got hundreds of them.
2 We bought our flights on the internet so we _____ for them by credit card.
3 They can't afford to buy a car so they're going to the bank to _____ a loan.
4 My uncle made a fortune by _____ in oil shares.
5 Before we have dinner, I need to go to the cash machine to _____ some money out.
6 My parents refuse to buy me a motorbike, so I'll have to _____ for one myself.

●● Workbook: page 69

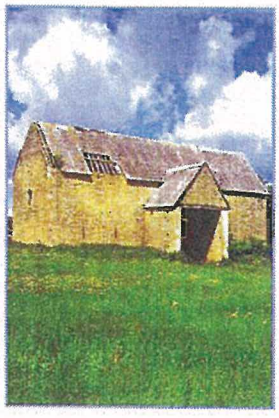
GRAMMAR

have something done

EXPLORE

1 Read the text about Andy and Sue's barn conversion. Did they do the work themselves or did they pay someone else to do it?

Barn conversion





Redwood Barn: before and after

Andy and Sue Cole are very proud of their new home in the middle of the country. Yet just two years ago the building was a dark and draughty barn. A number of structural changes were necessary to make the barn habitable. First, they had the roof repaired and, because of the lack of light, they decided to have the windows widened. In order to keep warm in the winter they've had the walls insulated and under-floor heating installed in all the rooms. They even had a driveway built to connect their home to the nearest road. The cost of the conversion far exceeded their plans, but, as far as the Coles are concerned, the house of their dreams is worth every penny they have spent on it.

2 Read the *Learn this!* box. Find examples of the structure *have something done* in the text.

LEARN THIS!

have something done

You can use the structure:

have + object + past participle

to say that you arranged for somebody to do something for you. (You didn't do it yourself.)

I had my hair cut yesterday.

I'm having my computer repaired tomorrow.

You can also use the structure for unpleasant things that have happened to you (which you didn't arrange).

I had my car stolen last week.

He had his arm injured in an accident.

Grammar Reference: page 110

EXPLOIT

1 3.12 Complete the dialogue using the past simple of *have something done*. Then listen and check.

Lisa Hi May. Oh! Your room looks different.

May Yes, I [1] had it painted (it / paint) last month. I [2]_____ (some new curtains / make) too.

Lisa Are those shelves new?

May Yes. I bought them with some new kitchen cupboards.

Lisa Did you bring all the furniture home yourself?

May No, I [3]_____ (everything / deliver) and then I [4]_____ (the shelves / fit) at the weekend.

Lisa They look nice. What about the carpet? Is that new too?

May No, but I [5]_____ (it / clean).

Lisa How much did all of this cost?

May A fortune. Especially because I [6]_____ (my bag / steal) while I was buying the shelves!

2 Complete the sentences with the correct form of *have something done*. Use the verbs in brackets.

1 Gary was injured during the match and so he _____ by the doctor. (his leg / examine)
2 I need to go to the optician's because I _____ for years. (not test / my eyes)
3 How often _____ you _____? (cut / your hair)
4 They _____ any more because they can't afford it. (not clean / their flat)
5 My neighbours _____ last year while they were on holiday. (burgle / their house)

3 Read the *Learn this!* box. Find an example of a reflexive pronoun in exercise 1. Is it use 1 or use 2?

LEARN THIS!

Reflexive pronouns

1 We use a reflexive pronoun when the object of a verb is the same as the subject.
He cut himself while he was shaving.
2 We use a reflexive pronoun to add emphasis.
They decorated the whole house themselves, without any help.

4 Rewrite the sentences using *have something done*. Write a negative sentence using a reflexive pronoun.

1 Somebody did her make-up.
She had her make-up done. She didn't do it herself.
2 Somebody installed her air-conditioning.
3 Somebody washed our car.
4 Somebody examined his teeth.
5 Somebody tested my eyes.
6 Somebody cleaned their shoes.

Grammar Builder: page 111

Workbook: page 70

SKILLS

Money and finance

VOCABULARY

1 Read the quotation from a science fiction novel. Which planet do you think it is describing? What are the 'small green pieces of paper'? What does the author think about them?



'This planet has – or rather had – a problem, which was this: most of the people living on it were unhappy for pretty much of the time. Many solutions were suggested for this problem, but most of these were largely concerned with the movements of small green pieces of paper, which is odd because on the whole it wasn't the small green pieces of paper that were unhappy.' *Douglas Adams*

2 Study the words in the box and answer the questions.

Money and payment cash machine credit card currency current account debit card exchange rate in debt notes PIN pocket money rate of interest receipt savings account

1 If you want to earn interest while your money is in the bank, you should open a ...
   a current account. b savings account.
2 When you are in debt you ...
   a owe money. b save money.
3 If you don't have money in your account, you should use your ...
   a debit card. b credit card.
4 When you are buying foreign currency, you need to check the ...
   a exchange rate. b rate of interest.
5 When the banks are closed, you can draw out money from a ...
   a PIN. b cash machine.
6 PIN stands for
   a personal identification number. b personal identification name.

●● Workbook: page 71

LISTEN

1 3.13 Listen to five people talking about money. Match the speakers (1–5) with five of the sentences (a–f).

a He / She wants to borrow some money. ☐
b He / She has wasted money. ☐
c He / She doesn't like to be in debt. ☐
d He / She is saving money for a present. ☐
e He / She bought something on the internet. ☐
f He / She was overcharged for something. ☐

2 3.13 Complete the sentences with the correct prepositions. Then listen again and check.

1 I've been saving up for ages for a new pair of trainers.
2 I don't like to borrow money _____ my family.
3 I went up to the till to pay _____ it.
4 Anyway, it was £4.99, so I paid _____ cash.
5 I've just spent all my money _____ a new bike, so I'm really broke.
6 He said I shouldn't waste money _____ computer games.
7 I'm paying £2 a week _____ my savings account.
8 They were £20, but as they were _____ the sale I got £5 _____.

SPEAK

1 Word in pairs. Ask and answer the questions.

1 Have you ever bought something that was a waste of money? What?
2 Have you ever saved up to buy something? What?
3 Have you ever lent somebody money? How much?
4 Have you ever borrowed money from somebody? How much? What for?
5 Do you always pay for things in cash?
6 Have you ever been overcharged for something?

2 Try to explain the meaning of these quotations. Do you agree with them?

Money can't buy you happiness.

There are people who have money and there are people who are rich.

Those who believe money can do anything will often do anything for money.

I agree. Money won't make you happy ...

I disagree. Money is very important because ...

GRAMMAR

Third conditional

EXPLORE



1 3.14 **Listen and complete the dialogue.**

Amy Have you got any dollars?
Bess No, I haven't. You said that you were going to get them.
Amy If I'd had more time in the airport, I [1]_____ have changed some money.
Bess Why do you always leave everything to the last minute?
Amy Well, we [2]_____ have arrived at the airport late if you [3]_____ made a mistake with the train times!
Bess Look, it doesn't matter whose fault it is. We need some currency.
Amy There's a cash machine over there. We can use a credit card to get some dollars.
Bess Good idea. Where's the green bag?
Amy It's on the kitchen table at home. I didn't bring it.
Bess It's got my wallet in it with all my cards.
Amy If I'd [4]_____ that, I would have brought it. But you didn't tell me.
Bess I put it on the table. I wouldn't have put it there if I [5]_____ wanted you to bring it!
Amy So, we're in New York with no currency and no plastic. What are we going to do?

2 **Read the *Learn this!* box. How many examples of the third conditional are there in exercise 1?**

LEARN THIS!

Third conditional

1 We form the third conditional with *if* + past perfect, *would have* + past participle
2 We use the third conditional to talk about the imaginary result of things that did not happen.
If I'd left home earlier, I wouldn't have arrived late.
3 We often use it to express criticism or regret.
If you'd told the truth, I wouldn't have got angry!
4 We can also put the *if* clause in the second part of the sentence without a comma.
I wouldn't have got angry if you'd told the truth.
5 We often use short forms in third conditional sentences. The short form of both *had* and *would* is *'d*.
If I'd had enough money, I'd have bought it.

Grammar Reference: page 110

EXPLOIT

1 **Complete the third conditional sentences with the correct form of the verbs in brackets. Use short forms.**

1 If she hadn't become (not become) a doctor, she'd have been a dentist.
2 If they hadn't accepted credit cards, we _____ (pay) in cash.
3 We _____ (win) if we'd played better.
4 If that picture _____ (be) for sale, I'd have bought it.
5 She _____ (not fail) her exams if she _____ (work) a bit harder.
6 I _____ (not eat) that sandwich if I _____ (see) you drop it on the floor.
7 She _____ (not leave) if you _____ (not be) rude to her.
8 You _____ (be able) to afford the jacket if you _____ (not spend) all your money on DVDs.

2 **Rewrite the sentences as third conditional sentences.**

1 We couldn't pay for dinner because you didn't bring your credit card.
We could have paid for dinner if you'd brought your credit card.
2 We didn't go skiing because it didn't snow.
3 I didn't invite you to my barbecue because I didn't have your number.
4 She didn't buy you a present because she didn't know it was your birthday.
5 I didn't make pizza because I didn't have any flour.
6 They didn't go to the beach because it wasn't sunny.

3 **Write sentences. What would you have done if you:**

1 had seen a robbery on the way to school this morning?
I'd have taken a photo with my mobile and then I'd have called the police.
2 hadn't come to school today?
3 had woken up an hour later than usual this morning?
4 hadn't brought any books to the class?
5 had felt really hungry on the way to school this morning?

Grammar Builder: page 111
Workbook: page 72

WRITING

A formal letter: asking for information

READ

Read the letter. What two things does Clare need to buy?

Dear Sir or Madam,

I am writing to enquire about the range of tents that I recently saw advertised in *Let's Go Camping* magazine.

I am planning a camping holiday this summer in Scotland. As you know, it can be quite wet and windy there, even in summer, so could you please tell me whether the Backpacker or the Campout range would be more suitable?

I am going with two friends, and we are planning to take quite a lot of equipment. Do you know if the three-berth tents have plenty of storage space?

I would be grateful if you could also let me know what colours the tents are available in, and how long it will take to deliver.

Finally, could you also tell me if you sell sleeping bags?

I look forward to hearing from you.

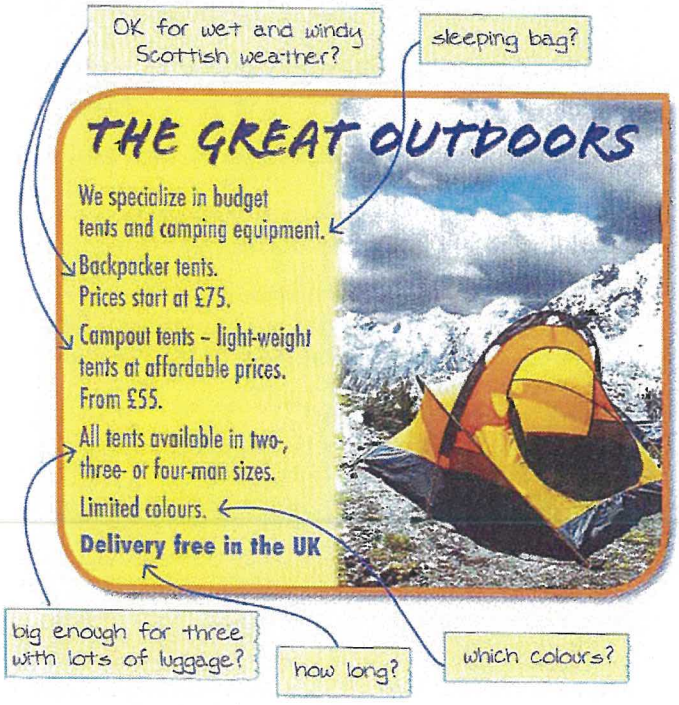
Yours faithfully

Clare Baines

Clare Baines

PREPARE

1 Look at the advertisement. In which paragraphs of the letter does Clare ask about the things that she has noted?



2 How does Clare start and end the letter? How would she start and end it if she knew the name of the person she was writing to?

3 Read the *Writing tip* and find four indirect questions in Clare's letter.

Writing tip: using indirect questions

- At the start of your letter, give your reason for writing.
- Use indirect questions to make them more polite.
  ~~*How much is a two-berth tent?* ✗~~
  Could you tell me how much a two-berth tent is / would be? ✓

WRITE

1 Imagine you are going on a cycling holiday and you need to buy a bicycle. Look at the advertisement and the notes that you have made. Answer the questions:

1 Will you be cycling only on roads?
2 Why do you need panniers?
3 What other equipment do you need?



2 Now write a letter to Discount Bikes asking for more information. Use the writing plan below.

- Start and end the letter correctly.
- Use indirect questions.
- In the first paragraph, say where you saw the advertisement and why you are writing.
- In the second paragraph, explain what you need the bike for and ask your most important question.
- Put your remaining questions into two or three paragraphs, with the most important questions first.

Workbook: page 73

REVIEW

Spend, spend, spend

LANGUAGE SKILLS

1 3.15 **Complete the dialogue with the words from the box. Then listen and check your answers.**

been can't 'd didn't had hadn't have if known myself ourselves wouldn't

Ben Shall we go out for dinner tonight?

Connor Sorry, but I [1]_____ afford it.

Ben If you [2]_____ bought that new computer, you wouldn't [3]_____ spent all your money.

Connor I know, but I [4]_____ have bought it [5]_____ my old one had been working properly.

Ben Why [6]_____ you have the old one repaired? It wouldn't have [7]_____ very expensive.

Connor Well, it's a bit late now. I've already [8]_____ the new one delivered. So it looks like we'll have to cook dinner [9]_____ tonight.

Ben Well, I don't know what we're going to eat. If I'd [10]_____ we were eating in, I [11]_____ have done some shopping.

Connor Don't worry, I've bought some food [12]_____. Go and lay the table, and I'll put a pizza in the oven.

2 **Read the dialogue again. Use the correct form of the verbs in brackets to make third conditional sentences.**

1 Connor _____ for dinner if _____ had enough money. (go out / have)
2 If his old computer _____ broken, he _____ a new one. (not be / not buy)
3 It _____ so much if Connor _____ his old computer to be repaired. (not cost / take)
4 Ben _____ some shopping if he _____ they were going to stay at home. (do / know)
5 Connor _____ the pizza if he _____ to eat out with Ben. (not get / arrange)
6 If Connor _____ all his money, they _____ their own dinner. (not spend / not cook)

3 **Complete the first line of the dialogues with a reflexive pronoun. Then write a sentence using *have something done*.**

1 A Did Alex mend his laptop _____?
B No, _____.
2 A Am I going to make my dress _____?
B No, you _____.
3 A Do you and your sisters iron your clothes _____?
B No, we _____.
4 A Are your friends decorating their flat _____?
B No, they _____.
5 A Did you clean your car _____?
B No, I _____.
6 A Does your mother dye her hair _____?
B No, she _____.

DICTIONARY CORNER

Expressions with prepositions

1 **Look up the words and find which preposition can be used to make an expression or an idiom. The same preposition is used for both words.**

at by ~~for~~ from in on out of under

1 for fun; for a change
2 _____ chance; _____ mistake
3 _____ the ball; _____ the go
4 _____ trouble; _____ a mess
5 _____ first sight; _____ sb's own expense
6 _____ control; _____ your breath
7 _____ touch; _____ work
8 _____ scratch; _____ the heart

Idioms: finance

2 **Look up the words in bold in your dictionary. Then complete the sentences with a word from the box.**

belts fortune in meet money ~~up~~ water

1 My grandfather has very little money to live on. He's quite **hard up**.
2 Your new house is enormous! It must have **cost a** _____.
3 Our bank account is overdrawn. We're _____ the **red**.
4 Some people don't have enough money for all their needs. They can't make **ends** _____.
5 We need to spend less money this month, so we'll have to **tighten** our _____.
6 My best friend's family are extremely rich. They're **rolling** in _____.
7 I earn more or less what I need to survive, so I can just about keep my **head** above _____.

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

* I need more practice. ** I sometimes find this difficult. *** No problem!

	*	**	***
I can understand a newspaper article about a millionaire.			
I can use the structure *have something done*.			
I can talk about money and people's attitudes to it.			
I can talk about an imaginary event in the past and its consequences.			
I can write a letter asking for information.			

Workbook: Self check pages 74–75

10 Inspiration

THIS UNIT INCLUDES

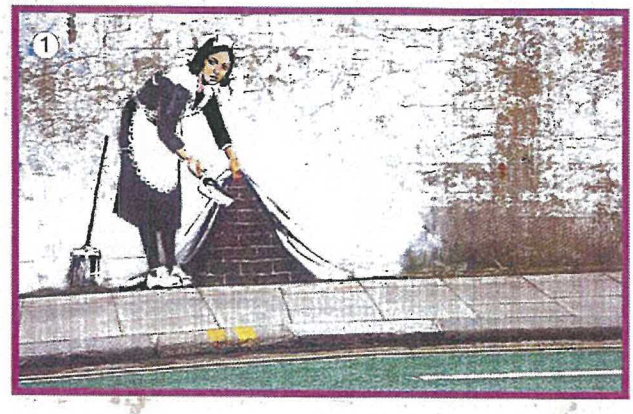
Vocabulary • street art • visual and performing arts • idioms: art • art and artists • word building: adjectives from nouns
Grammar • present participle clauses • determiners: *all, each, every,* etc. • nominal subject clauses • *so* and *such*
Skills • different forms of art and performance • evaluating an experience
Writing • an essay: giving your opinion

Urban art

BEFORE READING

Look at the photos and answer the questions.

1 What can you see in the photos?
2 Where have the pictures been made?
3 Which picture do you like best? Why?



BANKSY

'Banksy' is the name of a popular urban artist from Britain. He has become famous for his street art, which has appeared on walls and billboards in London and in other cities around the world. However, no one knows his real name, his age or where he lives. Journalists write stories about him but never have any actual contact with him. He is regarded as a mystery, which is one of the main factors contributing to his success.

The surfaces that he paints on are often incorporated into his work, and he makes clever use of street corners and brickwork. His striking images are meant to be funny, and they usually contain some comment about our society.

Apart from his paintings, he has also claimed responsibility for a number of publicity stunts over the past few years. For example, in 2001 he climbed into the penguin area at London Zoo and wrote 'We're bored of fish' in two-metre high letters on the wall. In May 2005, he made a primitive cave painting, showing a human hunting animals with a shopping trolley. He hung it secretly on the wall at the British Museum. [1] He has also slipped several works onto the walls of four major New York museums, two of which remain in place.

Nowadays, Banksy does some paid work for charities such as Greenpeace, but he refuses to work for big businesses or do advertising. He has done a series of paintings based on famous works of art, such as Monet's *Water Lily Pond*, except that Banksy's version has discarded shopping trolleys in the water along with the beautiful water lilies. [2]

Pavement Picasso

'Pavement Picasso' is another name for Julian Beever, a chalk artist from Britain. He has been creating amazing chalk drawings on the pavement for over ten years now. He has worked in cities all over the world, from Brussels to New York.

He works in chalk, so his art, which takes about three days to complete, can easily be destroyed by a shower of rain. The most important thing for him is to get a photo at the end before that happens. [3]

He first started pavement drawing with copies of famous paintings like the *Mona Lisa*, in the streets of Europe. Then he started creating portraits of famous people; for example, when Princess Diana died, he did a portrait of her on a London pavement.

But Beever is most famous for his amazing 3D (three-dimensional) images which he started doing a few years ago. These are drawn to give the impression of a three-dimensional object when you look at them from a certain angle. The effect is so convincing that pedestrians will swerve to avoid potholes he has drawn! He often does paintings depicting larger than life creatures and objects, such as gigantic lobsters or huge portable computers. [4] Some of his most elaborate 3D images show him



READ

1 3.18 **Read the text and match these sentences with gaps (1–4). There is one extra sentence that you do not need to use. Then listen and check.**

A He sells them to a small gallery in London, but you'll never see him there.
B He earns money by charging people to see his pictures.
C He usually puts himself in the painting when he takes a photo of his work.
D The Museum has since allowed it to stay there.
E He also painted Bill Clinton on a New York pavement when he became President of the United States.





diving into a swimming pool, or being rescued from a burning building by Batman!

Nowadays, Beever is often paid by companies to advertise their products, but he still works on the pavement. He says, 'My art is for anybody, it's for people who wouldn't go into an art gallery. It's art for the people.'

2 **Read the text again. Match the sentences with the artists. Write *B* for Banksy and *PP* for Pavement Picasso.**

1 He's British. B, PP
2 He only works outside.
3 People know his real name.
4 He does advertisements.
5 He sells his work.
6 His work disappears if it rains.
7 He has done work based on famous works of art.
8 His paintings are on display in various museums.

Reading tip

When answering questions about your understanding of the text, don't repeat sentences from the text, try to express your opinions in your own words.

UNDERSTANDING IDEAS

Read the *Reading tip*, then answer these questions. Use your own words and ideas.

