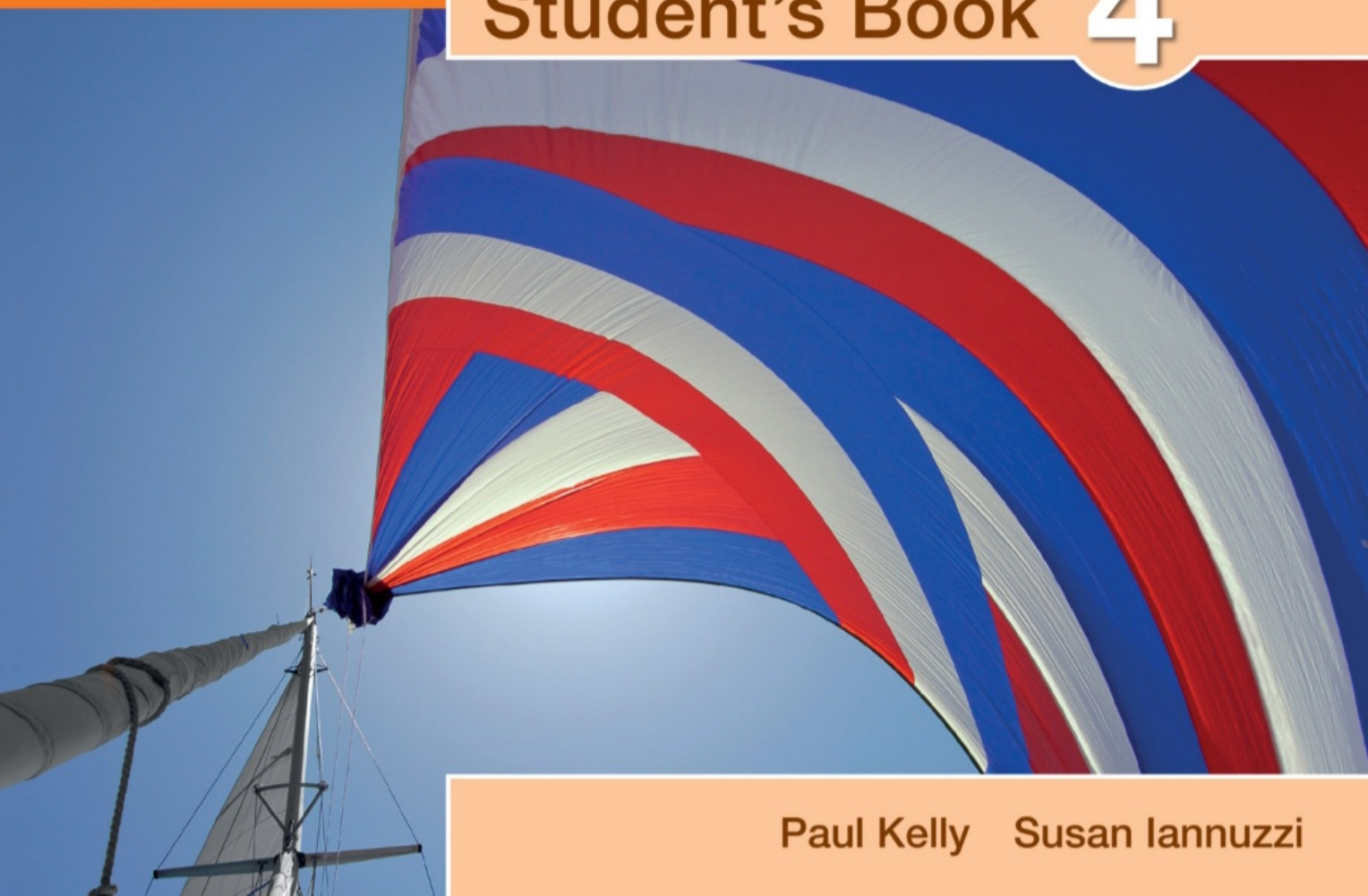
OXFORD

Aim High

Student's Book 4



Paul Kelly Susan Iannuzzi

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1 The virtual world

THIS UNIT INCLUDES

Vocabulary • technology • research • education • phrasal verbs
Grammar • present tense contrast • talking about the past and the present
Skills • discussing teenagers' habits • talking about using the internet at home and at school
Writing • an opinion essay

Going online

BEFORE READING

Answer the questions with a partner.