1 Why do you think Banksy keeps his identity a secret?
2 How can journalists write stories about Banksy when they have never met him?
3 Why do you think the Pavement Picasso takes three days to complete his paintings?
4 Why do you think Julian Beever prefers working on the pavement to showing his art in an art gallery?

VOCABULARY

Banksy and Pavement Picasso

1 **Match the highlighted words in the text with these definitions.**

1 To change direction suddenly.
2 Things that influences a situation.
3 Said that something belongs to you.
4 Showing something in a painting or a drawing.
5 Holes in the surface of a road.
6 Very detailed and complicated.
7 Made part of something else.
8 Large advertisements on the side of the road.
9 The part of a building made from bricks.
10 Pictures, paintings or photographs of a person.
11 Events or things done to attract attention.
12 Organizations that collect money to help other people.
13 Easy to carry.
14 Making a strong impression.
15 Belonging to a very early, simple society.

2 **Do you know these words?**

angle cave convincing discarded pedestrian shower surface urban

Workbook: page 76

VOCABULARY

Banksy and Pavement Picasso

ACTIVATE

Complete these sentences with the correct form of the words in the box.

billboard brickwork charity claim depict elaborate factor incorporate portable portrait pothole primitive publicity stunt striking swerve

1 We bought a tent, sleeping bags, and a _____ stove for our camping trip.
2 The driver had to _____ to avoid hitting the deer that had jumped into the road.
3 The outside walls of the college building display some of the finest _____ from the Victorian period.
4 It was difficult to get the painting into the British Museum without anyone seeing; they needed a very _____ plan.
5 My favorite painting is a picture which _____ a picnic scene.
6 The _____ of British kings and queens, politicians and other famous people can be seen at this gallery.
7 I think advertising products on _____ can be dangerous if drivers are distracted by them.
8 The road outside my house is full of _____.
9 The colours of the painting were so _____ that it became the centre of interest in the gallery.
10 In prehistoric times, the men hunted using _____ weapons while the women gathered fruit.
11 He _____ that he was the long-lost son of a rich family, until it was discovered that he was an impostor.
12 To write a good essay, you need to _____ your opinions as well as factural information.
13 Having lived abroad was a major _____ in her decision to study languages at university.
14 We always give money to _____ that aim to help children.
15 The _____ cost a lot of money, but it got a lot of attention.

EXTEND

Visual and performing arts

1 **Complete the chart with the words in the box.**

~~instrument~~ landscapes novels plays poet role scriptwriter sculptor songwriter symphonies

Performing arts	a musician	plays an [1]instrument
	an actor	plays a [2]_____ in a film
Visual arts	a painter	paints portraits, [3]_____ or abstract paintings
	a [4]_____	makes / creates sculptures
Music	a composer	writes [5]_____
	a [6]_____	writes a tune and lyrics
Literature	a playwright	writes [7]_____
	a [8]_____	writes poems
	a novelist	writes [9]_____
	a [10]_____	writes screenplays for films

2 **Complete the sentences with the correct form of a word from the chart in exercise 1.**

1 The sculptor Botero creates enormous sculptures of overweight figures.
2 Do you prefer the _____ of the romantic or the modern poets?
3 Arthur Miller is one of the most famous American _____. He wrote the play 'Death of a Salesman'.
4 It must be difficult for a _____ to convert the words of a novel into the screenplay of a film.
5 Beethoven wrote his first _____ in 1800.
6 Songwriters often compose a tune before they write the _____.
7 Omar Sharif played the _____ of Doctor Zhivago in the film of the same name.
8 Have you read any _____ by this year's winner of the Nobel prize for literature?

Idioms: art

3 **Use your dictionary to match the idioms (1–8) with the definitions (a–h).**

1 have something down to a fine art	a know exactly what somebody is thinking
2 steal the show	b praise your own abilities and achievements
3 face the music	c have a completely different opinion that before
4 make a song and dance about something	d explain to somebody what is happening
5 put somebody in the picture	e learn to do something well and efficiently
6 read somebody like a book	f get all the attention and praise at a performance or event
7 change your tune	g make something seem more important than it really is
8 blow your own trumpet	h accept criticism for something you have done

4 **Complete the sentences with the words in the box.**

art book music ~~picture~~ show song and dance trumpet tune

1 Fiona was late for the meeting, but her friend soon put her in the picture about the proposals.
2 Ben has changed his _____ about his mother's cooking since he left home.
3 Our new science teacher is very arrogant. He's always blowing his own _____.
4 When the police arrived, my friends all ran off leaving me to face the _____.
5 I only asked her to move her car, but she made such a _____ about it that I wished I hadn't bothered.
6 My father goes abroad so often that he's got packing down to a fine _____.
7 We were supposed to be celebrating my mother's birthday, but sister stole the _____ with her new baby.
8 My sister knows me so well that she can read me like a _____.

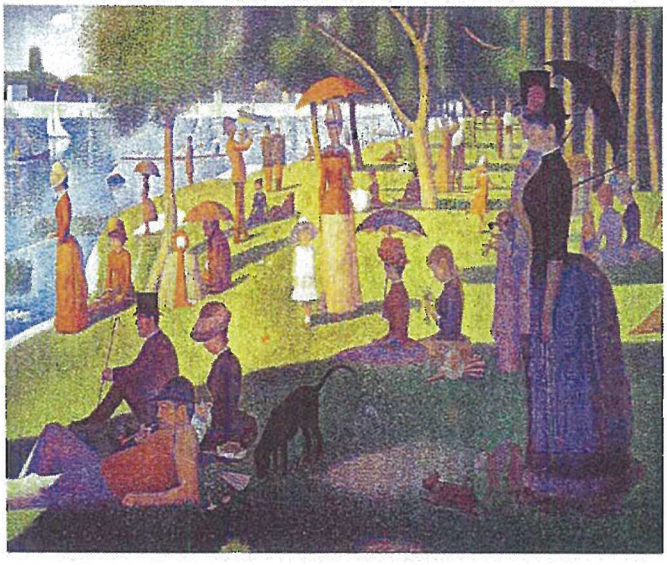
●● Workbook: page 77

GRAMMAR

Participle clauses

EXPLORE

1 Look at the picture and read the text. Who painted the picture and where can you see it?



This picture, **painted** by the French artist Georges Seurat between 1884 and 1886, is called *Sunday afternoon on the island of La Grande Jatte*. It shows Parisians **relaxing** beside a lake on a sunny afternoon. The young men and women, **wearing** their best Sunday clothes, appear as calm and graceful as the sailing boats **reflected** in the water. This large picture, **measuring** approximately 200cm by 300cm, is made up of thousands of tiny dots of colour. Seurat believed that this form of painting, now **known** as *pointillism*, would make the colours more brilliant. *La Grande Jatte*, permanently **displayed** in an art gallery in Chicago, is Seurat's most famous work. There is even a stage musical **based** on the picture, **composed** in 1984 by Stephen Sondheim.

2 Read the *Learn this!* box. In which of the examples in the box does the participle clause replace a non-defining relative clause?

LEARN THIS!

Participle clauses

- We can use participle clauses to give more information about a noun. They can be described as shortened relative clauses (defining or non-defining).
  There's a man reading a book. (= who is reading a book)
- They contain either a present participle or past participle.
- Clauses with a present participle (-ing form) replace an active verb. The verb they replace can be in any tense.
  He lived in a flat belonging to his father. (= which belonged to)
- Clauses with a past participle replace a passive verb. The verb they replace can be in any tense.
  The final episode, shown on TV tomorrow, will be watched by millions. (= which will be shown on TV tomorrow ...)

3 Look at the participle clauses highlighted in **blue** in the text. Answer these questions for each clause. Then rewrite the participle clauses in the text as relative clauses.

This picture, which was painted by the French artist Georges Seurat, ...

1 Does it replace a defining or non-defining relative clause?
2 Is it separated by commas?

Grammar Reference: page 112

EXPLOIT

1 Complete this description of *La Grande Jatte* with present and past participles formed from the verbs in the box.

accompany hold leave lie lose sit smoke startle ~~wear~~

In the foreground, there's a woman on the right [1]wearing a black top and a grey skirt and [2]_____ a black parasol. On the left, there's a man in casual clothes [3]_____ on the grass [4]_____ a pipe, and in the centre, there are two black dogs and a monkey. The larger of the two dogs is eating some food [5]_____ on the ground. The smaller dog, [6]_____ by the monkey, is running away. In the middle of the picture, there's a tall woman [7]_____ by a small girl in a white dress. There are other people around the park, [8]_____ or standing beside the lake. Several people, [9]_____ in thought, are gazing across the water.

2 Find the people and things (1–5) in the picture below. Write sentences to describe them using present participle clauses.

There's a man kneeling in the centre of the picture.

1 the man in the centre
2 the man on the right of the picture
3 the man on the left of the picture
4 the three men in the foreground on the left
5 the three men on the foreground on the right



Grammar Builder: page 113

Workbook: page 78

SKILLS

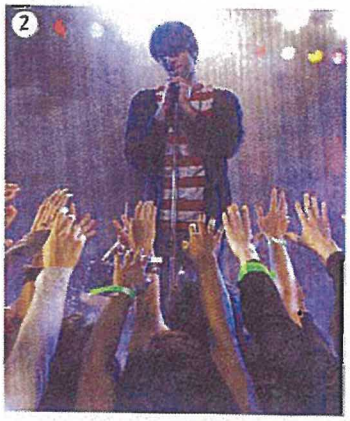
Art and artists

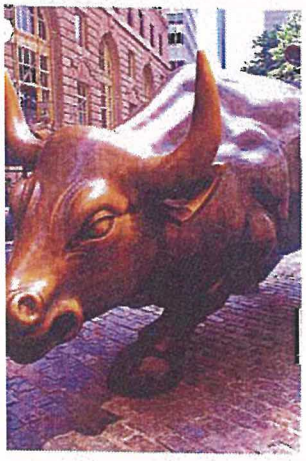
VOCABULARY

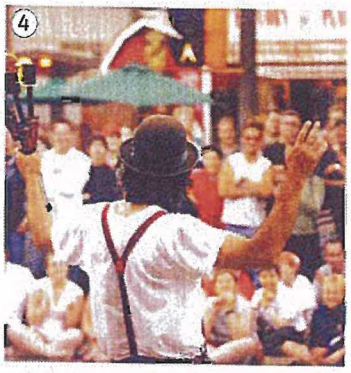
1 Label the photos (1–6) with some words and phrases from the box.

Visual and performing arts an abstract painting
buskers a gig graffiti juggling
performance art a portrait a sculpture
a stage musical a recital a still life

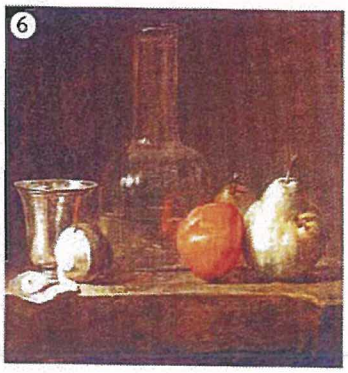












2 Match the works and performances from the box in exercise 1 with one or more of the places where you could see or hear them.

a an art gallery an abstract painting
b a theatre
c a concert hall
d a museum
e outside

3 Can you add any more items to the lists in exercise 2?

Workbook: page 79

LISTEN

1 3.19 Read the sentences and, if necessary, check the meaning of the words in **blue**. Then listen. What is happening? Number the sentences (1–6).

a An actress is changing into her **costume**. ☐
b Two opera singers are **rehearsing** a **scene**. ☐
c A dancer is practising some **steps**. ☐
d Two **stage hands** are moving some scenery. ☐
e A **conductor** is talking to his **orchestra**. ☐
f A technician is testing the sound and **lighting**. ☐

2 3.19 Listen again. Complete the sentences from the conversations with the words and phrases in the box.

aria audience director drum kit lines melody
mikes script violins

1 I'm going to have a word with the _____.
2 And I sing my _____.
3 Where's my _____? I need to practise my _____.
4 Can you test the _____ on the _____?
5 Remember that the _____ have the _____.
6 Look straight at the _____.

SPEAK

Discuss these questions. Give reasons for your answers.

1 Which musical instrument would you most like to be able to play?
2 Which of the arts in Vocabulary exercise 1 do you think needs the most skill, and which the least?
3 Which art would you like to see performed live?

I'd love to be able to play the piano.

Why?

Because my sister plays so well and it sounds beautiful.

GRAMMAR

Determiners: *all, each, every, few, little, no*

EXPLORE

1 Read the text. Look at the determiners in **blue** and complete the table below.



In 2006, a TV programme called *How Ballet Changed My Life* showed 60 young people taking part in a special performance of the ballet Romeo and Juliet. **All** of the participants were from disadvantaged families, with **little** money and few opportunities. Some participants had already been in trouble with the law. **Each** young person tells his or her story as part of the TV programme, which follows every step of their 18-month preparation. Before taking part in the programme, most of them had **no** experience of ballet. By the end, after **much** hard work and **many** hours of rehearsal, every one of them felt that the experience had led to **some** improvement in their attitude to life. A few of them might even become professional performers.

Determiner + noun	
every, [1]_____	+ singular countable noun
few, a few, [2]_____	+ plural countable noun
[3]_____, *a little*, [4]_____	+ uncountable noun
[5]_____, *most*, [6]_____, *any*, [7]_____	+ countable or uncountable noun

2 Look at the table. Find four examples of determiner + *of* in the text.

Determiner + *of* + determiner + noun / pronoun			
all, most, some, any, *(a) few, (a) little* *much, many,* *each, every one, none*	*of*	*the, a / an* *my, your*, etc. *this, that*, etc. *us, it, them, you*, etc.	+ noun

Remember the same rules apply to the nouns and pronouns that follow the determiner, e.g. *much of* + uncountable noun.

LOOK OUT!

We use *few* and *little* (rather than *a few* and *a little*) when we want to emphasize the smallness of the number or quantity. It usually has a **negative meaning**. Compare:

She enjoyed the dinner. She had a little food and chatted with a few nice people.

She hated the dinner. There was little food and few nice people.

Grammar Reference: page 112

EXPLOIT

1 Choose the correct words in the text.



In the TV programme *The Choir*, a conductor called Gareth Malone takes 30 teenagers who have never sung in a choir before and prepares them for an international choir competition in China. [1]**All / Every** of the teenagers are from a secondary school near London. Gareth was surprised to find that there were [2]**no / none** music lessons at the school, and [3]**most of / most** the students had [4]**few / little** experience of classical music. In their auditions, [5]**many / much** of the students chose to sing pop songs! Nearly [6]**all / each** of the students at the school took part in the auditions, but only a [7]**few / little** of them were good enough for the choir. There wasn't [8]**much / much of** time for rehearsal – only nine months – but the choir performed well and [9]**every one / every** of the students grew in confidence as a result of the experience.

2 Complete the sentences with *few, a few, little* or *a little*.

1 They cancelled the concert because few tickets had been sold.
2 On Saturday, I went for a meal with _____ friends.
3 He's very lazy and spends _____ time working.
4 Do you mind if I ask you _____ questions?
5 I can afford to buy a new phone because I've earned _____ money working in my uncle's shop.
6 It's Liszt's most difficult work for piano and _____ pianists can play it well.
7 This soup tastes good, but it needs _____ salt.

3 Complete the sentences about your classmates with the words in the box. Try to guess the truth.

all a few many most none some

1 _____ of them have seen a ballet performance on stage.
2 _____ of them have sung in a choir.
3 _____ of them walked to school this morning.
4 _____ of them enjoy dancing.
5 _____ of them like chocolate.
6 _____ of them had a shower this morning.

4 Read your sentences from exercise 3 to the class. Find out if they are correct.

Grammar Builder: page 113

Workbook: page 80

WRITING

An essay: giving your opinion

READ

1 Read the essay and look at the essay plan below. Which paragraph in the plan is missing from the finished essay?

How does art affect our everyday lives?

Art does not just refer to paintings in a museum. There are many different kinds of art. Advertising and architecture are both kinds of art too, in my opinion, and they both have an effect on our lives. Even people who are not interested in going to art galleries are still affected by these other kinds of art.

Posters and other forms of advertisements are all around us, especially in towns and cities, and we cannot help seeing them. If they are successful advertisements, they affect our opinions and behaviour; they make us want to buy certain products. In addition, adverts often make the streets more colourful and attractive.

Buildings are not just places where we live and work – they are also part of our environment. Architecture has an effect on the way we feel. For example, living or working in a bright, attractive building makes people feel more optimistic, whereas dark, ugly buildings can make people feel gloomy.

To sum up, I believe that different forms of art are all around us and have a big effect on our everyday lives. Unfortunately, most cities and towns have parts which are ugly and depressing. What they need are beautiful buildings and colourful advertisements.

1 Introduction – art = not just paintings – also architecture, ads, etc.
2 ads – part of environment
make us want to buy
colourful, attractive
3 architecture – affects how we feel
e.g. bright buildings → optimism
ugly buildings → depression
4 fashion – not just 'designer' clothes – also 'street' fashion
clothes affect how we judge sb
e.g. unusual clothes → interesting person
5 sum up – ugly cities need beautiful buildings + colourful ads

PREPARE

1 Read the *Writing tip*. Then find abbreviations and symbols in the essay plan in exercise 1 which mean:

1 equals, is the same as
2 and other similar things
3 advertisements
4 for example
5 cause, lead to
6 somebody
7 and

Writing tip: key words

It is not necessary to write full sentences in an essay plan. You can use key words, abbreviations and symbols.

~~*A good job often means a high salary.*~~
good job = $$$

2 Read the *Learn this!* box. Find an example of a *what* clause in the essay.

LEARN THIS!

Nominal subject clauses

We sometimes emphasize particular information in a sentence by putting it in a *what*-clause followed by *be*.

We are looking for ***singers and dancers.*** →
What *we are looking for* ***are singers and dancers.***

I really like classical ***music.*** →
What *I really like* ***is*** *classical* ***music.***

Grammar Reference: page 112

3 Rewrite the sentences using nominal subject clauses starting with *what*.

1 I prefer unusual clothes.
2 I like modern architecture.
3 I really hate grey tower blocks.
4 We need a new attitude to urban architecture.
5 It shows how important art can be.
6 They're looking for a more attractive house.

WRITE

1 Read the essay question below. Make a plan using the suggestions in the box below and your own ideas. Remember to use abbreviations and symbols.

In what ways can films make our lives better?

entertainment learn about the world historical films
documentaries fashion and film stars
ideas of the future (sci-fi) music in films

2 Write an essay using your plan from exercise 1. Write 200–250 words and remember to check your work for mistakes when you have finished.

Workbook: page 81

REVIEW

Inspiration

LANGUAGE SKILLS

1 3.20 **Complete the dialogue with the words from the box. Then listen and check your answers.**

all any built every few many most of one sitting some visiting

Lydia Did you enjoy your trip to the Tate Modern?

Salma Yes, I did, but I didn't understand many [1]_____ the exhibits.

Lydia When I went there, I didn't understand [2]_____ of them! Which exhibition did you see?

Salma We saw the Art in Action exhibition. [3]_____ of the pieces was the room itself. The walls were painted red and the room was full of red furniture.

Lydia Were there any figures [4]_____ in the room?

Salma No, it was just the room and the furniture. Another piece was a tower [5]_____ entirely of radios.

Lydia Were there a lot of people [6]_____ the exhibition?

Salma No, there weren't very [7]_____ because it was early in the morning. But [8]_____ people looked just as confused as me.

Lydia Did you visit the whole gallery?

Salma No. We saw [9]_____ room in the Art in Action exhibition and [10]_____ of the drawings in the landscape exhibition, but we missed a [11]_____ of the rooms in the permanent collection because we wanted [12]_____ lunch!

2 **Read the dialogue again and choose the correct answer.**

1 **A little of / None of / All of** the exhibits baffled Lydia when she visited the Tate.
2 One of the installations contained **many / some / a few** red furniture.
3 **No / Each / Every one** brick in the tower was made from a radio.
4 Only **a few / a little / some** people were visiting the gallery.
5 Salma didn't miss **any / none / some** of the Meireles pieces.
6 Salma visited **each of / most of / all of** the rooms in the gallery.

3 **Complete the sentences with the present or past participle of the verb in brackets.**

1 In the background of the picture there are some children _____ a kite. (fly)
2 She wore some earrings _____ to her by her mother for the portrait. (give)
3 They presented him with a book of poems _____ by his favourite poet. (write)
4 We looked at the sculpture _____ what on earth it could be. (wonder)

DICTIONARY CORNER

Word building: adjectives from nouns

1 **Use your dictionary to find the adjective form of the nouns in brackets. Then complete the sentences.**

1 The company chairman possesses an extensive collection of paintings. (extent)
2 The gallery is going to close at the end of the year because of _____ difficulties. (finance)
3 The leading actor forgot all his lines. He was _____. (hope)
4 The main character in the novel is visited by a _____ stranger. (mystery)
5 The picture depicts a _____ scene by the side of a lake. (peace)
6 We had a very _____ evening last night at the opera. (pleasure)
7 Art experts often praise the _____ beauty of the early Greek statues. (poem)
8 The _____ stage of the theatre dates back to the sixteenth century. (wood)

Choosing the correct word: art and artists

2 **Use your dictionary to choose the correct word in the sentences.**

1 I can never tell what **abstract / bizarre** art is supposed to represent.
2 His drum **apparatus / kit** takes up a lot of space.
3 They found lots of **artifices / artefacts** when they excavated the burial site.
4 You can buy tickets in advance from the **foyer / box office**.
5 The **stagehands / ushers** helped move the scenery.
6 The **subject / topic** of his portraits is often people working on the stage.

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

* I need more practice. ** I sometimes find this difficult. *** No problem!

	*	**	***
I can understand and react to a magazine article about two artists.			
I can correctly use participle clauses.			
I can talk about different types of art.			
I can use different determiners with nouns.			
I can write an essay discussing a theoretical issue.			

Workbook: Self check pages 82–83

Sense and Sensibility

by Jane Austen

Biography

Jane Austen was born in England in 1775. Her father was well educated and encouraged her to read a wide variety of books. By her early teens, she was writing stories, plays and poems to entertain her family, and her first novel, *Sense and Sensibility*, was published in 1811. Her novels are comedies of manners, and she writes about society parties, dresses, engagements and marriages with great wit and irony.

The Dashwood family owned a large area of land around their country house, Norland Park. Recently the head of the family, an unmarried man of great age, had invited into his home his nephew, who was expected to inherit the house and land, with his wife and children. The nephew, Mr Henry Dashwood, and his wife behaved kindly and thoughtfully towards the old gentleman, not from interest in his fortune, but from goodness of heart, so that he was able to spend his last years comfortably with these pleasant and cheerful companions.

By his first wife Mr Henry Dashwood had one son, John; by his present wife, three daughters. John, a respectable, serious young man, had received a large inheritance from his mother, and had also added to his wealth by his own marriage. To him, therefore, the Norland fortune was not as important as to his sisters, who had very little money of their own.

When the old gentleman died, it was discovered that he had not left his fortune to Henry Dashwood to do what he liked with, but only to use during his lifetime. On Henry Dashwood's death, the inheritance would pass to his son John, and to John's son, a child of four years old. The old man had become fond of the small boy on his occasional visits to Norland, and so a spoilt child was preferred to Henry Dashwood's gentle wife and daughters, in spite of their years of loving care. No unkindness had been intended, however, and as a sign of his affection for the girls, the old gentleman left them one thousand pounds each.

At first Mr Henry Dashwood was bitterly disappointed, as he had wanted the fortune more for his wife and daughters than for himself. But he soon realized that if he was careful with money in the next few years, he could save enough to provide generously for his family. Unfortunately, he did not live to carry out this plan, as he survived his uncle by only one year, and ten thousand pounds was all that remained for his widow and daughters.

Just before his death he sent for his son, and begged him to take care of his stepmother and sisters. Mr John Dashwood had not the strong feelings for the rest of the family, but such a request at such a time naturally had an effect on him, so he promised to do everything he could to make his father's family comfortable. He was not a bad young man, but rather cold-hearted, and rather selfish, although he was, in general, well respected. If he had married a pleasanter woman, he would probably have been even more respected and perhaps have become pleasanter himself, but his wife was colder and more selfish than he was.

1 3.24 *Sense and Sensibility* is set in a time when wealthy families didn't go out to work – they inherited their wealth. Read the text and find out who inherits the family fortune of the Dashwoods.

2 Read the text and answer the questions.

1 How many children did Mr Henry Dashwood have?
2 Where was Henry Dashwood and his family living when his uncle died?
3 Why wasn't the Norland fortune as important to John Dashwood?
4 What happened to the inheritance when Henry Dashwood died?
5 What did Henry Dashwood ask his son to do for him just before he died?

3 Answer the questions. Look at the text, and use your own words and ideas to explain your answers.

1 Why was Henry Dashwood disappointed that there was no inheritance for his wife and daughters?
2 What sort of person do you think John Dashwood is?
3 In what way do you think John Dashwood's wife is unpleasant?
4 How do you think he behaved towards his stepmother and stepsisters after his father's death?



Advertising in schools

READ

1 Which of these things can you find in your school?

1 vending machines
2 advertisements
3 textbooks with the logos of large companies (e.g. Nike, Coca-Cola) on the cover
4 equipment supplied by large companies (e.g. supermarkets)

2 Read the text. Which things from exercise 1 does it mention?



Young minds for sale

1 For advertisers, there are three good reasons to target schoolchildren. Firstly, they have money to spend – and the amount of money is growing. In the USA, teenagers between 12 and 17 are now spending about $190 billion a year. Secondly, they have 'pester power': if they want something, they repeatedly ask their parents to buy it. Thirdly, they are tomorrow's adult consumers, and may stay loyal to the brands they bought as children.

2 There are financial advantages for schools who allow advertising. For example, most secondary schools in Britain have vending machines which are provided by large food and drink companies. Schools usually earn between £10,000 and £15,000 a year from these. This income can then be spent on books and equipment.

3 Some companies supply books and other equipment directly to schools. In the past thirteen years, the giant supermarket firm, Tesco, has provided more than 50,000 computers and 500,000 pieces of computer equipment to thousands of schools, in exchange for vouchers which the students and their parents collect when they shop at Tesco. Another company, Be Sport Ltd, supplies free sports kits to schools which have the names of sponsors on the shirts and shorts. These kits would normally cost £400 per team.

4 However, many people are unhappy about the growing influence of big business in education. Schools should encourage free-thinking – the opposite goal of advertising, which tries to influence our thoughts in a particular direction. They argue that vending machines promote unhealthy food and drink at a time when obesity in young people is a serious problem in Britain. When Cadbury's, who make chocolate in the UK, offered to supply free sports equipment to schools in return for vouchers, there was a big protest. It was pointed out that pupils would have to purchase 5,440 bars of chocolate in order to get a free volleyball set!

3 Answer the questions.

1 How much do US teenagers spend a year?
2 What is 'pester power'?
3 How do schools benefit from having vending machines?
4 How many computers has Tesco supplied to British schools?
5 How much do Be Sport Ltd charge for sports kits?
6 Why are some people against all advertising in schools?
7 Why are some people against vending machines?
8 What was the problem with Cadbury's plan to provide sports equipment to schools?

4 Find and underline these words in the text.

Paragraph 1: consumers, brands
Paragraph 2: income
Paragraph 3: supply, firm, vouchers, sponsors
Paragraph 4: promote, purchase

5 Match the definitions with the words in exercise 4.

1 money that you earn
2 pieces of paper that you exchange for goods
3 buy
4 people who buy things
5 companies who pay to have their logo on something
6 company or business
7 products made by a particular company
8 to give somebody something that they need
9 make something more attractive

LISTEN

(3.25) Listen to five people talking about advertising in schools. Match the opinions with the speakers (1–5).

a Some advertising in schools is OK, but not too much. ☐
b Advertising in schools wouldn't be necessary if schools got more money from the government. ☐
c Vending machines don't have any effect on what students buy. ☐
d For companies, advertising is more important than education. ☐
e Sponsorship is a good idea because everybody benefits from it. ☐

SPEAK AND WRITE

Say whether you agree or disagree with the opinions in Listen. Give reasons.

I agree / don't agree that ... because ...

It's fair / It isn't fair to say that ... because ...

I think / I don't think it's true to say that ... because ...

GRAMMAR REFERENCE 1

Present tense contrast

We use the present simple to talk about:

- habits and routines.
  I usually get up at eight o'clock.
- a permanent situation or fact.
  Jack lives in London. It's his home town.
- timetables and schedules.
  The train leaves at 6.30 tomorrow morning.

Notice the third person form of the present simple.

- Add *-s* to the verb.
  I start. It starts.
- Add *-es* (after *-ch*, *-ss*, *-sh* or *-o*).
  They teach. She teaches.
  We don't teach. He doesn't teach.
- Take away *-y*, then add *-ies* (after verbs ending with *-y* after a consonant).
  I study. He studies.

We use the present continuous to talk about:

- things that are happening now.
  We're watching a DVD right now. Come over!
- annoying behaviour with *always*.
  He's always talking about himself.
- arrangements in the future.
  Sally and Tom are flying to Rome next Friday.

Notice how the present participle *-ing* is formed.

- Add *-ing* to the verb.
  I wait. She's waiting.
- When verbs end with *-e*, take away *-e* then add *-ing*.
  They smile. We're smiling.
- When verbs have one vowel followed by *-m*, *-g*, *-p* or *-t*, double the final consonant, then add *-ing*.
  You stop. They're stopping.

Stative and dynamic verbs

Dynamic verbs are verbs that describe actions. They can be used in simple and continuous forms.
I run ten kilometres every day.
I'm running in a race at the moment.

Verbs that describe a state or situation are not usually used in continuous tenses.
I don't understand you. (a state of mind)
NOT ~~I'm not understanding you.~~ ✗
This book belongs to me. (a possession)
NOT ~~This book is belonging to me~~ ✗

Common stative verbs:

enjoy like love hate prefer understand believe remember forget want need belong

Be careful. Sometimes, stative verbs can be used with a 'dynamic' meaning.
This cheese tastes nice. (a 'state' of the cheese)
I'm tasting cheese at the moment. (an action)

Verb patterns

Some verbs are followed by an infinitive.
John managed to finish his homework.

Some verbs are followed by the *-ing* form.
Sally fancied going away for the weekend.

verb + infinitive		verb + *-ing* form	
agree	mean	avoid	fancy
decide	pretend	can't face	feel like
expect	promise	can't help	imagine
fail	refuse	can't stand	spend (*time*)
happen	seem	enjoy	suggest
hope	want		
manage			

Note that *like*, *love*, *prefer* and *hate* can be followed by the infinitive or the *-ing* form without changing the meaning.
I hate to get up early. I hate getting up early.

Verbs that change their meaning

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

I remember living in Paris when I was young.
Meaning: this is a memory in which 'living' happened before 'remember'.

Did you remember to phone Jenny?
Meaning: this is an action that needed doing – 'remember' happened before 'to phone'.

I'll never forget swimming with all those sharks.
Meaning: this is a memory in which 'swimming' happened before 'forget'.

Patrick forgot to go to football practice.
Meaning: this is an action that needed doing – 'forgot' happened before 'to go'.

Please stop talking!
Meaning: end this action.

Karen stopped to ask for directions.
Meaning: stop in order to do something else.

Sarah went on writing her novel.
Meaning: continued doing it.

Joe went on to record another album.
Meaning: did something else later.

We tried hitting it with a hammer and finally we opened it.
Meaning: did it in order to solve a problem.

Sophie tried to save some money but she spent it all.
Meaning: attempted it/did her best.

GRAMMAR BUILDER 1

Present tense contrast

1 Decide if the sentences are correct or not. Correct the sentences that are incorrect.

1 The plane **is taking** off tomorrow morning at eight o'clock.
2 It's quite warm today. I **don't take** a jacket.
3 What **do you read** at the moment?
4 I **live** with a family in Ireland for a month.
5 She's a writer so she's **always working** from home.
6 They **don't go** to the party on Saturday night.
7 **Are you usually wearing** jeans to school?
8 My sister's **always borrowing** my clothes! It's really irritating!

2 Complete the pairs of sentences with the present simple or present continuous form of the verbs in brackets.

1 a My cousin _____ (live) in London. She was born there.
b My sister _____ (visit) her at the moment.
2 a My dad _____ (not drive) to work. He usually takes the train.
b Today the trains are on strike, so he _____ (drive).
3 a I need to translate a letter. _____ you _____ (speak) French?
b Excuse me for interrupting, but what language _____ you _____ (speak)?
4 a Paul _____ (have) toast for breakfast today.
b He usually _____ (have) cereal.
5 a Where _____ you _____ (meet) Linda tonight?
b What time _____ the film _____ (start)?
6 a I'm getting fed up with my brother. He _____ (always leave) the kitchen in a mess!
b He _____ (not wash) the dishes and he never clears the table!

Stative and dynamic verbs

3 Complete the sentences with the correct form of the verbs in the box.

belong know not like need rain not remember wait want

1 Sorry, I _____ your name.
2 Tom's shoes are worn out. He _____ some new ones.
3 Jason _____ swimming very much.
4 It _____ and I haven't got an umbrella.
5 Those trainers _____ to me. Give them back!
6 _____ you _____ where my dictionary is?
7 'Where are you?' 'We _____ for the bus.'
8 I'm tired and I _____ to go home now.

4 Choose the correct words.

1 I **enjoy** / **'m enjoying** this pizza.
2 She **thinks** / **'s thinking** you're right.
3 Jack **has** / **'s having** a shower.
4 I **feel** / **'m feeling** stupid in this skirt.
5 They **consider** / **'re considering** moving house.
6 I **forget** / **'m forgetting** people's names very easily.

5 Complete the pairs of sentences with the present simple or present continuous form of the stative verbs.

1 *smell*
a What are you cooking? It _____ delicious!
b Jane _____ all the perfume samples to try and find the right one for her friend.
2 *look*
a That dress _____ nice. Where did you buy it?
b Can you help me? I _____ for a denim jacket.
3 *taste*
a This meat _____ a bit strange. Is it OK?
b 'What are you doing?' 'I _____ the sauce to make sure it has enough salt.'
4 *feel*
a Your shirt _____ really smooth. Is it cotton?
b The doctor _____ my brother's leg to make sure it isn't broken.

Verb patterns

6 Complete the sentences with the correct form of the verbs in brackets.

1 They agreed _____ (not spend) all their money.
2 Kate can't face _____ (go) to the gym tonight.
3 She pretended _____ (not see) me.
4 My parents refuse _____ (buy) me a motorbike.
5 I feel like _____ (eat) out tonight.
6 He suggested _____ (do) more exercise.
7 They hope _____ (not arrive) late for the play.
8 We avoid _____ (drive) in the city centre at the weekend.

Verbs that change their meaning

7 Complete the dialogue with the correct form of the verbs in brackets.

A Why are you walking like that, Brian?
B I've been playing football and I've hurt my leg.
A I thought you'd stopped [1]_____ (play) football!
B No. I only stopped [2]_____ (study) for my exams.
A Oh, I see. Have you tried [3]_____ (take) a painkiller?
B Yes, but it still hurts.
A Poor you! Are you going to be OK for Mum's birthday?
B I think so. Did you remember [4]_____ (make) a cake?
A Yes, I made the cake. But I forgot [5]_____ (buy) any juice. Can you get some?
B OK. I'll try [6]_____ (get) some on the way. I'm looking forward to it!
A Me too. I'll never forget [7]_____ (sing) with Dad last year. He really enjoyed it. And I've bought Mum a really nice blouse for her birthday.
B Again?
A Sorry?
B Don't you remember [8]_____ (give) her that pink shiny one last year?
A Oh no, you're right! I've just got time to change it! Bye!

GRAMMAR REFERENCE 2

Past tense contrast

We use past tenses to narrate past events.

- We use the past continuous to set the scene.
  The birds were singing in the trees that morning.
- We use the past simple for actions or events that happened one after the other.
  Joanna walked down the road, turned left, then saw the house for the first time.
- We use the past continuous to describe a background event, and the past simple to describe an action or event that interrupted it.
  While we were staying at the campsite, somebody stole Fiona's camera.
- We use the past perfect to talk about an event that happened before another event in the past.
  I wasn't hungry because I had already eaten lunch.

Notice that with regular verbs the past simple and the past participle form of the past perfect are the same.
It crashed. It had crashed.

However, with irregular verbs the past simple and the past participle form of the past perfect are often different.
I saw Peter. He'd already seen me.

(There is a list of irregular past simple forms and past participle forms on page 124.)

used to

We use *used to* + infinitive to describe past situations or habits that are different now.
I used to live abroad. (for a long time in the past but not now)
I used to work in a newspaper shop at weekends. (regularly in the past but not now)

Affirmative	Negative	Question form
Sally used to live in Scotland.	Sally didn't use to live in England.	Did Sally use to live in Ireland?

EVERYDAY ENGLISH

Exclamatory sentences

We use exclamatory sentences beginning with *What* or *How* to react strongly to something. They always end with an exclamation mark.

- We use *How* with an adjective.
  How wonderful!
- We use *What* with a noun or an adjective followed by a noun. Notice that we say *What a* ... with a countable noun and *What* ... with plural or uncountable nouns.
  What a day! What a lovely person! What wonderful weather!

GRAMMAR BUILDER 2

Past tenses

1 Complete the sentences with the past simple or the past continuous form of the verbs in brackets.

1 Will _____ (break) his leg while he _____ (play) football.
2 The sun _____ (shine) so we _____ (decide) to go to the beach.
3 We _____ (have) dinner when we _____ (get) home.
4 She _____ (wait) for the train when she _____ (read) the article in the newspaper.
5 I _____ (watch) television, so I _____ (not hear) the phone.
6 It was difficult to see because it _____ (get) dark.

2 Combine the sentences. Use the words in brackets and both the past simple and the past perfect.

1 Pete broke the television. Dad shouted at him (because)
Dad shouted at Pete because he had broken the television.
2 James played football. Then he had a shower. (after)
James _____.
3 We forgot to water the plants. They died. (because)
The plants _____.
4 We did our homework. We went out. (after)
We _____.
5 I lost my mobile phone. I bought a new one. (because)
I _____.
6 They didn't buy any petrol. Their car stopped. (because)
Their car _____.
7 I left the house. Then I locked the door. (after)
I _____.

used to

3 Make questions. Use the prompts and phrases in the box and *used to*.

when it was your birthday?	~~when you were a child?~~
before they got married?	where you could play?
before you started school?	when you got up?
before you went to bed?	at the weekend?

1 you / eat vegetables
Did you use to eat vegetables when you were a child?
2 What / your grandparents / give you
3 there / be / a park / near your house
4 Where / your parents / live
5 you / watch TV / on Saturday mornings
6 Who / your family / visit
7 your mother / read to you
8 you / get up early

4 Complete the sentences. Use the affirmative or negative form of *used to* and the verbs in brackets.

1 Mia used to go (go) to my school, but now she doesn't.
2 Alex _____ (be) very tall, but now he is.
3 Ali _____ (work) in a factory, but she doesn't now.
4 We _____ (play) football at the weekend, but now we don't.
5 There _____ (be) a market every Friday, but now there isn't.
6 They _____ (wear) a uniform to school, but now they do.
7 Christopher _____ (drink) coffee, but now he does.

EVERYDAY ENGLISH

Exclamatory sentences

5 Choose the correct words.

1 Someone stole my wallet yesterday.
What / **How** a nightmare!
2 My aunt was rushed to hospital last night.
What / **How** terrible!
3 I thought someone had broken into my house!
What / **How** a shock!
4 Sharon was wearing the same party dress as me!
What / **How** funny!
5 My parents are going to pay for my holiday!
What / **How** wonderful!
6 Why don't we organize an end-of-term trip?
What / **How** a great idea!
7 Our flight to New York has been cancelled!
What / **How** a pain!
8 My mobile keeps ringing at three o'clock every night.
What / **How** strange!

GRAMMAR REFERENCE 3

Defining relative clauses

Defining relative clauses come immediately after a noun and give vital information about that noun.
He's the doctor. (Which doctor?)
He's the doctor **who helped my grandmother.**

They can go in the middle or at the end of sentences.
The man **who told me about this place** was old.
I met the young woman **who cuts your hair**.

Defining relative pronouns are different depending on whether they refer to people, places, things or possessions.

Defining relative pronouns	
who (that)	people
where	places
which (that)	things
whose	possessions

Who or *which* can replace the subject or object of a sentence. When they replace the object, it is possible to omit *who* or *which*.
She's the girl **who** works here. (subject)
She's the girl **who** I met. (object)
She's the girl I saw on the bus. (omission)

We often use *that* instead of *which*, and can use *that* instead of *who* in informal English.
Here's the book **that** you wanted.
Did you see the person **that** helped Mary?

Non-defining relative clauses

Non-defining relative clauses come immediately after a noun and give extra information about that noun.

Harrods is a famous department store.
Anything else?
Harrods, **which is in Knightsbridge in London**, is a famous department store.

Robert Louis Stevenson wrote *Treasure Island*.
Anything else?
Robert Louis Stevenson, **who was born in Edinburgh in 1850**, wrote *Treasure Island*.

They can go in the middle or at the end of sentences, and start with a comma and end with a comma or full stop.
Abraham Lincoln, **who was president of the United States in the nineteenth century**, was shot while he was attending a play.
My cousin lives in Oxford, **which is about 80 kilometres west of London**.

Non-defining relative pronouns are different depending on whether they refer to people, places, things or possessions.

Non-defining relative pronouns	
who	people
where	places
which	things
whose	possessions

We cannot omit non-defining relative pronouns, and we cannot replace *who* or *which* with *that*.