1 How often do you use the internet? What do you use it for?
2 How do you think the internet has changed people's lives?

READ

1 Match the titles with the paragraphs (A–E). You don't need to use one of the titles.

1 Choose carefully
2 Watch and listen when you want
3 One man's invention
4 A world of information
5 A successful invention
6 Shopping around

Making the INTERNET work for you



A Although the internet has only been in existence for about 25 years, it is now an essential part of many people's lives. In some countries the internet has spread almost as fast as the telephone did when it was first introduced. So why has the internet become an indispensable tool for many students and businesses, and a source of entertainment for millions of users around the planet?

B The internet is sometimes referred to as the 'information superhighway'. It rapidly transports users to sites around the globe that can help them carry out a task or research. Students have never had it easier and with the click of a button they can browse the online material of institutions as diverse as the Library in Alexandria, the British Museum in London or the Louvre museum in Paris. Online encyclopaedias and dictionaries, specialized websites and online newspaper archives all contribute to providing an enormous virtual library. It is a vast educational resource that no conventional library can compete with.

C The internet has also created new opportunities for businesses, especially in the fields of advertising and sales. It is also very practical for the customer. A shopping trip in the past often meant a time-consuming visit to lots of shops, searching for what you wanted and at a reasonable price. Not any more. You can now browse the 'shelves' of lots of online shops from the comfort of your own home in the same time it takes you to visit just one real shop. You can even visit websites that allow you to compare the prices of the same product at various online stores. Shopping for books, DVDs and CDs has never been easier and quick delivery also means that you rarely have to wait long to receive what you've ordered.

Reading tip

Read the question carefully but don't look at the choices. Read the paragraph that the question refers to and think of a possible answer. Then read the four choices and if your answer is there, it is probably the right one. If your answer is not one of the choices, try to eliminate any answers that are obviously wrong.

2 1.02 **Read the *Reading tip*. Choose the best answers.**

1 Since its introduction, the internet has
   a replaced the telephone in some countries.
   b been used more by students than anyone else.
   c quickly found users around the world.
   d just been used for entertainment.
2 The educational material that you can find on the internet
   a is superior in quality to the material found in a library.
   b comes from a wide range of sources.
   c comes from Alexandria, London and Paris.
   d is written by students.
3 Because of the internet, online shopping
   a is usually more expensive than normal shopping.
   b has not been a success.
   c is often time-consuming.
   d allows you to compare prices.
4 Improvements in internet technology
   a allow users to watch TV programmes at their convenience.
   b have been slow in recent years.
   c have not had an effect on TV or radio stations.
   d have changed the way teachers teach in class.
5 The internet can help students
   a catch up on the lectures they might miss.
   b study less frequently.
   c find websites for their teachers.
   d find the questions that will be in their exams.
6 Andrew Keen thinks that
   a blogs usually provide quality information.
   b teachers should write an internet directory.
   c the internet is a terrible invention.
   d finding good material on the internet is a difficult task.

D Despite its short history, the internet has been evolving constantly. With the latest internet technology, users can visit social networking sites and access and share material with high quality sound and images. This has revolutionized home entertainment. Music and films can be bought and quickly downloaded, and many radio stations and TV channels have also made their programmes available to be streamed at any time. Furthermore, users can download podcasts of everything from films to university lectures, and watch or listen to them when and where they want.

E However, although the internet is continually growing, not everyone thinks it is for the better. In a book about the internet, expert Andrew Keen says the dramatic increase in websites and blogs has made it more and more difficult to find quality material. There is no directory to help us find good sites, so we often have to read a lot of poor-quality material before we find something useful. It is therefore essential that we accept the recommendations made by teachers and experts about the sites we should visit. In this way we can learn to establish our own criteria for deciding what makes a website good or bad and hopefully the internet will continue to be an excellent source of useful information and entertainment.

UNDERSTANDING IDEAS

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

1 What, according to the text, are the positive and negative things about the internet?
2 What other negative uses of the internet can you think of?
3 Which websites do you use most frequently? Why?
4 What criteria do you use to decide if a website is good or not?

VOCABULARY

Making the internet work for you

Match the highlighted words in the text with these definitions.