GRAMMAR BUILDER 3

Defining relative clauses

1 Choose the correct words.

1 He's the man **who / which** interviewed me for the job.
2 That's the hospital **where / whose** my sister works.
3 She works as part of a team **where / which** is in Paris.
4 Gina's the pianist **who / whose** accompanies the show.
5 They're the neighbours **who / whose** car was stolen.
6 That's the woman **whose / who** is in charge of paying the salaries.
7 A laboratory is **which / where** scientists work.
8 Unskilled work is work **which / who** requires no training.

2 Complete the sentences with relative clauses using the phrases in the box.

they repair bicycles	there are a lot of parks there
it makes furniture	his job is similar to a doctor's
they play jazz	his classes are so interesting
my brother works there	~~the new hospital will be there~~

1 They work on the building site where the new hospital will be
2 A paramedic is a person _____.
3 Tom works for a design company _____.
4 We live in a district _____.
5 They're looking for musicians _____.
6 Do you know any mechanics _____?
7 He's the lecturer _____.
8 That's the bank _____.

Non-defining relative clauses

3 Rewrite the sentences. Use the sentences in brackets to form non-defining relative clauses.

1 My sister works in the local hospital. (She's a nurse.)
My sister, who's a nurse, works in the local hospital.
2 My dog's vet is very good with animals. (Her surgery is very near.)
3 Stockholm is the capital of Sweden. (It's in Scandinavia.)
4 The headmaster is very strict. (His son is in my class.)
5 Next month we're going to Cardiff. (My uncle lives there.)
6 The doctor is retiring. (I've known him for several years.)

4 Invent relative clauses to complete the sentences. Use the questions to help you.

1 Shakespeare, who wrote 'Romeo and Juliet', was born in Stratford upon Avon. (What did Shakespeare write?)
2 Switzerland, _____, is in Central Europe. (What's Switzerland famous for?)
3 Feta cheese, _____, is delicious in salads. (Where is Feta produced?)
4 Nicole Kidman, _____, was born in Hawaii. (Who is her ex-husband?)
5 The White House, _____, has 132 rooms and 35 bathrooms. (Who lives there?)
6 Ahmed Zaki, _____, was born in Sharkeya. (What does he do?)

GRAMMAR REFERENCE 4

Past simple and present perfect contrast

We use the past simple to talk about:
- completed events in the past.
  I visited my aunt last weekend.

We use the present perfect to talk about:
- how long current situations have existed.
  I've been at this school for six years.
- experiences in the past (when the exact time is not important).
  My brother has met Mido.
- events that are connected with the present.
  I've lost my watch. Have you seen it?
  Jane has already done her homework. Here it is.

Notice that we often use finished past time expressions with the past simple (*yesterday, three months ago, last week, in 1999*), but unfinished past time expressions with the present perfect (*for, since, already, just, yet*).
I went to Paris in 2006.
I haven't been to Paris yet.
She's been here since Tuesday.

We form the present perfect with *have / has* + the past participle.
(There is a list of irregular past simple forms and past participle forms on page 124.)

Present perfect continuous

We use the present perfect continuous to talk about:
- an action that began in the past and is still in progress.
  I've been working for this company since 2002.
- an action that has recently stopped and which explains the present situation.
  David has been playing tennis so he's really tired.

Notice that we only use the present perfect continuous with actions which happen over a period of time. With finished and complete actions we use the present perfect simple.
We have been living in London for twelve years.
(We're still there now.)
They've lived in Dubai, Paris and New York.
(They aren't there now.)

We often use the present perfect continuous with *how long*. If we ask *how often* or *how much / many* we use the present perfect simple.
How long has she been sleeping?
How often have you worn that suit?
How many English lessons have you had?

We form the present perfect continuous with *have / has* + *been* + the *-ing* form.

GRAMMAR BUILDER 4

Past simple and present perfect contrast

1 Complete the dialogue with the present perfect form of the verbs in brackets.

Ann Hello Linda!

Linda Ann! I [1]_____ (not see) you for ages! How are you?

Ann Not bad at all! What are you doing in London?

Linda I [2]_____ (move) to London to live with my sister. We want to buy a house, but we [3]_____ (not find) one yet. What about you?

Ann I [4]_____ (come) to visit an old school friend. Do you remember Chris?

Linda Yes, I remember her.

Ann Well she [5]_____ (just get) married, and she wanted to show me the wedding photos.

Linda Ann, you're looking really good! [6]_____ (lose) weight?

Ann Yes, I have. And you [7]_____ (change) your hair. It looks great!

Linda Thanks. We should catch up sometime.

Ann Good idea. I'd like that.

2 Complete the sentences with the past simple or present perfect form of the verbs in brackets.

1 Lily and Tom _____ (move) house a year ago.
2 We _____ (know) each other since we were children.
3 So far I _____ (not fail) any of my exams.
4 My little sister _____ (be born) in 1999.
5 Grace _____ (break) her leg last week.
6 They _____ (not go) to school yesterday.
7 _____ you _____ (finish) your homework yet?
8 Ryan had dinner and then he _____ (go) to bed.

Present perfect continuous

3 Complete the pairs of sentences with the present perfect simple and the present perfect continuous form of the verbs.

1 *cut*
a Sarah needs a plaster because she _____ her hand.
b Dad's crying because he _____ onions.

2 *watch*
a We _____ a new series on TV. It's great!
b _____ you _____ a live football match before?

3 *tidy*
a I _____ my room, but there's still a lot to do.
b Jack _____ his room. It looks much better.

4 *read*
a Clare _____ that book four times.
b I _____ the latest *Harry Potter* book all day. I'm dying to know what happens in the end!

5 *run*
a Margaret _____ never _____ in the London marathon before.
b Larry is red in the face because he _____.

6 *study*
a Jimmy can go out when he _____ for the exam.
b Kim's in her room. She _____ all day.

4 Complete the sentences with the present perfect simple or the present perfect continuous form of the verbs in brackets.

1 I'm so sorry! I _____ just _____ the car! (crash)
2 The ground is wet because it _____. (rain)
3 _____ you ever _____ a well-known person? (meet)
4 I _____ never _____ why you're helping Alfie. (understand)
5 Something smells good! _____ you _____? (cook)
6 We _____ painting the house. After lunch we're going to do the living room. (not finish)
7 How exciting! I _____ always _____ to go to Rome! (want)
8 Where is your homework? Don't tell me you _____ it. (not do)

GRAMMAR REFERENCE 5

Modals and first conditional

We use the first conditional to make predictions about the future.

If global warming gets much worse, the climate will change.

We form the first conditional by using the present simple in the conditional *if* clause and *will* + base form in the result clause.

Conditional clause	Result clause
If scientists cure disease, (present simple)	people will live very long lives. (*will* + base form)

The conditional *if* clause usually comes first, but it can come after the result clause.

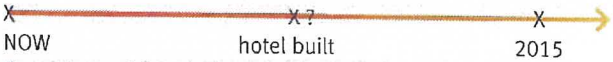
Many people will have nowhere to live if the sea levels rise.

The modal verbs *may*, *might* and *could* can be used instead of *will* or *won't* in the result clause.

We may experience very hot summers in Europe if we don't do anything about global warming.

Future perfect and future continuous

We use the future perfect to refer back from a future point in time to a completed action also in the future.



By 2015, we will have built a hotel on the moon.

We use the future continuous to talk about an action in progress at a time in the future.



In 2016, we will be living on the moon.

We form the future perfect with *will* + *have* + the past participle.

By Friday afternoon, we **will have finished** all the exams.

(There is a list of past participle forms on page 124.)

We form the future continuous with *will* + *be* + *-ing* form of a verb.

This time next month, I **will be sitting** on a beach.

Zero conditional

We use the zero conditional to say that one thing follows automatically or naturally from another.

If you press the button, the machine comes on.

If you eat too much chocolate, you feel ill.

We form the zero conditional by using the present simple in both the conditional *if* clause and result clause.

Conditional clause	Result clause
If you **don't wear** socks, (present simple)	your feet **get** cold. (present simple)

EVERYDAY ENGLISH

will, *going to* and present continuous

We use *will* + infinitive for things we decide to do as we are speaking (instant decisions, offers, promises).

Bye John. I'll call you later.

That looks heavy. I'll help you carry it.

We use *going to* + infinitive for things we have already decided to do before speaking (intentions).

I've already decided on Tim's birthday present. I'm going to get him a new mobile phone.

We use the present continuous for things we have already agreed to do, usually with somebody else (arrangements).

We've booked the flight. We're flying to Barbados in February.

GRAMMAR BUILDER 5

Modals and first conditional

1 Write sentences using *will*, *may*, *might not* or *won't* and the prompts.

1 Perhaps / it / rain this afternoon
It may rain this afternoon.
2 I'm sure / we / not win the match tonight
We _____
3 Perhaps / Chris / not be at home right now
Chris _____
4 Perhaps / Abigail / know the answer to the homework
Abigail _____
5 I'm sure / I / pass my driving test first time
I _____
6 Perhaps / Megan / not come to our party
Megan _____
7 I'm sure / my parents / pay for my holiday
My parents _____

2 Complete the first conditional sentences with the correct form of the verbs in brackets.

1 If the bus _____ (not come) soon, I _____ (be) late for school.
2 We _____ (go) for a picnic at the weekend if it _____ (not rain).
3 My parents _____ (be) upset if I _____ (not pass) my exams.
4 I _____ (not go) to her house if I _____ (not get) an invitation.
5 If I _____ (get) a job I _____ (move) out of my parents' house.
6 They _____ (not win) the match if they _____ (not play) better.
7 She _____ (not buy) him a new phone if he _____ (lose) this one.
8 He _____ (make) me really happy if he _____ (send) me some roses.

Future perfect and future continuous

3 Complete the sentences with the future perfect or the future continuous form of the verbs in brackets.

1 My driving test is on 3 March. (have)
By April I will have had my driving test.
2 My brother is starting work on 5 September. (start)
In September he _____
3 They're moving house on 15 February. (move)
By March they _____
4 We're going on holiday on 2 August. (go)
In August we _____
5 Our plane lands in New York at 10 o'clock. (land)
At 10 o'clock we _____
6 My exams are in May. (finish)
By June I _____
7 My sister is getting married in October. (get married)
By November she _____

4 Complete the sentences with the future perfect or future continuous form of the verbs in brackets.

1 I _____ (read) your book by the end of the week.
2 We always have dinner at eight o'clock, so we _____ (finish) if you come round at nine o'clock.
3 My cousins _____ (sit) on the plane to Australia this time tomorrow.
4 You'll recognize her because she _____ (wear) a bright yellow hoody.
5 We _____ (wait) for you when you arrive at the station.
6 I hope he _____ (find) a job by the end of the month.

Zero conditional

5 Use the prompts to make zero conditional sentences.

1 you / not use / sun cream / you / get burnt
2 the beaches / be full / you / go / on holiday / in August
3 I / understand / my English teacher / she / speak / slowly
4 I / not put away / my clothes / my mum / get angry
5 I / eat / too much / my stomach / hurt
6 Matt / take / his medicine / he / not cough

6 Complete the sentences with the correct form of the verbs in the box.

use switch off not have crash discover give

1 If your computer _____, you can call the hotline.
2 If anyone _____ your password, you should change it.
3 If you press that button, the monitor _____.
4 You can _____ the internet if you have a router.
5 If I _____ you my address, you can send me an email.
6 You can't download music if you _____ broadband.

EVERYDAY ENGLISH

will, *going to* and present continuous

7 Choose the correct words.

1 My foot hurts, so **I'll go / I'm going** to the doctor's this evening.
2 Our car is really old, so **we'll buy / we're going to buy** a new one.
3 Let's go to the cinema tonight. **I'll meet / I'm meeting** you outside at eight o'clock.
4 **I'll play / I'm playing** tennis with John this afternoon, so I'd better take my tennis racket.
5 Harry **'ll get up / 's going to get up** early tomorrow to study for the exam.
6 **I'll call / I'm calling** you later about Saturday night.
7 They can't come to my party because **they're flying / they'll fly** to Paris that weekend.
8 **I'm going / I'll go** to the hairdresser's tomorrow at 5.15.

GRAMMAR REFERENCE 6

Reported speech: statements

We use reported speech to report what someone has said without using their exact words.

When we change direct speech to reported speech, we often make the verb form go one tense back.
'Tom **lives** in Germany,' said Claire.
Claire said that Tom **lived** in Germany.

Direct speech	Reported speech
Present continuous →	Past continuous
'She's sleeping,' he said.	He said she was sleeping.
Past simple →	Past perfect
'He fell over,' he said.	He said he had fallen over.
Present perfect →	Past perfect
'They've lost their money,' he said.	He said they had lost their money.
can →	*could*
'She can swim,' he said.	He said she could swim.
will →	*would*
'They will be late,' he said.	He said they would be late.

- The pronouns often change.
  'I'm tired,' she said.
  She said she was tired. (I → he / she)
  'We're upset,' they said.
  They said they were upset. (we → they)
  'You're late,' he said.
  He said I was late. (you → I)
- Time expressions often change.
  'I saw Tom yesterday.'
  He said he had seen Tom the day before.

Direct speech	Reported speech
today	that day
tonight	that night
next week	the next week
yesterday	the day before
last month / year	the month / year before

Reported speech: questions

When we change direct questions to reported questions, the verb form often goes one tense back, pronouns change, and time expressions often change.
'Did **you see** the football match **yesterday**?'
She asked me if **I had seen** the football match **the day before**.

We use the reporting verb *ask* when reporting questions. In *yes / no* questions, we use the structure '*(somebody) asked (me / him / them /* etc.) *if...*'
'Did you go out?'
She asked me if I had gone out.

In *wh-* questions, we use the structure '*(somebody) asked (me / him / them /* etc.) + question word (*where, what, how,* etc.)...'
'Where did you go?'
She asked me **where I had gone**.

Notice that in a reported question the subject comes before the verb, and auxiliary verbs like *do* or *did* are not used.
'What do you like?'
She asked me **what I liked**.

Verbs with two objects

Some verbs can be followed by both an indirect object (usually a person) and a direct object (usually a thing).

	[indirect object]	[direct object]
Peter gave	**Penelope**	**his keys**

If we want the direct object to come first, we must put *to* or *for* before the indirect object.

	[direct object]	[indirect object]
Peter gave	**his keys**	to **Penelope**.
	[direct object]	[indirect object]
Peter cooked	**dinner**	for **Penelope**.

Notice that English avoids having a pronoun as a direct object at the end of the sentence.
Peter gave them to Sally.
NOT ~~Peter gave Sally them~~ ✗

Answer: page 52, SPEAK, exercise 3
Lord Snodbury's murder
Lord Algernon murdered Lord Snodbury.
He hated his father for preventing him from marrying Emma Jones.
He committed the crime by climbing down the drainpipe from his room, shooting his father in the library, and then escaping back up the drainpipe. He didn't come downstairs until ten past six, which give him enough time to change his muddy boots. However the gardener saw him, so Lord Algernon gave him money to keep him quiet.

GRAMMAR BUILDER 6

Reported speech: statements

1 Complete the sentences in reported speech.

1 'We saw a strange man in the garden,' they told their son.
They told their son that _____ a strange man in the garden.
2 They told him, 'We've never seen anyone there before.'
They told him that _____ anyone there before.
3 They said, 'We didn't go out last night.'
They said that _____ the night before.
4 They said, 'We're thinking of calling the police.'
They said that _____ of calling the police.
5 The woman said, 'I'll call them in the morning.'
The woman said that _____ them in the morning.
6 Their son said, 'I can explain everything.'
Their son said that _____ everything.
7 He said, 'I often forget my key.'
He said that _____ his key.
8 'I climbed up the drainpipe,' he told them.
He told them that _____ up the drainpipe.

2 Complete the reported speech with the correct time expressions.

1 'We're staying in tonight,' said Emily.
Emily said that they were staying in _____.
2 'We've been out all day today,' she said.
She said that they had been out all day _____.
3 'We're going on holiday next week,' she said.
She said that they were going on holiday _____.
4 'We went to work yesterday,' she said.
She said that they had been to work _____.
5 'We didn't go out very much last month,' she said.
She said they hadn't been out very much _____.

3 Rewrite what Emma says using the correct time expressions.



1 We nearly moved house last year.
2 Last month we bought a new house.
3 We packed our books into boxes yesterday.
4 Today we're moving the furniture.
5 Tonight we're sleeping in our new bedroom.
6 We're having a house-warming party next week.

1 Emma said that they had nearly moved the year before.
2 Emma said that _____
3 She said _____
4 She _____
5 _____
6 _____

4 Complete the sentences with *said* or *told*.

1 He _____ his wife that he had bought a ring.
2 She _____ him that she didn't like it.
3 He _____ that it had cost a fortune.
4 She _____ him that she didn't care.
5 He _____ her that he would change it.
6 She _____ that she wanted diamonds.

Reported speech: questions

5 Complete the reported questions with the correct pronouns.

1 'Where have you been?' our parents asked us.
_____ asked _____ where _____ had been.
2 'What time did you arrive home?' my dad asked me.
_____ asked _____ what time _____ had arrived home.
3 'Did you see the thief?' the policewoman asked Jack.
_____ asked _____ if _____ had seen the thief.
4 'What did he take?' we asked our mum.
_____ asked _____ what _____ had taken.
5 'Why have you got my camcorder?' Dad asked Jack.
_____ asked _____ why _____ had his camcorder.
6 'Did you forget about the picnic?' we asked everybody.
_____ asked _____ if _____ had forgotten about the picnic.

6 Report the questions.

1 'What did you see?' John asked Edward.
2 'Will you clean my room?' Sean asked his mum.
3 'Have you done your homework?' Amy's dad asked.
4 'Where are you going?' Megan asked Joe.
5 'Do you like jazz?' Lily asked Robert.
6 'Can you help me?' Oscar asked Katie.

Verbs with two objects

7 Rewrite the sentences with the indirect object as a pronoun.

1 Mia's friend made dinner for Mia last night.
Mia's friend made her dinner last night.
2 Tom's mum bought a new shirt for Tom.
3 Daisy owes £50 to her dad.
4 Beth's neighbour sold his car to Beth.
5 Patrick wrote a letter to his sister.
6 Scott sent a text message to Julie.
7 Dad booked a flight to Paris for us.

GRAMMAR REFERENCE 7

Comparatives and superlatives

The comparative and superlative forms of adjectives and adverbs are formed by adding *-er* or *-est*, or by putting *more* or *the most* before the adjective or adverb. We can also form comparatives and superlatives of adjectives and adverbs with *less* and *the least*.

subject + verb	comparative form		object
John is	older (old + *er*)	than	Sue.
	slimmer (slim + *m* + *er*)		
	busier (busy – *y* + *ier*)		
John runs	faster (fast + *er*)		
John is	more popular		
John talks	more clearly		
Sue is	less slim	than	John.
Sue talks	less clearly		

subject + verb	superlative form
John is	the oldest. (old + *est*)
	the slimmest. (slim + *m* + *est*)
	the busiest. (busy – *y* + *iest*)
John runs	the fastest. + (fast + *est*)
John is	the most popular.
John talks	the most clearly.
Sue is	the least popular.
Sue talks	the least clearly.

We can make comparisons with clauses as well as nouns.
Peter is taller than he used to be.

We often use a superlative with the present perfect and *ever*.
It was the best holiday we've ever had.

We can compare two things, using *as* ... *as* to say that they are the same.
Jill is as old as Julie.

Remember irregular comparative and superlative forms.

adjective	comparative	superlative
good	better	the best
bad	worse	the worst
far	further	the furthest

Second conditional

We use the second conditional to talk about an imaginary situation or event, and its result.
If I had a billion dollars, I'd live on a desert island.

We form the second conditional by using the past simple in the conditional *if* clause and *would* + base form in the result clause.

Conditional clause	Result clause
If I **had** a billion dollars, (past simple)	I **would** buy a castle. (*would* + base form)

Notice that you can use *were* instead of *was* in the conditional clause with *I, he* and *she*. Using *were* is considered more correct, especially in formal situations.
If I were you, I'd give the money to charity.
If he were older, he'd understand what I'm saying.

wish, If only, I'd rather

We use *I wish* ... or *If only* ... with the past simple to say that we really want a situation to be different.
I wish it were Sunday. If only I had more money.

We use *I wish* ... or *If only* ... with *would* + base form to say that we really want somebody's (or something's) behaviour to be different.
I wish you wouldn't shout. I wish this machine would work.

We use *I'd rather* with a base form to express a preference.
'Do you want a cup of tea?' 'I'd rather have a coffee.'

We use *I'd rather* with the past simple when we want somebody's (or something's) behaviour to be different.
I'd rather you didn't leave your bag there.

EVERYDAY ENGLISH

Question tags

We use question tags when we want somebody to confirm something that we are saying. A statement with a question tag often sounds more polite than a direct question. When the main verb is affirmative, the question tag is negative, and vice versa.
You were on holiday, weren't you? You weren't tired, were you?

We use the verb *be*, auxiliary verbs (*do, have*) or modal verbs (*will, would*, etc.), depending on the tense of the verb in the statement.

tense	statement	tag
Present simple	You like chocolate,	don't you?
Present continuous	He's skiing,	isn't he?
Past simple	She lost her purse,	didn't she?
will	You'll be here soon,	won't you?
Present perfect	He's been away,	hasn't he?
would	He'd miss her,	wouldn't he?

GRAMMAR BUILDER 7

Comparatives and superlatives

1 Correct the sentences.

1 I think my friend is prettyer than me.
2 But I'm more tall than she is.
3 She's got longest hair than me.
4 My eyes are beautifuller, though.
5 I'm not as slim than her.
6 My legs are longer that hers.
7 She's the goodest student in the class.
8 I'm funniest person in the class.

2 Rewrite the sentences using *less* or *least*.

1 Shannon and Jade are more popular than Lily.
Lily is _____ of the three girls.
2 Lily is more intelligent than Shannon.
Shannon _____ Lily.
3 Jade is more hard-working than Leah.
Leah is _____ Jade.
4 Joshua and James are more confident than Callum.
Callum is _____ of the three boys.
5 Callum is more polite than James.
James is _____ Callum.
6 James and Callum are more generous than John.
John is _____ of the three boys.

3 Use the prompts to make comparative sentences with *than*.

1 Ellie / arrives / early / Jessica.
2 Vicky / writes / neatly / Lewis.
3 Alex / does the science experiments / well / Isabella.
4 Michael / sits / quietly / Brandon.
5 Abigail / speaks / softly / Lauren.
6 Ella / shouts / loudly / Grace.

4 Complete the sentences with the superlative form of the adverbs in brackets.

1 Of all our class David studies _____ (hard).
2 Holly finishes exams _____ (quick).
3 Alfie runs the 100 metres _____ (fast).
4 Jacob always gets up _____ (late). He's so lazy.
5 Bethany speaks _____ (clearly) of all of us.
6 Finlay sings _____ (beautifully).

5 Put the words in the correct order to make comparative sentences.

1 used to / than / confident / be / she / She's / more
2 last week / was / is / That shirt / than / it / cheaper now
3 was little / he was / as / not / He's / when he / fat as
4 faster / drive / used to / than / you / You / now
5 we did / further / We live / than / from the centre / before
6 than / at school / We arrive / do / our friends / earlier

Second conditional

6 Complete the second conditional sentences with the correct form of the verbs in brackets.

1 If my friend _____ (hang out) with another girl, I _____ (not talk) to her again.
2 I _____ (not chat) to someone if I _____ (not like) them.
3 If my mum _____ (not like) my friends, I _____ (stop) seeing them.
4 I _____ (not steal) something if someone _____ (ask) me.
5 I _____ (try) a friendship society if I _____ (know) where to go.
6 If she _____ (fall out) with her best friend, she _____ (be) really upset.
7 Their parents _____ (be) really happy if they _____ (get on).
8 If Charlie _____ (get) a job in another city, his wife, Chloe _____ (go) with him.

I wish, If only, I'd rather

7 Complete the sentences about imaginary situations.

1 I haven't got a car.
If only I had a car!
2 I live in a small flat.
If only _____ in a bigger flat.
3 I can't find a job.
I wish I _____ a job.
4 Please don't call me any more.
I'd rather _____ me any more.
5 Please stop complaining all the time.
I wish _____ all the time.
6 My friend's moving to another city.
If only _____ moving away.
7 Please don't eat in my room.
I'd rather _____ eat in my room.
8 I can't stand it when you borrow my clothes.
I wish _____ my clothes.
9 I'd prefer to have dinner at home tonight.
I'd rather _____ at home tonight.

EVERYDAY ENGLISH

Question tags

8 Add question tags to the statements.

1 You're meeting Luke later, _____?
2 They've fallen out, _____?
3 Ryan asked you to go out, _____?
4 You wouldn't prefer to eat out, _____?
5 Adam really looks down on his sister, _____?
6 You like Cameron, _____?
7 You won't tell anyone, _____?
8 Sam can't speak Arabic, _____?

GRAMMAR REFERENCE 8

The passive

We make passive forms with the verb *be* + the past participle.
(There is a list of past participle forms on page 124.)

Tense	Passive form
Present simple	Sweets are made of sugar.
Present continuous	A new supermarket is being built.
Past simple	The TV was invented in 1926.
Present perfect	My car has been repaired.
Past perfect	The keys had been lost earlier.
Future with *will*	Your dress will be cleaned soon.

In passive constructions, we use *by* when we want to say who (or what) performed the action.
The jet engine was invented by Frank Whittle.

Indefinite pronouns: *some-, any-, no-*

We form indefinite pronouns with *some-*, *any-* and *no-*.

people	someone / somebody anyone / anybody no one / nobody
places	somewhere anywhere nowhere
things	something anything nothing

We use pronouns with *some-* in affirmative sentences and in offers and requests.
Somebody has eaten my lunch.
Can I do something to help?

We use pronouns with *any-* in negative and interrogative sentences.
I haven't got anything to wear.
Did you meet anyone interesting?

We can also use pronouns with *any-* in affirmative sentences when we mean 'it doesn't matter who / what / where ...'.
Ask anybody round here and they'll help you.

We use pronouns with *no-* with affirmative verbs as the meaning is already negative.
Nobody likes losing.

Introductory *it*

We often use *it* in sentences referring to time, weather, temperature and distance.
It's seven o'clock.
It's Friday.
It took two days to travel from Europe to Australia.
It's sunny and it's 27°C.
It's 100km from here.

We can use *it* when we want to avoid starting a sentence with an infinitive, *-ing* form or clause, which often sounds unnatural or very formal.
It's great being here. (= Being here is great.)
It's hard to say exactly what I mean. (= To say exactly what I mean is hard.)
It's a shame that she had to go home early. (= That she had to go home early is a shame.)
It doesn't matter where you go. (= Where you go doesn't matter.)

EVERYDAY ENGLISH

Indirect questions

We make indirect questions with phrases like *Can you tell me...?* and *Do you know...?* We use them to ask politely for information.
Excuse me. **Can I ask you** what time it is?

To make a *yes / no* question into an indirect question, we use *if*.
Could you tell me **if** the film has started yet?

To make a *wh-* question into an indirect question, we use the question word.
Would you mind telling me **where** the bank is, please?

The word order and verb forms in an indirect question are the same as in a statement.
Do you know if **there is a seat free** on the flight to London?

GRAMMAR BUILDER 8

The passive

1 Rewrite the questions using the passive. Use *by* where necessary.

1 Who wrote that poem?
Who was that poem written by?
2 Who painted that picture?
3 How will they drive trains in the future?
4 What causes traffic jams?
5 Where have they taken your car?
6 Why did they cancel the train?
7 Who had cleaned the room?

2 Complete the sentences using the verbs in brackets. Use the affirmative or negative form of the passive and the correct tense.

1 The meeting next week _____ (change) from Monday to Friday.
2 Cows _____ (not eat) in India.
3 Harriet eventually found her car. It _____ (not steal) by car thieves.
4 The painting *Sunflowers* _____ (paint) by Van Gogh.
5 The shopping centre _____ (open) next Monday by the mayor.
6 The books _____ (not write) by the same author.

3 Choose the correct words.

Mobile phones [1] **use / are used** by over 2 billion people all over the world today. But who [2] **were they invented / did they invent** by?

Mobile phone technology [3] **was first developed / developed first** by American telecommunications company AT&T, but the inventor of the first hand-held mobile phone [4] **considered / is considered** to be Martin Cooper of Motorola. He [5] **made / was made** the first mobile phone call on 3 April 1973.

Since then mobile phones [6] **have become / have been become** cheaper and much more accessible to the general public. In the United States mobile phones [7] **owned / are owned** by 50% of children and nearly 3 billion dollars per year [8] **spends / is spent** on commercial ring tones.

Indefinite pronouns: *some-, any-, no-*

4 Use *some-*, *any-* and *no-* to complete the sentences in each group.

1 *-body*
a Does _____ know where the bus stop is?
b That cab is empty. There's _____ in it.
c We arrived in plenty of time because _____ gave us a lift.

2 *-thing*
a That suitcase is very light because there's _____ in it.
b I didn't buy _____ in the duty free shop.
c The flight attendants gave us _____ to eat during the flight. It was delicious.

3 *-where*
a Let's go _____ different on holiday this year.
b There's _____ to sit on this bus. It's packed.
c We never go _____ nice at the weekend.

5 Find the incorrect sentences and correct them.

1 There isn't nobody on the train.
2 I haven't got something to wear.
3 Freya doesn't want somebody to see her crying.
4 Can I have anything to drink?
5 I want to spend our holidays somewhere hot.
6 Please sit nowhere.
7 Has somebody seen my sunglasses?
8 Would you like something to drink?

Introductory *it*

6 Put the words in the correct order to make sentences.

1 we checked / departure time / job / It's / our / a good
2 to sit / nowhere / there's / a shame / It's
3 a trolley / getting / worth / It / isn't
4 changing / if the track's / blocked / trains / no use / It's
5 the right / to find / ages / It took / us / platform
6 in the / It's / to get / impossible / to the centre / rush hour

7 Rewrite the sentences to make them sound more natural using introductory *it*.

1 To do my homework took me over an hour.
It took me over an hour to do my homework.
2 To repair my bike is impossible.
3 That you failed your driving test is a shame.
4 What you get me for my birthday doesn't matter.
5 That we brought some sandwiches was a good idea.
6 Taking the car to the centre isn't worth it.

EVERYDAY ENGLISH

Indirect questions

8 Rewrite the direct questions as indirect questions using the words in brackets.

1 What type of car was it? (Have you any idea ...)
Have you any idea what type of car it was?
2 Could you describe the robbers for me? (I wonder ...)
3 What were they wearing? (Can you remember ...)
4 What did they do with the bags they were carrying? (Would you mind telling me ...)
5 Where did the car go? (Did you notice ...)
6 When did you phone the police? (Can you tell me ...)
7 Could you come back tomorrow and answer some more questions? (I wonder ...)

GRAMMAR REFERENCE 9

have something done

We use the structure *have* + object + past participle to say that you arranged for somebody to do something for you. (You didn't do it yourself.)

I had my car cleaned last week.

You need to have your room redecorated.

You can also use the structure for unpleasant things that have happened to you (which you didn't arrange).

I had my mobile phone stolen yesterday

Reflexive pronouns

We use reflexive pronouns when the object of a verb is the same as the subject.

He hurt himself.

Subject pronoun	Reflexive pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

We use reflexive pronouns to add emphasis.

They painted the bedroom themselves.

Third conditional

We use the third conditional to talk about the imaginary result of things that didn't happen.

If I'd driven faster, we would have arrived before six.

We often use it to express criticism or regret.

You would have passed if you hadn't been so lazy!

If I'd been more careful, I wouldn't have hurt myself.

We form the third conditional with *if* + past perfect, *would have* + past participle.

If John **had arrived** earlier, he **would have seen** the start of the film.

We can also put the *if* clause at the end of the sentence.

I'd have invited you **if** I'd known you liked fancy dress parties.

Notice the short forms used in third conditional sentences. The short form of both *had* and *would* is *'d*.

If I'd had more money, **I'd** have paid for you.

GRAMMAR BUILDER 9

have something done

1 Rewrite the sentences with the correct form of *have something done*.

1 The shoe repairer is mending Chloe's shoes.
Chloe's having her shoes mended.
2 The hairdresser has dyed my hair.
I _____
3 The painters painted their house last year.
They _____
4 The mechanic is repairing Tom's car.
Tom _____
5 The builders are changing my neighbours' windows.
My neighbours _____
6 The photographer is going to take my photo.
I _____
7 The optician tested Olivia's eyes last week.
Olivia _____
8 The dry cleaner has cleaned Harvey's coat.
Harvey _____
9 The plumber is going to install our new shower.
We _____

2 Complete the dialogue using the prompts in brackets and the correct form of *have something done*.

Lauren Look at Keira! What do you think of her new look?
Hannah I think she looks awful. [1]_____?
(she / cut / her hair)
Lauren Yes, I think so. And [2]_____
(she / dye / it), too.
Hannah And her face looks different.[3]_____?
(she / reduce / her nose)
Lauren I don't know. Maybe. There's something strange about her mouth, too. [4]_____?
(she / whiten / her teeth)
Hannah Yes, that's it! And her lips are bigger, too.
Lauren But what about that dress? [5]_____
(she / make / it) especially for the party?
Hannah That's what she said. Do you like it?
Lauren Not really. I think it makes her look older.

Reflexive pronouns

3 Write a suitable response. Use a reflexive pronoun.

1 Do you have your clothes ironed?
No, I iron them myself.
2 Does your mum have her hair dyed?
No, _____
3 Do your friends have their rooms cleaned?
No, _____
4 Does your dad have his face shaved?
No, _____
5 Do you and your friends have your bikes repaired?
No, _____
6 Do you and your family have your meals cooked for you?
No, _____

4 Complete the sentences with the verbs in the box and a reflexive pronoun.

burn cut get hurt look after turn

1 Ethan _____ _____ when he fell off the stepladder.
2 She warned her children not to _____ _____ on the hot frying pan.
3 Our parents went away for the weekend and left us to _____ _____.
4 I _____ _____ while I was chopping up onions.
5 Sophie takes such a long time to _____ _____ ready every morning.
6 Our heating has a timer switch and can _____ _____ on and off.

Third conditional

5 Write third conditional sentences.

1 Jacob spent all his money. He was broke.
If Jacob hadn't spent all his money, he wouldn't have been broke.
2 Holly forgot her credit card. She didn't buy a new TV.
If _____
3 We bought a new car. We asked for a bank loan.
We _____
4 Amy went to the sales. She found a bargain.
If _____
5 Simon didn't save up. He borrowed the money for the present.
Simon _____
6 Daisy had enough money. She lent Benjamin £50.
If _____
7 Joseph didn't look in the sales. He didn't find a cheap leather jacket.
Joseph _____

6 Use the prompts to write third conditional questions.

1 What / you / eat / last night / if / you / have / the choice?
What would you have eaten last night if you'd had the choice?
2 What / you / do / if / you / feel ill / this morning?
3 Where / you / go / if / today / be / Saturday?
4 Where / you / stay / if / you / go away / last weekend?
5 Which film / you / see / if / you / go / to the cinema / last night?
6 Who / you / visit / last night / if / you / have / the time?
7 What / you / buy / yesterday / if / you / have / the money?

GRAMMAR REFERENCE 10

Particle clauses

We use participle clauses to give more information about a noun. They can be described as shortened relative clauses (defining or non-defining).

There's a woman **carrying a baby**. (= who is carrying a baby)

They contain either a present participle or past participle.

- Clauses with a present participle (*-ing* form) replace an active verb. The verb they replace can be in any tense.
  He worked in a shop **selling shoes**. (= which sells shoes)
- Clauses with a past participle replace a passive verb. The verb they replace can be in any tense.
  A valuable statuette, **made of gold** will be sold tomorrow. (= which is made of gold ...)

Determiners: *all, each, every, few, little, no*

Each and *every* are followed by a singular countable noun. *Each* is used when all the people or things it refers to are seen individually. *Every* is used to refer to all the people or things.

Each egg is painted in different colours.
Every egg can be purchased for ten euros.

Few and *a few* are followed by a plural noun. *Few* has a negative meaning. *A few* has a neutral or positive meaning.

Few people came to the concert. It was very disappointing.
A few students stayed behind to help me.

Little and *a little* are followed by an uncountable noun. *Little* has a negative meaning. *A little* has a neutral or positive meaning.

People on this housing estate have little money and no future.
I have a little money – let's go out.

Many is followed by a countable noun. *Much* is followed by an uncountable noun.

There aren't many people here.
I haven't got much time to work.

All, most, some, any and *no* can be followed by either a countable or an uncountable noun.

Most people here have no free time at the weekend.
Some books are missing but all the DVDs are here.

We can use determiners with *of* before another determiner and a noun.

A few of my friends came to my house. (plural noun)
All of the milk has been drunk. (uncountable noun)

When we use *no* and *every* with *of*, they change to *none* and *every one*. We use a plural noun with *every one*.

Every one of the students passed the exam.
NOT ~~Every of the students passed the exam.~~ ✗

Nominal subject clauses

We sometimes emphasize particular information in a sentence by putting it in a *what* clause followed by the appropriate form of the verb *be*.

We are looking for volunteers.
What we are looking for **is** volunteers.
I really like action films.
What I really like **is** action films.

EVERYDAY ENGLISH

so and *such*

We can use *so* or *such* to intensify the meaning of an adjective or adverb.

be + *so* + adjective
I'm so happy!
so + adverb
They all ran so quickly.
such + adjective + plural noun / uncountable noun
She's got such beautiful eyes / hair.
such + *a* / *an* + adjective + noun
She's got such an attractive face.

GRAMMAR BUILDER 10

Participle clauses

1 Combine the two sentences by making the second sentence into a participle clause.

1 A picture was stolen by art thieves. It was painted by Munch.
A picture painted by Munch was stolen by art thieves.
2 The *Mona Lisa* is a 16th century portrait by Leonardo da Vinci. It hangs in the Louvre in Paris.
3 The sculpture represents King Ramses II. It was carved over 3000 years ago.
4 *Aida* was first performed at the Khedivial Opera House in Cairo in 1871. It was written by Verdi.
5 *Pride and Prejudice* was released in 2005 as a film. It features Keira Knightly.
6 The exhibition has been extended by a month. It features works by Monet and Renoir.
7 *Hamlet* is a play about murder and revenge. It was written by Shakespeare.

Determiners: *all, each, every, few, little, no*

2 Choose the correct words.

1 **Most** / **Most of** people enjoy the cinema.
2 **Some** / **Some of** modern art is difficult to understand.
3 **A few** / **A few of** my friends are going to university.
4 Eleanor didn't like **any** / **any of** those photos.
5 Isabelle looked through **every** / **every one** of the postcards before she bought one.
6 They had **no** / **none** time to buy souvenirs.
7 They spent **a little** / **a little of** their pocket money on sweets.
8 There wasn't **much** / **much of** the talk left by the time they arrived.

3 Complete the sentences with *many*, *much*, *a few* or *a little*.

1 'How _____ friends have you made?'
'Just _____. I've only been here for a week.'
2 'How _____ time have we got?'
'Just _____. We'll have to run.'
3 'How _____ sandwiches do you want?'
'Just _____. I'm not that hungry.'
4 'How _____ milk would you like in your coffee?'
'Just _____. I don't like it very milky.'
5 'How _____ people are coming to the barbecue?'
'Just _____. Everyone's away that weekend.'
6 'How _____ money have you got?'
'Just _____ coins, but it's enough for an ice cream.'

4 Correct the mistakes with *any*, *no* or *none*.

1 Any of the people complained about the price.
2 We haven't got no paint.
3 No of my classmates has been to the opera.
4 I haven't read none books by him.
5 Any art expert should miss the new exhibition.
6 There aren't no tickets left.

Nominal subject clauses

5 Put the words in the correct order to make sentences.

1 need / right now / on holiday / to go / What / I / is
2 I'm / my exams / What / is / finishing / looking forward to
3 to have / I'd like / a lie-in / What / is / to do / tomorrow
4 a trip / What / is / I'm / planning / thinking about / together
5 have / we're / celebration / What / an end-of-term / is / going to
6 watch TV / I / tonight / to do / What / is / want / instead of / revising

6 Complete the sentences.

1 What we need right now is _____.
2 What we're looking forward to is _____.
3 What we'd like to do tomorrow is _____.
4 What we're thinking about is _____.
5 What we're going to do this weekend is _____.
6 What we want to do tonight is _____.

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7 Compete the dialogue with *so* or *such*.

Robert What did you do for your birthday?
Lily We went to see the opera *Nabucco*. It was [1] _____ good.
Robert But it's [2] _____ long, isn't it?
Lily Yes, three hours. But it was [3] _____ fantastic that the time flew by.
Robert What about the singing?
Lily Amazing. And *Nabucco* has [4] _____ beautiful music, too. I really enjoyed it.
Robert Where did you see it?
Lily Oh, it was [5] _____ an incredible venue. An open air theatre on the edge of town. And we were sitting under the stars. It was [6] _____ romantic!
Robert It sounds fantastic. I might come with you next time.