1 Changed something completely, usually improving it.
2 Happening all the time.
3 The standards that you use to make a decision.
4 Statements that something is good and should be tried or used.
5 Personal records that somebody puts on their websites saying what they have been doing.
6 Traditional and normal.
7 Taking or needing a lot of time.
8 To do a task, job etc.
9 Developing or making something develop gradually, from a simple to a more advanced form.
10 Delivered over the internet.
11 Very important; impossible to be without.
12 To look for and read information on a computer.
13 Collections of historical documents.
14 Very different from each other.
15 Areas of study or knowledge.

●●●●● Workbook: page 4

VOCABULARY

Making the internet work for you

ACTIVATE

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

archive blog browse carry out continually conventional criteria diverse evolve field indispensable recommendation revolutionize stream time-consuming

1 Searching through all the documents and _____ at the library was really _____. I was there all day before I finally found the information I was looking for.
2 He writes a _____ on the internet about his cycling trips, which he _____ updates. There is a good section on new bicycles and he makes _____ about the best bicycles and tells you where you can buy them.
3 Mobile phones have _____ telecommunications and dramatically changed the way we communicate with each other. Furthermore, telephone technology is _____ all the time and now TV programmes can be _____ to the latest mobile phone models.
4 You can _____ the internet for hours until you find a good site. To save time, you need to have clear _____ before looking for internet sites that will really help you _____ a task.
5 A fast internet connection is _____ if you want to download big documents and media files.
6 My dad is an expert in the _____ of medicine and he teaches at the local university.
7 Although she seems like a normal girl, her hobbies are not _____ at all! They're as _____ as skydiving and coin collecting!

EXTEND

Education words

1 **Check the meaning of the nouns and verbs in the table. Complete the text.**

Nouns	Verbs
fees	break up
grant	cram
marks	enrol
~~tasks~~	sit

I'm in my final year at school and our homework [1] tasks are difficult and time-consuming. Sometimes I also have to [2] _____ for my exams because I haven't had to time to study properly! However, I think I can get good [3] _____ when I [4] _____ my final exams in June. Then, I want to [5] _____ on a degree course. University [6] _____ are expensive. However, if I do well in the June exams I can apply for a [7] _____ from the government. Anyway, I'll worry about that when school finishes and we [8] _____ for the summer holidays. At the moment I'm too busy to think about it!

Word formation: nouns

2 **Put the verbs in the box in the correct columns to make them into nouns.**

achieve acknowledge combine depend entertain examine ~~exist~~ explain insist involve manage organize prefer recommend reside

-ence	-ment	-ation
[1] existence	[7] _____	[13] _____
[2] _____	[8] _____	[14] _____
[3] _____	[9] _____	[15] _____
[4] _____	[10] _____	[16] _____
[5] _____	[11] _____	[17] _____
[6] _____	[12] _____	[18] _____

3 **Complete the sentences with words from exercise 2.**

1 Make a list of your preferences, with your first choice at the top of the list.
2 He said that climbing to the top of Mount Everest had been his greatest _____.
3 They live in London but they have a summer _____ on the south coast of France.
4 They gave me a long _____ on how it works but I still don't understand how to use it!
5 The workers talked to _____ about more pay but they still haven't come to an agreement.
6 Please send me an _____ when you receive the parcel.
7 They deny any _____ in the robbery and say they were at the cinema at that time.
8 Since the _____ of the internet, life has become more convenient for millions of people.

Verb + noun collocations

4 **Decide which verb does not collocate with the noun.**

1 a carry out ✓ b perform ✓ c create ✗ **a task**
2 a catch b create c have **an opportunity**
3 a compare b sell c increase **prices**
4 a keep b write c do **a blog**
5 a give b establish c meet **criteria**
6 a carry out b make c do **research**
7 a take b agree with c accept **recommendations**
8 a watch b look c record **a programme**

●●●●● Workbook: page 5

GRAMMAR

Present tense contrast

EXPLORE

1 Read the text and name the tenses in the phrases in blue.



UNWANTED emails

The use of email [1]has been constantly growing and it isn't going to stop. Email [2]is now much more popular than postal mail, but not just for messages. Most computer users [3]have had email accounts for some time and they often find unwanted emails in their inboxes. These unwanted emails are advertisements that we call spam. While [4]you are reading this text, thousands of them are travelling across the internet. 100 billion are sent every day! But how do the spammers get our email addresses? If you have ever given your address to an online shop or service then they found it there. But how can you stop it? If you buy things on the internet, use a separate email account for shopping. Also, you should install a program that stops spam. Software companies have been trying to stop spam for years and they have created new programs that stop a lot of it. The amount of spam that people receive is gradually going down thanks to these programs.

2 Write *simple*, *continuous*, *perfect*, *perfect continuous* to complete the explanations in the *Learn this!* box.

LEARN THIS!

We use the...

present [1]_____
- to describe activities or states that started in the past and have a connection with the present.
- to describe recently completed activities and situations without mentioning a specific time.

present [2]_____
- to talk about habits and repeated activities.
- to talk about facts and general truths.

present [3]_____
- to talk about what is happening at the moment of speaking or around the moment of speaking.
- to describe temporary or changing activities and situations.

present [4]_____
- to describe activities that started in the past and are unfinished and still going on now.

3 Read the text again and find another example of the each of the four tenses.

●●●●● Grammar Reference: page 94

EXPLOIT

1 Choose the best tense to complete each sentence.

1 My brother **has tried** / **has been trying** to find a job but it's very difficult at the moment.
2 My dad **works** / **has worked** hard every day in our shop.
3 Sales **increase** / **are increasing** this month.
4 My sister and her husband **have been living** / **are living** with us until their flat is ready.
5 We **have** / **'ve had** a computer for a few years now.
6 She **has finished** / **has been finishing** secondary school and now she wants to go to university.
7 Parking in the city centre **is getting** / **gets** more difficult.
8 **Do you always stay** / **Are you always staying** at the same hotel in Rome?

2 Complete the text with the present simple, present continuous, present perfect simple or present perfect continuous form of the verbs in brackets.



Phishing on the net

Over the years we [1]have become (become) suspicious of emails from unknown organizations. Lately, internet criminals [2]_____ (work) hard to invent new ways of getting people's private information. One new idea is phishing – pronounced *fishing*. Phishing involves sending an email that [3]_____ (look) like an email from a real organization such as a bank. The email says that at the moment the bank [4]_____ (update) its customer information. The email also says the bank needs customers' credit card details. Internet criminals [5]_____ (send) thousands of these false emails every day. In recent years, a few bank customers have opened the emails and they [6]_____ (send) their personal details to criminals without realizing it. Cases of phishing [7]_____ (increase) all the time, so be careful!

3 Write or talk about:

1 a website you always visit and why you like it.
I always go to the National Geographic website because it's got great articles about unusual places around the world. There are some fantastic photos too!
2 something that is changing in your neighbourhood.
3 someone new that you've met.
4 something you've been looking forward to.
5 something you're doing at the moment.
6 something you've recently read on the internet.

●●●●● Grammar Builder: page 95

●●●●● Workbook: page 6

SKILLS

Feeling at home

VOCABULARY

1 Complete the phrasal verbs with the prepositions.

down in in in off on out out out out out ~~up~~ up up up

back sth [1] up to make a copy of information on your computer

charge sth [2]_____ to put electricity into a mobile phone or a laptop

copy sb [3]_____ to send somebody a copy of an email that you are sending to another person

cut sth [4]_____ to remove something from a text

drop [5]_____ (of sth) to stop going to classes before you've finished the course

find (sth) [6]_____ to get information about something because you want to know more about it

hand sth [7]_____ to give a piece of work to a teacher

plug sth [8]_____ to connect a piece of electrical equipment to the electricity supply

set sth [9]_____ to organize your writing or work in a clear way

sum (sth) [10]_____ to describe in a few words the main ideas that have been written

switch (sth) [11]_____ / _____ to start or stop an electric machine

turn sth [12]_____ / _____ to increase or reduce the sound something makes

work sth [13]_____ to find the answer to something

2 Complete the sentences with the correct form of the phrasal verbs from exercise 1.

1 Can I _____ the TV for a moment? I want to see the weather forecast.
2 Now finish your essay and _____ your ideas in two or three lines.
3 I can't hear you unless you _____ the music _____!
4 We have to _____ what time the train leaves on Saturday.
5 I don't like this sentence. I think you should change it or _____ it _____.
6 Did you _____ all your documents before you took your computer to be repaired?
7 _____ the argument in four clear paragraphs.
8 No, he didn't finish university. He _____ after the first year.

●●●●● Workbook: page 7

LISTEN



1 1.03 Listen to the radio programme and look at the picture. What is a 'Hikikomori'?

2 1.03 Listen again and complete Steve's notes.