WORDLIST UNIT 1

Nouns

appearance /ə'pɪərəns/
assistance ≈0 /ə'sɪstəns/
attachment ≈0 /ə'tætʃmənt/
bank account ≈0 /'bæŋk ə,kaʊnt/
behaviour ≈0 /bɪ'hervjə(r)/
boots ≈0 /bu:ts/
cash machine ≈0 /'kæʃ mə,ʃi:n/
citizen ≈0 /'sɪtɪzn/
cotton ≈0 /'kɒtn/
credit card ≈0 /'kredɪt ˌkɑ:d/
detection /dɪ'tekʃn/
development ≈0 /dɪ'veləpmənt/
dress ≈0 /dres/
exasperation /ɪgzæspə'reɪʃn/
exchange student /ɪks'tʃeɪnʤ ˌstju:dnt/
facilities ≈0 /fə'sɪlətiz/
harassment /hə'ræsmənt/
headscarf /'hedskɑ:f/
improvement ≈0 /ɪm'pru:vmənt/
investigation ≈0 /ɪnvestɪ'geɪʃn/
kilt /kɪlt/
kimono /kɪ'məʊnəʊ/
linen /'lɪnɪn/
material ≈0 /mə'tɪərɪəl/
misuse /mɪs'ju:s/
offender /ə'fendə(r)/
ordinary people ≈0 /'ɔ:dnri ˌpi:pl/
parka /'pɑ:kə/
poncho /'pɒntʃəʊ/
privacy /'prɪvəsi/
recognition ≈0 /rekəg'nɪʃn/
sandals /'sændlz/
sari /'sɑ:ri/
satellite /'sætəlaɪt/
seal skin /'si:l ˌskɪn/
security ≈0 /sɪ'kjʊərəti/
shape ≈0 /ʃeɪp/
shoplifter /'ʃɒplɪftə(r)/
software ≈0 /'sɒftweə(r)/
surveillance /sə'veɪləns/
tag /tæg/
texture /'tekstʃə(r)/
treatment ≈0 /'tri:tmənt/
tunic /'tju:nɪk/
turban /'tɜ:bən/

Verbs

appear ≈0 /ə'pɪə(r)/
assist ≈0 /ə'sɪst/
attach ≈0 /ə'tætʃ/
confront ≈0 /kən'frʌnt/
detect /dɪ'tekt/
deter /dɪ'tɜ:(r)/
develop ≈0 /dɪ'veləp/
download /'daʊnləʊd/
exasperate /ɪg'zæspəreɪt/
gape /geɪp/
glance /glɑ:ns/
glare /gleə(r)/
harass /'hærəs/
interact /ɪntər'ækt/
investigate ≈0 /ɪn'vestɪgeɪt/
look (at) ≈0 /'lʊk (ˌæt, ət)/
manage ≈0 /'mænɪʤ/
monitor ≈0 /'mɒnɪtə(r)/
observe ≈0 /əb'zɜ:v/
peek /pi:k/
peer /pɪə(r)/
recognize ≈0 /'rekəgnaɪz/
rely on ≈0 /rɪ'laɪ ˌɒn/
see ≈0 /si:/
spot ≈0 /spɒt/
stare ≈0 /steə(r)/
treat ≈0 /tri:t/
upgrade /ʌp'greɪd/
warn ≈0 /wɔ:n/
watch ≈0 /wɒtʃ/
work out ≈0 /ˌwɜ:k 'aʊt/

Adjectives

alpaca /æl'pækə/
ankle-length /'æŋkl ˌleŋθ/
attached ≈0 /ə'tætʃt/
baggy /'bægi/
checked /ʧekt/
decorated ≈0 /'dekəreɪtɪd/
fine ≈0 /faɪn/
fully-equipped /ˌfʊli ɪ'kwɪpt/
fur ≈0 /fɜ:(r)/
fur-lined /'fɜ: ˌlaɪnd/
hard ≈0 /hɑ:d/
illegal ≈0 /ɪ'li:gl/
knee-length /'ni: ˌleŋθ/
long-sleeved /ˌlɒŋ 'sli:vd/
loose ≈0 /lu:s/
matching ≈0 /'mæʧɪŋ/
patterned ≈0 /'pætnd/
plain ≈0 /pleɪn/
potential ≈0 /pə'tenʃl/
safe from ≈0 /'seɪf frəm/
short-sleeved /ˌʃɔ:t 'sli:vd/
soft ≈0 /sɒft/
stripy /'straɪpi/
strong ≈0 /strɒŋ/
tartan /'tɑ:tn/
thick ≈0 /θɪk/
tight ≈0 /taɪt/
vulnerable /'vʌlnərəbl/
wide ≈0 /waɪd/
wooden ≈0 /'wʊdn/

Adverbs

initially ≈0 /ɪ'nɪʃəli/
necessarily ≈0 /nesə'serəli/
secretively /'si:krətɪvli/
secretly ≈0 /'si:krətli/

Expressions and idioms

a blue moon /ə ˌblu: 'mu:n/
a red herring /ə ˌred 'herɪŋ/
a white lie /ə ˌwaɪt 'laɪ/
against the law ≈0 /ə,genst ðɔ 'lɔ:/
green fingers ≈0 /ˌgri:n 'fɪŋgəz/
in black and white ≈0 /ɪn ˌblæk ənd 'waɪt/
in contact ≈0 /ɪn 'kɒntækt/
in theory ≈0 /ɪn 'θɪəri/
look like ≈0 /'lʊk ˌlaɪk/
put the price up (of sth) ≈0 /ˌpʊt ðə 'praɪs ˌʌp (ɔv ...)/
stay in contact ≈0 /ˌsteɪ ɪn 'kɒntækt/
that sort of (money) ≈0 /'ðæt ˌsɔ:t ɔv (ˌmʌni)/
the golden rule /ðə ˌgəʊldən 'ru:l/

≈0 a keyword of the **Oxford 3000 list**, denoting words which should receive priority in vocabulary study because of their importance and usefulness.

/i/ happy	/æ/ flag	/ɜ:/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑ:/ art	/ɒ/ not	/u:/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/i:/ he	/e/ egg	/ɔ:/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

WORDLIST UNIT 2

Nouns

amnesia /æm'ni:ziə/
boredom /'bɔ:dəm/
close friend /ˌkləʊs 'frend/
confusion /kən'fju:ʒn/
depression /dɪ'preʃn/
disappointment /dɪsə'pɔɪntmənt/
downturn /'daʊntɜ:n/
driving test /'draɪvɪŋ ˌtest/
embarrassment /ɪm'bærəsmənt/
flip-flop /'flɪp ˌflɒp/
fury /'fjʊəri/
general knowledge /ˌʤenrəl 'nɒlɪʤ/
homesickness /'həʊmsɪknəs/
loss /lɒs/
memorabilia /memərə'bɪliə/
memorial /mə'mɔ:riəl/
memory loss /'memərɪ ˌlɒs/
memory /'memərɪ/
nervousness /'nɜ:vəsnəs/
phrase book /'freɪz ˌbʊk/
possessions /pə'zeʃnz/
remembrance /rɪ'membrəns/
reminder /rɪ'maɪndə(r)/
rucksack /'rʌksæk/
severity /sɪ'verətɪ/
short notice /ˌʃɔ:t 'nəʊtɪs/
skull /skʌl/
souvenir /su:və'nɪə(r)/
stock exchange /'stɒk ɪksˌʧeɪnʤ/
subway /'sʌbweɪ/
the norm /ðə 'nɔ:m/
tickets /'tɪkɪts/
underachievement /ʌndərə'ʧi:vmənt/

Verbs

admit /əd'mɪt/
apologize /ə'pɒlədʒaɪz/
cope /kəʊp/
depict /dɪ'pɪkt/
diagnose /'daɪəgnəʊz/
discharge /dɪs'ʧɑ:ʤ/
enrol /ɪn'rəʊl/
escort /ɪ'skɔ:t/
fetch /feʧ/
portray /pɔ:'treɪ/
resign /rɪ'zaɪn/
scrawl /skrɔ:l/
throw /θrəʊ/
warm up /ˌwɔ:m 'ʌp/

Adjectives

accurate /'ækjərət/
amused /ə'mju:zd/
arrogant /'ærəgənt/
ashamed of /ə'ʃeɪmd əv/
baffled /'bæfld/
bored with /'bɔ:d wɪð/
boring /'bɔ:rɪŋ/
communicative /kə'mju:nɪkətɪv/
confused /kən'fju:zd/
confusing /kən'fju:zɪŋ/
delighted /dɪ'laɪtɪd/
depressed /dɪ'prest/
disappointed /dɪsə'pɔɪntɪd/
disappointing /dɪsə'pɔɪntɪŋ/
dismayed /dɪs'meɪd/
easy-going /ˌi:zi 'gəʊɪŋ/
ecstatic /ɪk'stætɪk/
embarrassed /ɪm'bærəst/
embarrassing /ɪm'bærəsɪŋ/
extrovert /'ekstrəvɜ:t/
fast-moving /ˌfɑ:st 'mu:vɪŋ/
fed up /ˌfed 'ʌp/
fluent /'flu:ənt/
formal /'fɔ:ml/
furious /'fjʊərɪəs/
generous /'ʤenərəs/
gloomy /'glu:mi/
guilty /'gɪltɪ/
happy with /'hæpi wɪð/
homesick /'həʊmsɪk/
irritated /'ɪrɪteɪtɪd/
jealous /'ʤeləs/
modest /'mɒdɪst/
nervous about /'nɜ:vəs (əˌbaʊt)/
outgoing /'aʊtgəʊɪŋ/
patchy /'pæʧi/
patriotic /pætrɪ'ɒtɪk/
petrified /'petrɪfaɪd/
pleased /pli:zd/
proud of /'praʊd əv/
relieved /rɪ'li:vd/
reserved /rɪ'zɜ:vd/
scared of /'skeəd əv/
sensitive /'sensətɪv/
stunning /'stʌnɪŋ/
surprised at /sə'praɪzd ət/
tired of /'taɪəd əv/
upset about /ʌp'set əˌbaʊt/
worried about /'wʌrɪd əˌbaʊt/

Adverbs

apparently /ə'pærəntlɪ/
at once /ət 'wʌns/
once /wʌns/
rarely /'reəlɪ/
since /sɪns/
truly /'tru:lɪ/

Expressions and idioms

burst into tears /ˌbɜ:st ˌɪntə 'tɪəz/
challenge sb to sth /'ʧælɪnʤ ˌ... tə ˌ.../
earliest memory /ˌɜ:lɪəst 'memərɪ/
ethnic minority /ˌeθnɪk maɪ'nɒrətɪ/
get to know sb /ˌget tə 'nəʊ .../
laugh out loud /ˌlɑ:f aʊt 'laʊd/
lose your memory /ˌlu:z jɔ: 'memərɪ/
not have time to do sth /ˌnɒt hæv ˌtaɪm tə 'du: ˌ.../
on your way home /ˌɒn jɔ: ˌweɪ 'həʊm/
show your emotions /ˌʃəʊ jɔ:r ɪ'məʊʃnz/
without difficulty /wɪˌðaʊt 'dɪfɪkəltɪ/

Phrasal verbs

break down /ˌbreɪk 'daʊn/
clean up /ˌkli:n 'ʌp/
come back /ˌkʌm 'bæk/
fall through /ˌfɔ:l 'θru:/
get up /ˌget 'ʌp/
give up /ˌgɪv 'ʌp/
go out /ˌgəʊ 'aʊt/
go up /ˌgəʊ 'ʌp/
grow up /ˌgrəʊ 'ʌp/
hold on /ˌhəʊld 'ʌp/
run out of sth /ˌrʌn 'aʊt əv ˌ.../
set off /ˌset 'ɒf/
speak up /ˌspi:k 'ʌp/
stand up /ˌstænd 'ʌp/
stay in /ˌsteɪ 'ɪn/
turn up /ˌtɜ:n 'ʌp/
wake up /ˌweɪk 'ʌp/

Conjunctions

even though /'i:vn ˌðəʊ/
though /ðəʊ/
whereas /weər'æz/
while /waɪl/

Literature Corner

deep (adj) /di:p/
enthusiasm (n) /ɪn'θju:ziæzəm/
look for (phr vb) /'lʊk ˌfɔ:(r), fə(r)/
pirate (n) /'paɪrət/
squire (n) /'skwaɪə(r)/
tremble (v) /'trembl/

/p/ pen	/d/ dog	/ʧ/ beach	/v/ very	/s/ speak	/ʒ/ television	/n/ now	/r/ radio
/b/ big	/k/ can	/ʤ/ job	/θ/ think	/z/ zoo	/h/ house	/ŋ/ sing	/j/ yes
/t/ two	/g/ good	/f/ food	/ð/ then	/ʃ/ she	/m/ meat	/l/ late	/w/ we

WORDLIST UNIT 3

Nouns

accountant /ə'kaʊntənt/
application AmE /æplɪ'keɪʃn/
astronaut /'æstrənɔ:t/
barrister /'bærɪstə(r)/
builder /'bɪldə(r)/
carpenter /'kɑ:pɪntə(r)/
catering /'keɪtərɪŋ/
child psychologist /ˌtʃaɪld saɪ'kɒlədʒɪst/
civil servant /ˌsɪvl 'sɜ:vənt/
coal miner /'kəʊl ˌmaɪnə(r)/
colleague AmE /'kɒli:g/
commitment AmE /kə'mɪtmənt/
computer literacy /kəmˌpju:tə 'lɪtərəsi/
correspondent /kɒrə'spɒndənt/
councillor /'kaʊnsələ(r)/
distributor /dɪ'strɪbjətə(r)/
editor AmE /'edɪtə(r)/
electrician /ɪlek'trɪʃn/
emphasis AmE /'emfəsɪs/
employee AmE /ɪmˌplɔɪi:/
engineer AmE /endʒɪ'nɪə(r)/
environment AmE /ɪn'vaɪrənmənt/
experience AmE /ɪk'spɪəriəns/
financial analyst /faɪˌnænʃl, fəˌnæ- 'ænəlɪst/
firefighter /'faɪəfaɪtə(r)/
flight attendant /'flaɪt əˌtendənt/
full training AmE /ˌfʊl 'treɪnɪŋ/
hairdresser AmE /'heədresə(r)/
illustrator /'ɪləstreɪtə(r)/
investment AmE /ɪn'vestmənt/
lawyer AmE /'lɔ:jə(r)/
lorry driver AmE /'lɒri ˌdraɪvə(r)/
mechanic /mə'kænɪk/
musician AmE /mju'zɪʃn/
nanny /'næni/
nurse AmE /nɜ:s/
nursery school teacher /'nɜ:səri ˌsku:l ˌti:tʃə(r)/
opportunity AmE /ɒpə'tju:nəti/
patience AmE /'peɪʃns/
photographer AmE /fə'tɒgrəfə(r)/
pilot AmE /'paɪlət/
plumber /'plʌmə(r)/
pocket money AmE /'pɒkɪt ˌmʌni/
politician AmE /pɒlə'tɪʃn/
post AmE /pəʊst/
promotion AmE /prə'məʊʃn/
reference AmE /'refrəns/
requirement AmE /rɪ'kwaɪəmənt/
resident AmE /'rezɪdənt/
responsibility AmE /rɪspɒnsə'bɪləti/
salary AmE /'sæləri/
scientist AmE /'saɪəntɪst/
secretary AmE /'sekrətri/
skills AmE /skɪlz/
solicitor /sə'lɪsɪtə(r)/
specialised knowledge /ˌspeʃəlaɪzd 'nɒlɪdʒ/
stockbroker /'stɒkˌbrəʊkə(r)/
supply teacher AmE /sə'plaɪ ˌti:tʃə(r)/
surgeon /'sɜ:dʒən/
timetable AmE /'taɪmteɪbl/
visor /'vaɪzə(r)/
wholesaler /'həʊlseɪlə(r)/
working arrangements AmE /'wɜ:kɪŋ əˌreɪndʒmənts/

Verbs

adapt AmE /ə'dæpt/
encourage sb to do sth AmE /ɪnˌkʌrɪdʒ ... tə 'du:/
excel /ɪk'sel/
prevent AmE /prɪ'vent/
trust AmE /trʌst/

Adjectives

appropriate AmE /ə'prəʊpriət/
back-breaking /'bæk ˌbreɪkɪŋ/
busy AmE /'bɪzi/
challenging AmE /'tʃælɪndʒɪŋ/
complicated AmE /'kɒmplɪkeɪtɪd/
considerable AmE /kən'sɪdərəbl/
enthusiastic AmE /ɪnθju:zi'æstɪk/
essential AmE /ɪ'senʃl/
flexible /'fleksəbl/
menial /'mi:niəl/
monotonous /mə'nɒtənəs/
negotiable /nɪ'gəʊʃiəbl/
reliable /rɪ'laɪəbl/
rewarding AmE /rɪ'wɔ:dɪŋ/
skilled AmE /skɪld/
stressful /'stresfl/
suitable AmE /'su:təbl/
tired of AmE /'taɪəd əv/
tough AmE /tʌf/

Adverbs

gradually AmE /'grædʒuəli/
instinctively /ɪn'stɪŋktɪvli/
nowadays /'naʊədeɪz/
traditionally AmE /trə'dɪʃənəli/
underneath or preposition? AmE /ʌndə'ni:θ/

Expressions and idioms

brainstorm ideas /ˌbreɪnstɔ:m aɪ'dɪəz/
chair meetings AmE /ˌtʃeə 'mi:tɪŋz/
consider yourself to be AmE /kən'sɪdə jəˌself tə bi/
deal with customers AmE /ˌdi:l ˌwɪð 'kʌstəməz/
draw up contracts AmE /ˌdrɔ:r ʌp 'kɒntrækts/
enjoy a challenge AmE /ɪnˌdʒɔɪ ə 'tʃælɪndʒ/
good with numbers AmE /ˌgʊd wɪð 'nʌmbəz/
I would be very grateful AmE /ˌaɪ ˌwʊd ˌbi 'veri ˌgreɪtfl/
in a word AmE /ˌɪn ə 'wɜ:d/
in charge of sth/sb AmE /ɪn 'tʃɑ:dʒ əv/
in person AmE /ˌɪn 'pɜ:sn/
keep up with new technology AmE /ˌki:p ˌʌp wɪð ˌnju: tek'nɒlədʒi/
liaise with a team /li'eɪz wɪð ə 'ti:m/
look forward to AmE /ˌlʊk 'fɔ:wəd tə/
meet deadlines /ˌmi:t 'dedlaɪnz/
operate machinery AmE /ˌɒpəreɪt mə'ʃi:nəri/
report on sales figures AmE /rɪˌpɔ:t ɒn 'seɪlz ˌfɪgəz/
take an order AmE /ˌteɪk ən 'ɔ:də(r)/
upload data /ˌʌpləʊd 'deɪtə/
work on an assembly line /ˌwɜ:k ˌɒn ən ə'sembli ˌlaɪn/

Phrasal verbs

apply for a job AmE /əˌplaɪ fər ə 'dʒɒb/
attend an interview AmE /əˌtend ən 'ɪntəvju:/
be promoted AmE /ˌbi prəʊ'məʊtɪd/
call off AmE /ˌkɔ:l 'ɒf/
fill in an application form AmE /ˌfɪl ˌɪn ən æplɪ'keɪʃn ˌfɔ:m/
give out AmE /ˌgɪv 'aʊt/
hand in your resignation /ˌhænd ɪn jɔ: rezɪg'neɪʃn/
look up AmE /ˌlʊk 'ʌp/
make sb redundant /ˌmeɪk ... rɪ'dʌndənt/
make up AmE /ˌmeɪk 'ʌp/
pick up AmE /ˌpɪk 'ʌp/
put off AmE /ˌpʊt 'ɒf/
put out AmE /ˌpʊt 'aʊt/
sign a contract AmE /ˌsaɪn ə 'kɒntrækt/
take off AmE /ˌteɪk 'ɒf/
tell off AmE /ˌtel 'ɒf/
turn down AmE /ˌtɜ:n 'daʊn/

/i/ happy	/æ/ flag	/ɜ:/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑ:/ art	/ɒ/ not	/u:/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/i:/ he	/e/ egg	/ɔ:/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

WORDLIST UNIT 4

Nouns

achievement /ə'tʃi:vmənt/
alien /'eɪlɪən/
ankle /'æŋkl/
article /'ɑ:tɪkl/
breathing apparatus /'bri:ðɪŋ æpə,reɪtəs/
chord /kɔ:d/
claim /kleɪm/
cord /kɔ:d/
diabetes /daɪə'bi:ti:z/
draft /drɑ:ft/
draught /drɑ:ft/
end-of-term exams /,end əv ,tɜ:m ɪg'zæmz/
example /ɪg'zɑ:mpl/
extreme sport /ɪk,stri:m 'spɔ:t/
fast food /,fɑ:st 'fu:d/
health problem /'helθ ,prɒbləm/
high blood pressure /,haɪ 'blʌd ,preʃə(r)/
high-fat food /'haɪ ,fæt ,fu:d/
injury /'ɪndʒəri/
junk food /'dʒʌŋk ,fu:d/
knowledge /'nɒlɪdʒ/
leak /li:k/
leek /li:k/
lifestyle /'laɪfstaɪl/
maize /meɪz/
mare /meə(r)/
mayor /meə(r)/
maze /meɪz/
memory /'meməri/
moose /mu:s/
mousse /mu:s/
neck /nek/
obesity /əʊ'bi:səti/
obstacle /'ɒbstəkl/
occasion /ə'keɪʒn/
pantry /'pæntri/
physical exercise /,fɪzɪkl 'eksəsaɪz/
session /'seʃn/
staff /stɑ:f/
stomach /'stʌmək/
sundial /'sʌndaɪəl/
takeaway meal /,teɪkəweɪ 'mi:l/
tear /tɪə(r)/
technique /tek'ni:k/
tier /tɪə(r)/
TV dinner /,ti: ,vi: 'dɪnə(r)/
upset stomach /,ʌpset 'stʌmək/
yoga class /'jəʊgə ,klɑ:s/
yoke /jəʊk/
yolk /jəʊk/

Verbs

activate /'æktɪveɪt/
assign /ə'saɪn/
alienate /'eɪlɪəneɪt/
apply /ə'plaɪ/
associate /ə'səʊʃieɪt, -sieɪt/
benefit /'benəfɪt/
blame /bleɪm/
break /breɪk/
catapult /'kætəpʌlt/
clarify /'klærɪfaɪ/
deduce /dɪ'dju:s/
differentiate /dɪfə'renʃieɪt/
dislocate /'dɪsləkeɪt/
exemplify /ɪg'zemplɪfaɪ/
inspire /ɪn'spaɪə(r)/
manoeuvre /mə'nu:və(r)/
memorize /'meməraɪz/
mislead sb /mɪs'li:d/
publicize /'pʌblɪsaɪz/
rehearse /rɪ'hɜ:s/
simplify /'sɪmplɪfaɪ/
stumble /'stʌmbl/
visualize /'vɪʒuəlaɪz/
weigh /weɪ/

Adjectives

active /'æktɪv/
clear /klɪə(r)/
cold-blooded /,kəʊld 'blʌdɪd/
different /'dɪfrənt/
dull /dʌl/
fair-haired /'feə ,heəd/
green-eyed /'gri:n ,aɪd/
historical /hɪ'stɒrɪkl/
kind-hearted /,kaɪnd 'hɑ:tɪd/
level-headed /,levl 'hedɪd/
narrow-minded /,nærəʊ 'maɪndɪd/
nutritious /nju'trɪʃəs/
obese /əʊ'bi:s/
open-minded /,əʊpən 'maɪndɪd/
public /'pʌblɪk/
right-handed /,raɪt 'hændɪd/
scary /'skeəri/
short-sighted /,ʃɔ:t 'saɪtɪd/
simple /'sɪmpl/
sugary /'ʃʊgəri/
thick-skinned /,θɪk 'skɪnd/
unusual /ʌn'ju:ʒuəl/
visual /'vɪʒuəl/

Adverbs

essentially /ɪ'senʃəli/
ever again /,evər ə'gen/
gracefully /'greɪsfəli/
privately /'praɪvətli/

Expressions and idioms

bite sb's head off /,baɪt ... 'hed ɒf/
clear (your) throat /,klɪə ... 'θrəʊt/
cross (your) fingers /,krɒs ... 'fɪŋgəz/
Enough of all that. /ɪ'nʌf əv ,ɔ:l ,ðæt/
get cold feet /,get ,kəʊld 'fi:t/
get sth off your chest /,get ... ,ɒf jɔ: 'tʃest/
Guess what?
have a good effect on sth /,hæv ə ,gʊd ɪ'fekt ,ɒn/
have lessons /,hæv 'lesnz/
hold your breath /,həʊld jɔ: 'breθ/
improve your memory /ɪm,pru:v jɔ: 'meməri/
keep an eye on sb / sth /,ki:p ən 'aɪ ,ɒn/
nod (your) head /nɒd ... 'hed/
play it by ear /,pleɪ ,ɪt ,baɪ 'ɪə(r)/
poke (your) nose into sth /,pəʊk ... 'nəʊz ,ɪntə/
pull a muscle /,pʊl ə 'mʌsl/
pull sb's leg /,pʊl ... 'leg/
put (your) foot in it /,pʊt ... 'fʊt ɪn ,ɪt/
raise (your) eyebrows /,reɪz ... 'aɪbraʊz/
shrug (your) shoulders /,ʃrʌg ... 'ʃəʊldəz/
split hairs /,splɪt 'heəz/
tap (your) foot /,tæp ... 'fʊt/
That's all for now. /,ðæts 'ɔ:l fə ,naʊ/
twist an ankle /,twɪst ən 'æŋkl/
twist sb's arm /,twɪst ... 'ɑ:m/
understand the gist of sth /ʌndə,stænd ðə 'dʒɪst əv .../
What have you been up to? /,wɒt həv ju: ,bi:n 'ʌp ,tu:/
Why don't we ...? /'waɪ ,dəʊnt ,wi: /

Preposition

depending on /dɪ'pendɪŋ ,ɒn/

Literature Corner

chain (n) /tʃeɪn/
fiercely (adv) /'fɪəsli/
file (n) /faɪl/
grave (n) /greɪv/
gravestone (n) /'greɪvstəʊn/
iron (n) /'aɪən/
roast (v) /rəʊst/

/p/ pen	/d/ dog	/tʃ/ beach	/v/ very	/s/ speak	/ʒ/ television	/n/ now	/r/ radio
/b/ big	/k/ can	/dʒ/ job	/θ/ think	/z/ zoo	/h/ house	/ŋ/ sing	/j/ yes
/t/ two	/g/ good	/f/ food	/ð/ then	/ʃ/ she	/m/ meat	/l/ late	/w/ we

WORDLIST UNIT 5

Nouns

advance /əd'vɑ:ns/
acid rain /ˌæsɪd 'reɪn/
air conditioning /'eə kənˌdɪʃənɪŋ/
amount /ə'maʊnt/
carbon emissions /'kɑ:bən ɪˌmɪʃnz/
catastrophe /kə'tæstrəfi/
chat room /'tʃæt ˌru:m/
climate change /'klaɪmət ˌtʃeɪndʒ/
colony /'kɒləni/
comet /'kɒmɪt/
endangered species /ɪnˌdeɪndʒəd 'spi:ʃi:z/
extinction /ɪk'stɪŋkʃn/
genetic code /dʒəˌnetɪk 'kəʊd/
genome /'dʒi:nəʊm/
global warming /ˌgləʊbl 'wɔ:mɪŋ/
greenhouse effect /'gri:nhaʊs ɪˌfekt/
hard disk /ˌhɑ:d 'dɪsk/
illness /'ɪlnəs/
life expectancy /'laɪf ɪkˌspektənsi/
lifespan /'laɪfspæn/
limb /lɪm/
ozone layer /'əʊzəʊn ˌleɪə(r)/
rainforest /'reɪnfɒrɪst/
renewable energy /rɪˌnju:əbl 'enədʒi/
search engine /'sɜ:tʃ ˌendʒɪn/
shortage /'ʃɔ:tɪdʒ/
software /'sɒftweə(r)/
solar power /ˌsəʊlə 'paʊə(r)/
source /sɔ:s/
space exploration /'speɪs ekspləˌreɪʃn/
space race /'speɪs ˌreɪs/
target /'tɑ:gɪt/
username /'ju:zəneɪm/
website /'websaɪt/

Verbs

burn /bɜ:n/
damage /'dæmɪdʒ/
download /daʊn'ləʊd/
flock /flɒk/
heat up /ˌhi:t 'ʌp/
interpret /ɪn'tɜ:prɪt/
malfunction /mælˈfʌŋkʃn/
meet /mi:t/
overcrowd /əʊvə'kraʊd/
prescribe /prɪ'skraɪb/
prevent /prɪ'vent/
provide /prə'vaɪd/
qualify /'kwɒlɪfaɪ/
reason /'ri:zn/
reduce /rɪ'dju:s/
regenerate /ri:'dʒenəreɪt/
result in /rɪ'zʌlt ˌɪn/
retire /rɪ'taɪə(r)/
slow down /ˌsləʊ 'daʊn/
treat /tri:t/

Adjectives

adventurous /əd'ventʃərəs/
best-selling /'best ˌselɪŋ/
biometric /baɪəˈmetrɪk/
coal-burning /'kəʊl ˌbɜ:nɪŋ/
coastal /'kəʊstl/
cordless /'kɔ:dləs/
digital /'dɪdʒɪtl/
eco-friendly /'i:kəʊ ˌfrendli/
harmful /'hɑ:mfl/
innovative /'ɪnəvətɪv/
labour-saving /'leɪbə ˌseɪvɪŋ/
life-threatening /'laɪf ˌθretənɪŋ/
polar /'pəʊlə(r)/
self-supporting /ˌself sə'pɔ:tɪŋ/
smart /smɑ:t/
sonic /'sɒnɪk/
state of the art /'steɪt əv ðɪ ˌɑ:t/
ultimate /'ʌltɪmət/
unconventional /ʌnkən'venʃənl/
uninhabitable /ʌnɪn'hæbɪtəbl/
wacky /'wæki/

Adverb

spontaneously /spɒn'teɪniəsli/

Expressions and idioms

access information /ˌækses ɪnfə'meɪʃn/
be pessimistic about sth /ˌbi pesɪ'mɪstɪk əˌbaʊt .../
cause sth to happen /ˌkɔ:z ... tə 'hæpən/
do research /ˌdu: rɪ'sɜ:tʃ, 'ri:sɜ:tʃ/
fail to do sth /ˌfeɪl tə 'du: .../
fifty years on /ˌfɪfti ˌjɪəz 'ɒn/
make a discovery /ˌmeɪk ə dɪ'skʌvəri/
make mistakes /ˌmeɪk mɪ'steɪks/
move away from home /ˌmu:v əˌweɪ frəm 'həʊm/
particularly good at ... /pə'tɪkjələli ˌgʊd ət/
population explosion /pɒpju'leɪʃn ɪkˌspləʊʒn/
twenty years from now /'twenti ˌjɪəz frəm ˌnaʊ/
the best way to /ðə 'best ˌweɪ tə/
think for yourself /ˌθɪŋk fə jɔ:'self/
vision of /'vɪʒn əv/
what is more ... /ˌwɒt ɪz 'mɔ:(r)/

Phrasal verbs

find out /ˌfaɪnd 'aʊt/
set up /ˌset 'ʌp/

Conjunction

in conclusion /ˌɪn kən'klu:ʒn/

Prefixes
auto /'ɔ:təʊ/
co /kəʊ/
micro /'maɪkrəʊ/
mono /'mɒnəʊ/
multi /'mʌlti/
pre /pri:/
semi /'semi/
sub /sʌb/

/i/ happy	/æ/ flag	/ɜ:/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑ:/ art	/ɒ/ not	/u:/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/i:/ he	/e/ egg	/ɔ:/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

WORDLIST UNIT 6

Nouns

apron /'eɪprən/
armchair /'ɑ:mtʃeə(r)/
balance w-0 /'bæləns/
balcony /'bælkəni/
basin /'beɪsn/
bookcase /'bʊkkeɪs/
butcher /'bʊtʃə(r)/
carpet w-0 /'kɑ:pɪt/
chest of drawers w-0 /ˌtʃest əv 'drɔ:z/
coffin /'kɒfɪn/
cooker w-0 /'kʊkə(r)/
court case w-0 /'kɔ:t ˌkeɪs/
creature w-0 /'kri:tʃə(r)/
cupboard w-0 /'kʌbəd/
curtain w-0 /'kɜ:tn/
the defence w-0 /ðə dɪ'fens/
dining table /'daɪnɪŋ ˌteɪbl/
drainpipe /'dreɪnpaɪp/
fireplace /'faɪəpleɪs/
flower bed w-0 /'flaʊə ˌbed/
hedge /hedʒ/
hoax /həʊks/
household w-0 /'haʊshəʊld/
housekeeper /'haʊski:pə(r)/
impostor /ɪm'pɒstə(r)/
judge w-0 /dʒʌdʒ/
jury /'dʒʊəri/
ladle /'leɪdl/
lawn /lɔ:n/
mantelpiece /'mæntlpi:s/
mirror w-0 /'mɪrə(r)/
path w-0 /pɑ:θ/
poverty /'pɒvəti/
the prosecution /ðə prɒsɪ'kju:ʃn/
rug /rʌg/
saucepan /'sɔ:spən/
shears /ʃɪəz/
sighting w-0 /'saɪtɪŋ/
sink w-0 /sɪŋk/
sofa /'səʊfə/
stepladder /'steplædə(r)/
stool /stu:l/
stove w-0 /stəʊv/
the accused w-0 /ði: ə'kju:zd/
trial w-0 /'traɪəl/
vase /vɑ:z/
wardrobe /'wɔ:drəʊb/
webcam /'webkæm/
witness w-0 /'wɪtnəs/

Verbs

acquit sb /ə'kwɪt/
allege /ə'ledʒ/
announce w-0 /ə'naʊns/
argue w-0 /'ɑ:gju:/
bear w-0 /beə(r)/
claim w-0 /kleɪm/
confess /kən'fes/
convince w-0 /kən'vɪns/
corroborate /kə'rɒbəreɪt/
defend w-0 /dɪ'fend/
drown /draʊn/
enquire /ɪŋ'kwaɪə(r)/
groan /grəʊn/
hire w-0 /'haɪə(r)/
invest w-0 /ɪn'vest/
mutter /'mʌtə(r)/
refuse to do sth w-0 /rɪ'fju:z tə 'du:/
represent w-0 /reprɪ'zent/
respond w-0 /rɪ'spɒnd/
scream w-0 /skri:m/
sentence w-0 /'sentəns/
sink w-0 /sɪŋk/
whisper w-0 /'wɪspə(r)/
yell w-0 /jel/

Adjectives

disagreeable /dɪsə'gri:əbl/
dishonest w-0 /dɪs'ɒnɪst/
disorganized /dɪs'ɔ:gənaɪzd/
dissatisfied /dɪs'sætɪsfaɪd/
fake /feɪk/
guilty w-0 /'gɪlti/
homeless /'həʊmləs/
home-made /ˌhəʊm 'meɪd/
homesick /'həʊmsɪk/
housebound /'haʊsbaʊnd/
house-proud /'haʊspraʊd/
illegal w-0 /ɪ'li:gl/
illegible /ɪ'ledʒəbl/
illiterate /ɪ'lɪtərət/
illogical /ɪ'lɒdʒɪkl/
impatient w-0 /ɪm'peɪʃnt/
impossible w-0 /ɪm'pɒsəbl/
impractical /ɪm'præktɪkl/
indecisive /ɪndɪ'saɪsɪv/
informal w-0 /ɪn'fɔ:ml/
insensitive /ɪn'sensətɪv/
invisible /ɪn'vɪzəbl/
irrational /ɪ'ræʃnəl/
irregular /ɪ'regjələ(r)/
irrelevant /ɪ'reləvənt/
irresponsible /ɪrɪ'spɒnsəbl/
mature /mə'tʃʊə(r)/
overjoyed /əʊvə'dʒɔɪd/
payable /'peɪəbl/
precious /'preʃəs/
presumed /prɪ'zju:md/
unstable /ʌn'steɪbl/
untidy w-0 /ʌn'taɪdi/

Adverbs

fluently /'flu:əntli/
homeward /'həʊmwəd/

Expressions and idioms

appear in court w-0 /əˌpɪər ɪn 'kɔ:t/
charge sb with a crime w-0 /ˌtʃɑ:dʒ ˌ... wɪð ə 'kraɪm/
find sb (not) guilty w-0 /faɪnd ... (ˌnɒt) 'gɪlti/
give evidence w-0 /ˌgɪv 'evɪdəns/
hear evidence w-0 /ˌhɪər 'evɪdəns/
here and now w-0 /ˌhɪər ən 'naʊ/
make a reservation w-0 /ˌmeɪk ə rezə'veɪʃn/
plead (not) guilty /ˌpli:d (ˌnɒt) 'gɪlti/
prove w-0 /pru:v /
reach a verdict /ˌri:tʃ ə 'vɜ:dɪkt/
send sb to prison w-0 /ˌsend ... tə 'prɪzn/
spend the night w-0 /ˌspend ðə 'naɪt/
there and then w-0 /ˌðeər ən 'ðen/
Would you mind ...? w-0 /ˌwʊd ju: 'maɪnd/

Preposition

in spite of w-0 /ɪn 'spaɪt əv/

Literature Corner

believe in sth w-0 (phr v) /bɪ'li:v ˌɪn/
deceased (adj) /dɪ'si:st/
footprint (n) /'fʊtprɪnt/
heir (n) /eə(r)/
hound (n) /haʊnd/
inform w-0 (v) /ɪn'fɔ:m/

/p/ pen	/d/ dog	/tʃ/ beach	/v/ very	/s/ speak	/ʒ/ television	/n/ now	/r/ radio
/b/ big	/k/ can	/dʒ/ job	/θ/ think	/z/ zoo	/h/ house	/ŋ/ sing	/j/ yes
/t/ two	/g/ good	/f/ food	/ð/ then	/ʃ/ she	/m/ meat	/l/ late	/w/ we

WORDLIST UNIT 7

Nouns

advice line /əd'vaɪs ˌlaɪn/
acquaintance /ə'kweɪntəns/
boss /bɒs/
classmate /'klɑːsmeɪt/
colleague /'kɒliːg/
concern /kən'sɜːn/
crisis /'kraɪsɪs/
financial help /faɪˌnænʃl, fə'næ- 'help/
formal apology /ˌfɔːml ə'pɒlədʒi/
glimpse /glɪmps/
group holiday /ˌgruːp 'hɒlədeɪ/
incident /'ɪnsɪdənt/
lifetime /'laɪftaɪm/
magazine survey /mægə'ziːn ˌsɜːveɪ/
modern life /ˌmɒdn 'laɪf/
obligation /ɒblɪ'geɪʃn/
outfit /'aʊtfɪt/
penfriend /'penfrend/
relative /'relətɪv/
sibling /'sɪblɪŋ/
social activity /ˌsəʊʃl æk'tɪvəti/
social circle /ˌsəʊʃl 'sɜːkl/
spouse /spaʊs/
tropical island /ˌtrɒpɪkl 'aɪlənd/
true friend /ˌtruː 'frend/
wheelchair /'wiːltʃeə(r)/

Verbs

admire /əd'maɪə(r)/
apologize for /ə'pɒlədʒaɪz fə(r)/
confide in sb /kən'faɪd ɪn .../
interrupt /ɪntə'rʌpt/
judge /dʒʌdʒ/
regard /rɪ'gɑːd/
regret /rɪ'gret/
saunter /'sɔːntə(r)/
treat /triːt/

Adjectives

amused /ə'mjuːzd/
amusing /ə'mjuːzɪŋ/
annoyed /ə'nɔɪd/
annoying /ə'nɔɪɪŋ/
depressed /dɪ'prest/
depressing /dɪ'presɪŋ/
effective /ɪ'fektɪv/
entertaining /entə'teɪnɪŋ/
exhausted /ɪg'zɔːstɪd/
exhausting /ɪg'zɔːstɪŋ/
fascinated /'fæsɪneɪtɪd/
fascinating /'fæsɪneɪtɪŋ/
frightened /'fraɪtnd/
frightening /'fraɪtnɪŋ/
genuine /'dʒenjuɪn/
isolated /'aɪsəleɪtɪd/
registered /'redʒɪstəd/
resounding /rɪ'zaʊndɪŋ/
satisfied /'sætɪsfaɪd/
satisfying /'sætɪsfaɪɪŋ/
unselfish /ʌn'selfɪʃ/

Adverbs

otherwise /'ʌðəwaɪz/
Personally, ... /'pɜːsənəli/

Expressions and idioms

a shoulder to cry on /ə ˌʃəʊldə tə 'kraɪ ˌɒn/
accept my apologies for /ək,sept maɪ ə'pɒlədʒiz/
accept responsibility for /ək,sept rɪspɒnsə'bɪləti fə/
admit responsibility /əd,mɪt rɪspɒnsə'bɪləti/
after all /ˌɑːftər 'ɔːl/
at heart /ət 'hɑːt/
bottom of my heart /ˌbɒtəm əv ˌmaɪ 'hɑːt/
by heart /ˌbaɪ 'hɑːt/
catch a glimpse of /'kætʃ ə ˌglɪmps əv/
change of heart /ˌtʃeɪndʒ əv 'hɑːt/
close to my heart /ˌkləʊs tə ˌmaɪ 'hɑːt/
heart and soul /ˌhɑːt ənd 'səʊl/
heart of gold /ˌhɑːt əv 'gəʊld/
in common /ˌɪn 'kɒmən/
in the end /ˌɪn ði 'end/
it really gets me down /ɪt ˌriːəli ˌgets miː 'daʊn/
lend sb a hand /ˌlend ... ə 'hænd/
make friends with /ˌmeɪk 'frendz wɪð/
on the go /ˌɒn ðə 'gəʊ/
That depends. /ˌðæt dɪ'pendz/
to heart /tə 'hɑːt/
tolerate /'tɒləreɪt/
work freelance /ˌwɜːk 'friːlɑːns/

Phrasal verbs

back sb up in an argument /ˌbæk ... ˌʌp ɪn ən 'ɑːgjumənt/
come up with sth /ˌkʌm 'ʌp ˌwɪð/
cut down on sth /ˌkʌt 'daʊn ˌɒn .../
fall out with sb /ˌfɔːl 'aʊt wɪð/
find out about /ˌfaɪnd 'aʊt əˌbaʊt/
get away with sth /ˌget ə'weɪ wɪð/
get on (well) with sb /ˌget ˌɒn ('weɪl) wɪð/
hang out with sb /ˌhæŋ 'aʊt wɪd/
keep in touch with sb /ˌkiːp ˌɪn 'tʌtʃ wɪð/
let sb down /ˌlet ... 'daʊn/
look down on sb /ˌlʊk 'daʊn ˌɒn/
look forward to sth /ˌlʊk 'fɔːwəd tə/
look up to sb /ˌlʊk 'ʌp tə/
lose touch with sb /ˌluːz 'tʌtʃ wɪð/
make up after an argument /ˌmeɪk ˌʌp ˌɑːftər ən 'ɑːgjumənt/
put up with sth/sb /ˌpʊt 'ʌp wɪð/
run out of sth /ˌrʌn 'aʊt əv/
stand up for sb /ˌstænd 'ʌp fə/

Preposition

beyond /bɪ'jɒnd/

/i/ happy	/æ/ flag	/ɜː/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑː/ art	/ɒ/ not	/uː/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/iː/ he	/e/ egg	/ɔː/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

WORDLIST UNIT 8

Nouns

air traffic controller /ˌeə ˌtræfɪk kənˈtrəʊlə(r)/
baggage reclaim /ˈbægɪdʒ ˌriːkleɪm/
budget airline /ˌbʌdʒɪt ˈeəlaɪn/
cab /kæb/
camping holiday AmE /ˈkæmpɪŋ ˌhɒlədeɪ/
carriage /ˈkærɪdʒ/
city break AmE /ˌsɪti ˈbreɪk/
crossing AmE /ˈkrɒsɪŋ/
cruise /kruːz/
customs AmE /ˈkʌstəmz/
day trip AmE /ˈdeɪ ˌtrɪp/
delay AmE /dɪˈleɪ/
departure lounge /dɪˈpɑːtʃə(r)/
departures board AmE /dɪˈpɑːtʃəz ˌbɔːd/
dream holiday AmE /ˌdriːm ˈhɒlədeɪ/
escalator /ˈeskəleɪtə(r)/
excursion /ɪkˈskɜːʃn/
expedition /ekspəˈdɪʃn/
flight AmE /flaɪt/
holiday destination /ˈhɒlədeɪ destɪˌneɪʃn/
holiday makers /ˈhɒlədeɪ ˌmeɪkəz/
impact AmE /ˈɪmpækt/
long-haul flight /ˌlɒŋ ˌhɔːl ˈflaɪt/
luggage rack /ˈlʌgɪdʒ ˌræk/
marking AmE /ˈmɑːkɪŋ/
mud hut /ˌmʌd ˈhʌt/
package holiday AmE /ˈpækɪdʒ ˌhɒlədeɪ/
passport control AmE /ˌpɑːspɔːt kənˈtrəʊl/
plain AmE /pleɪn/
platform AmE /ˈplætfɔːm/
round-the-world trip /ˌraʊnd ðə ˌwɜːld ˈtrɪp/
rucksack /ˈrʌksæk/
runway /ˈrʌnweɪ/
ski resort /ˈskiː rɪˌzɔːt/
the side of the road AmE /ðə ˌsaɪd əv ðə ˈrəʊd/
tour AmE /tʊə(r)/
track AmE /træk/
traffic jam AmE /ˈtræfɪk ˌdʒæm/
trail /treɪl/
travel AmE /ˈtrævl/
trip AmE /trɪp/
trolley /ˈtrɒli/
trunk /trʌŋk/
waiting room AmE /ˈweɪtɪŋ ˌruːm/
winter sports AmE /ˌwɪntə ˈspɔːts/

Verbs

abandon AmE /əˈbændən/
arrive at AmE /əˈraɪv ət/
boast /bəʊst/
care AmE /keə(r)/
change AmE /ʧeɪnʤ/
complain about AmE /kəmˈpleɪn/
dart /dɑːt/
dream of AmE /driːm/
hobble /ˈhɒbl/
hurtle /ˈhɜːtl/
jump AmE /ʤʌmp/
land AmE /lænd/
limp /lɪmp/
listen to AmE /ˈlɪsn ˌtuː, tə/
look at AmE /ˈlʊk ˌæt, ət/
mass-produce /ˌmæs prəˈdjuːs/
pace AmE /peɪs/
slash /slæʃ/
spot AmE /spɒt/
spring AmE /sprɪŋ/
stare AmE /steə(r)/
stride /straɪd/
stroll /strəʊl/
tear (after sb/sth) AmE /ˌteər ˈɑːftə(r)/
thump /θʌmp/
trudge /trʌʤ/
trundle /ˈtrʌndl/

Adjectives

absolute AmE /ˈæbsəluːt/
affordable /əˈfɔːdəbl/
awesome /ˈɔːsəm/
cheap AmE /ʧiːp/
convenient AmE /kənˈviːniənt/
cross AmE /krɒs/
dangerous AmE /ˈdeɪnʤərəs/
economical /iːkəˈnɒmɪkl/
environmentally-friendly /ɪnvaɪrənˌmentəli ˈfrendli/
expensive AmE /ɪkˈspensɪv/
healthy AmE /ˈhelθi/
nocturnal /nɒkˈtɜːnl/
relaxing AmE /rɪˈlæksɪŋ/
reliable /rɪˈlaɪəbl/
slow AmE /sləʊ/
soaked /səʊkt/
stealthy /ˈstelθi/
stressful /ˈstresfl/
uncomfortable AmE /ʌnˈkʌmftəbl/
unreliable /ʌnrɪˈlaɪəbl/

Adverbs

face-to-face /ˌfeɪs tə ˈfeɪs/
unbelievably /ʌnbɪˈliːvəbli/

Expressions and idioms

be the first to ... AmE /ˌbi ðə ˈfɜːst tə/
grow in popularity /ˌgrəʊ ɪn pɒpjəˈlærəti/
hard to find AmE /ˌhɑːd tə ˈfaɪnd/
have a terrible time AmE /ˌhæv ə ˈterəbl ˌtaɪm/
struggle to survive AmE /ˌstrʌgl tə səˈvaɪv/
suffer a setback /ˌsʌfər ə ˈsetbæk/
take to the air AmE /ˌteɪk tə ði ˈeə(r)/

Phrasal verbs

break into AmE /breɪk/
pop sth into sth AmE /ˈpɒp ... ˌɪntə .../

Preposition

up AmE /ʌp/

Literature Corner

ceiling AmE (n) /ˈsiːlɪŋ/
fatal (adj) /ˈfeɪtl/
lazy AmE (adj) /ˈleɪzi/
lock AmE (v) /lɒk/
recent AmE (adj) /ˈriːsnt/
suicide note (n) /ˈsuːɪsaɪd ˌnəʊt/

/p/ pen	/d/ dog	/ʧ/ beach	/v/ very	/s/ speak	/ʒ/ television	/n/ now	/r/ radio
/b/ big	/k/ can	/ʤ/ job	/θ/ think	/z/ zoo	/h/ house	/ŋ/ sing	/j/ yes
/t/ two	/g/ good	/f/ food	/ð/ then	/ʃ/ she	/m/ meat	/l/ late	/w/ we

WORDLIST UNIT 9

Nouns

auction /'ɔ:kʃn/
ball gown /'bɔ:l ˌgaʊn/
cash machine AmE /'kæʃ məˌʃi:n/
cheque AmE /tʃek/
conversion /kən'vɜ:ʃn/
credit card AmE /'kredɪt ˌkɑ:d/
currency /'kʌrənsi/
current account AmE /ˌkʌrənt ə'kaʊnt/
debit card /'debɪt ˌkɑ:d/
driveway /'draɪvweɪ/
entrepreneur /ɒntrəprə'nɜ:(r)/
exchange rate /ɪks'tʃeɪndʒ ˌreɪt/
gift AmE /gɪft/
goal AmE /gəʊl/
housing market AmE /'haʊzɪŋ ˌmɑ:kɪt/
immigrant /'ɪmɪgrənt/
junk dealer /'dʒʌŋk ˌdi:lə(r)/
medical research AmE /ˌmedɪkl rɪ'sɜ:tʃ, 'ri:sɜ:tʃ/
newspaper column AmE /'nju:zpeɪpə ˌkɒləm/
note AmE /nəʊt/
pannier /'pæniə(r)/
PIN /pɪn/
pocket money AmE /'pɒkɪt ˌmʌni/
range AmE /reɪndʒ/
rate of interest AmE /ˌreɪt əv 'ɪntrəst/
receipt AmE /rɪ'si:t/
refugee /refju'dʒi:/
regret AmE /rɪ'gret/
rough terrain /ˌrʌf tə'reɪn/
savings account AmE /'seɪvɪŋz əˌkaʊnt/
talent /'tælənt/
the great outdoors AmE /ðə ˌgreɪt aʊt'dɔ:z/
venture AmE /'ventʃə(r)/

Verbs

bargain AmE /'bɑ:gɪn/
boom /bu:m/
donate /dəʊ'neɪt/
emigrate AmE /'emɪgreɪt/
exceed /ɪk'si:d/
host AmE /həʊst/
invest AmE /ɪn'vest/
manufacture AmE /mænju'fækʧə(r)/
match AmE /mætʃ/
overcharge for sth /əʊvə'tʃɑ:dʒ fə .../
settle AmE /'setl/

Adjectives

draughty /'drɑ:fti/
entire AmE /ɪn'taɪə(r)/
hard up AmE /ˌhɑ:d 'ʌp/
risky /'rɪski/
vast AmE /vɑ:st/

Adverb

surely AmE /'ʃʊəli/

Expressions and idioms

ask for a loan AmE /ˌɑ:sk fər ə 'ləʊn/
at (his) own expense AmE /ət ... ˌəʊn ɪkspens/
at first sight AmE /ət ˌfɜ:st 'saɪt/
be able to afford sth AmE /ˌbi: ˌeɪbl tu ə'fɔ:d/
be in the red AmE /ˌbi: ɪn ðə 'red/
by chance AmE /ˌbaɪ 'tʃɑ:ns/
by mistake AmE /ˌbaɪ mɪ'steɪk/
can't make ends meet AmE /ˌkɑ:nt ˌmeɪk ˌendz 'mi:t/
change money AmE /ˌtʃeɪndʒ 'mʌni/
cost a fortune AmE /ˌkɒst ə 'fɔ:tʃu:n/
do sth on a regular basis AmE /ˌdu: ... ˌɒn ə ˌregjələ 'beɪsɪs/
for a change AmE /ˌfər ə 'tʃeɪndʒ/
for fun AmE /fə 'fʌn/
from bad to worse AmE /frəm ˌbæd tə 'wɜ:s/
from scratch AmE /frəm 'skrætʃ/
head above water AmE /ˌhed əˌbʌv 'wɔ:tə(r)/
in debt AmE /ɪn 'det/
leave everything to the last minute AmE /ˌli:v ˌevrɪθɪŋ tə ðə ˌlɑ:st 'mɪnɪt/
look back on (your life) AmE /ˌlʊk 'bæk ɒn (jɔ: ˌlaɪf)/
make a fortune AmE /ˌmeɪk ə 'fɔ:tʃu:n/
money can't buy you happiness AmE /ˌmʌni ˌkɑ:nt ˌbaɪ ju: 'hæpɪnəs/
nobody in their right mind would ... AmE /'nəʊbədi ɪn ðeə ˌraɪt ˌmaɪnd ˌwʊd .../
on a regular basis AmE /ˌɒn ə ˌregjələ 'beɪsɪs/
on the ball AmE /ˌɒn ðə 'bɔ:l/
on the contrary /ˌɒn ðə 'kɒntrəri/
on the go AmE /ˌɒn ðə 'gəʊ/
on the way to AmE /ˌɒn ðə 'weɪ tə/
out of touch AmE /ˌaʊt əv 'tʌtʃ/
out of work AmE /ˌaʊt əv 'wɜ:k/
pay by credit card AmE /ˌpeɪ ˌbaɪ 'kredɪt ˌkɑ:d/
pay for sth in cash AmE /ˌpeɪ fə ... ɪn 'kæʃ/
rolling in money AmE /'rəʊlɪŋ ɪn ˌmʌni/
spend money AmE /ˌspend 'mʌni/
take money out of sth AmE /ˌteɪk 'mʌni ˌaʊt/
thanks a million AmE /ˌθæŋks ə 'mɪljən/
tighten (our) belt(s) /ˌtaɪtn ... 'belt(s)/
under (her) breath AmE /ˌʌndə ... 'breθ/
under control AmE /ˌʌndə kən'trəʊl/
waste money AmE /ˌweɪst 'mʌni/
worth every penny AmE /ˌwɜ:θ ˌevri 'peni/
write to enquire about /'raɪt tu ɪnˌkwaɪər əˌbaʊt/

Phrasal verbs

break into AmE /'breɪk ˌɪntə/
come across AmE /'kʌm əˌkrɒs/
count on sb AmE /'kaʊnt ˌɒn/
do without sth AmE /ˌdu: wɪ'ðaʊt/
give sth away AmE /ˌgɪv ... ə'weɪ/
go over AmE /ˌgəʊ 'əʊvə(r)/
go with sth AmE /'gəʊ ˌwɪð/
look after AmE /ˌlʊk 'ɑ:ftə(r)/
pass away AmE /ˌpɑ:s ə'weɪ/
pick on AmE /'pɪk ˌɒn/
save up AmE /ˌseɪv 'ʌp/

/i/ happy	/æ/ flag	/ɜ:/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑ:/ art	/ɒ/ not	/u:/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/i:/ he	/e/ egg	/ɔ:/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

WORDLIST UNIT 10

Nouns

abstract art /ˌæbstrækt 'ɑ:t/
abstract painting /'æbstrækt ˌpeɪntɪŋ/
angle AE0 /'æŋgl/
aria /'ɑ:rɪə/
audience AE0 /'ɔ:dɪəns/
big business AE0 /ˌbɪg 'bɪznəs/
billboard /'bɪlbɔ:d/
brickwork /'brɪkwɜ:k/
busker /'bʌskə(r)/
cave /keɪv/
charity AE0 /'ʧærətɪ/
composer /kəm'pəʊzə(r)/
conductor /kən'dʌktə(r)/
consumer AE0 /'kənsju:mə(r)/
director AE0 /də'rektə(r), dɪ-, daɪ-/
drum kit /'drʌm ˌkɪt/
factor AE0 /'fæktə(r)/
gig /gɪg/
graffiti /grə'fi:tɪ/
household name AE0 /ˌhaʊshəʊld 'neɪm/
instrument AE0 /'ɪnstrəmənt/
juggling /'ʤʌglɪŋ/
kind AE0 /kaɪnd/
landscape AE0 /'lændskeɪp/
lighting AE0 /'laɪtɪŋ/
lines AE0 /laɪnz/
lyrics /'lɪrɪks/
melody /'melədɪ/
mike /maɪk/
novel AE0 /'nɒvl/
novelist /'nɒvəlɪst/
performance art AE0 /pəˌfɔ:məns 'ɑ:t/
performing arts AE0 /pəˌfɔ:mɪŋ 'ɑ:ts/
pester power /'pestə ˌpaʊə(r)/
play AE0 /pleɪ/
playwright /'pleɪraɪt/
poet /'pəʊɪt/
portrait /'pɔ:treɪt/
pothole /'pɒthəʊl/
publicity stunt /pʌb'lɪsətɪ ˌstʌnt/
recital /rɪ'saɪtl/
role AE0 /rəʊl/
screenplay /'skri:npleɪ/
script /skrɪpt/
scriptwriter /'skrɪptraɪtə(r)/
sculptor /'skʌlptə(r)/
sculpture /'skʌlpʧə(r)/
shower AE0 /'ʃaʊə(r)/
sketch /skeʧ/
songwriter /'sɒŋraɪtə(r)/
stage hand AE0 /'steɪʤ ˌhænd/
stage musical AE0 /ˌsteɪʤ 'mju:zɪkl/
still life AE0 /ˌstɪl 'laɪf/
subject matter AE0 /'sʌbʤɪkt ˌmætə(r)/
surface AE0 /'sɜ:fɪs/
symphony /'sɪmfənɪ/
vending machine /'vendɪŋ məˌʃi:n/
visual arts /ˌvɪʒuəl 'ɑ:ts/
voucher /'vaʊʧə(r)/

Verbs

accompany AE0 /ə'kʌmpənɪ/
claim AE0 /kleɪm/
depict /dɪ'pɪkt/
discard /dɪs'kɑ:d/
incorporate into /ɪn'kɔ:pəreɪt ˌɪntə/
startle /'stɑ:tl/
swerve /swɜ:v/

Adjectives

arrogant /'ærəgənt/
convincing AE0 /kən'vɪnsɪŋ/
disadvantaged AE0 /dɪsəd'vɑ:ntɪʤd/
elaborate /ɪ'læbərət/
extensive AE0 /ɪk'stensɪv/
financial AE0 /faɪ'nænʃl, fə'næ-/
graceful /'greɪsfl/
hopeless /'həʊpləs/
mysterious AE0 /mɪ'stɪərɪəs/
overweight /əʊvə'weɪt/
peaceful AE0 /'pi:sfl/
pedestrian /pə'destrɪən/
pleasurable /'pleʒərəbl/
poetic /pəʊ'etɪk/
portable /'pɔ:təbl/
primitive /'prɪmətɪv/
striking AE0 /'straɪkɪŋ/
urban AE0 /'ɜ:bən/
wooden AE0 /'wʊdn/

Expressions and idioms

be in trouble with AE0 /ˌbi: ɪn 'trʌbl ˌwɪð/
be regarded as AE0 /ˌbi rɪ'gɑ:dɪd əz/
blow (your) own trumpet /ˌbləʊ ... ˌəʊn 'trʌmpɪt/
change (your) tune AE0 /ˌʧeɪnʤ ... 'tju:n/
change into a costume /ˌʧeɪnʤ ˌɪntu ə 'kɒstju:m/
charge sb to do sth AE0 /ˌʧɑ:ʤ ... tə 'du: .../
contain some comment about AE0 /kən'teɪn ˌsʌm ˌkɒment əˌbaʊt/
face the music AE0 /ˌfeɪs ðə 'mju:zɪk/
from a certain angle AE0 /frɒm ə 'sɜ:tn ˌæŋgl/
give an impression of AE0 /ˌgɪv ən ɪm'preʃn ɒv/
have sth down to a fine art AE0 /ˌhæv ... ˌdaʊn tu ə ˌfaɪn 'ɑ:t/
in the foreground /ˌɪn ðə 'fɔ:graʊnd/
keep sth a secret AE0 /ˌki:p ... ə 'si:krət/
make a song and dance about sth AE0 /ˌmeɪk ə ˌsɒŋ ən 'dɑ:ns əˌbaʊt .../
prepare sb for sth AE0 /prɪ'peə ˌ... fə/
put sb in the picture AE0 /ˌpʊt ... ɪn ðə 'pɪkʧə(r)/
read sb like a book AE0 /ˌri:d ... ˌlaɪk ə 'bʊk/
rehearse a scene /rɪˌhɜ:s ə 'si:n/
steal the show AE0 /ˌsti:l ðə 'ʃəʊ/

Phrasal verbs

be made up (of) AE0 /ˌbi 'meɪd ˌʌp (ɒv)/
sum up AE0 /ˌsʌm 'ʌp/
Preposition
apart from AE0 /ə'pɑ:t frɒm/

Literature Corner

cold-hearted (adj) /ˌkəʊld 'hɑ:tɪd/
inherit (v) /ɪn'herɪt/
inheritance (n) /ɪn'herɪtəns/
intend AE0 (v) /ɪn'tend/
selfish (adj) /'selfɪʃ/
survive AE0 (v) /sə'vaɪv/
thoughtfully (adv) /'θɔ:tfəlɪ/

/p/ pen	/d/ dog	/ʧ/ beach	/v/ very	/s/ speak	/ʒ/ television	/n/ now	/r/ radio
/b/ big	/k/ can	/ʤ/ job	/θ/ think	/z/ zoo	/h/ house	/ŋ/ sing	/j/ yes
/t/ two	/g/ good	/f/ food	/ð/ then	/ʃ/ she	/m/ meat	/l/ late	/w/ we

IRREGULAR VERB LIST

Base form	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/-ed	learnt/-ed
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/-ed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/-ed	smelt/-led
speak	spoke	spoken
spell	spelt/-ed	spelt/-led
spend	spent	spent
spill	spilt/-ed	spilt/-led
split	split	split
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written