Hikikomori

This is a phenomenon which exists in [1]_____.
Most hikikomori are usually [2]_____, aged between [3]_____ and [4]_____. They can spend up to [5]_____ years in their bedrooms. They [6]_____ of school. At night they [7]_____ computer games and write [8]_____. They think [9]_____ % of young men are hikikomori. The first cases appeared at the beginning of the [10]_____. Japanese students do an extra [11]_____ hours of study after school and they do [12]_____ at the weekends.

3 What do you think of the way the Hikikomori live?

SPEAK

Ask and answer the questions in pairs.

1 Where do you find out what you need to know to do your homework?
2 Are you careful about setting out your work?
3 How do you use your free time at home?
4 Are there any restrictions on your use of the TV or computer at home?
5 Do you always hand your school work in on time?

I usually use my school books but I also go to the library. Sometimes I check the internet, but only if I know a good site to go to.

GRAMMAR

Talking about the past and present

EXPLORE

1 🎧 (1.04) **Read and listen to the dialogue. Why did the ancient Greeks think writing was bad?**



Tom Have you finished your project yet?
Andy Yes, I have. I wrote about the impact of new communication technology on society and what people say about new inventions. For example, is writing a good thing?
Tom Of course!
Andy Well, when people started writing 2000 years ago the ancient Greeks said they'd lose the ability to remember things if they wrote them down! Since then every new system of communication has been criticised for being ridiculous or dangerous.
Tom Like the internet?
Andy Exactly. When the internet first became widely available in the 1990s a lot of people just talked about the negative aspects of it. But there's always a good side and a bad side to new inventions.

2 **Read the dialogue again and find examples of the present perfect and the past simple tenses.**

3 **Complete the rules in the *Learn this!* box with sentences 1–4.**

1 to show that something began and was completed in the past
2 to show how something in the past relates to the present
3 when we use time expressions in the past: e.g. *yesterday*, *last week*
4 to show that an activity began in the past and continues up to the present

LEARN THIS!

We use the present perfect...

- _____
- _____

We use the past simple...

- _____
- _____

●●●●● Grammar Reference: page 94

EXPLOIT

1 **Match the questions and answers.**

1 Have you ever been to London?	a Yes, he has. He became the manager last year.
2 Have you met a famous person?	b Yes, there has. It happened two hours ago.
3 Has a new teacher come to the school?	c Yes, we have. We went there on our holidays last year.
4 Has your Dad worked at the factory for long?	d No, he didn't phone last night.
5 Have you spoken to Jack?	e Yes, he gave his first lesson yesterday.
6 Has there been an accident on the motorway?	f Yes, I met a Liverpool footballer last year.

2 **Complete the dialogue with the present perfect or past simple of the verbs in brackets.**



Clare [1] Have you [2] bought (buy) a new mobile phone?
Sarah No, I [3]_____ (not have). I [4]_____ (have) this one for ages.
Clare When [5]_____ you [6]_____ (buy) it?
Sarah I [7]_____ (not buy) it. My sister [8]_____ (give) it to me last year.
Clare They're useful, aren't they? When Alexander Graham Bell [9]_____ (invent) the telephone in 1875 they [10]_____ (say) it [11]_____ (be) a toy!
Sarah Really! Well, it [12]_____ (become) an indispensable toy since then!

LOOK OUT

We use the preposition *for* to talk about duration. When it's used with the past simple it describes a completed activity and when it's used with the present perfect it describes an activity that started in the past and continues now.

We lived in Cairo for three years when I was a child.

I've lived in Barcelona for twenty years.

3 **Read the *Look out!* box. Answer the questions using the present perfect or the past simple and the preposition *for*.**

1 How long have you studied at your present school?
I have studied at my present school for 4 years.
2 How long did you watch TV for last weekend?
3 How long have you lived in your house?
4 How long have you had your school bag?
5 How long were you at primary school?
6 How long did you sleep for last night?

●●●●● Grammar Builder: page 95

●●●●● Workbook: page 8

WRITING

An opinion essay

READ

Read the essay and decide what function each paragraph (A–D) performs.

1 Paragraph _____ gives further points in support of the writer's point of view.
2 Paragraph _____ briefly reaffirms the writer's opinion.
3 Paragraph _____ establishes the topic and lets the reader know what the essay is about.
4 Paragraph _____ provides the main argument in support of the writer's opinion.

Does the internet unite or divide?

A The internet has quickly become part of people's everyday lives. It has changed the way millions of people work and look for information. Furthermore, it is developing into a form of entertainment and today a lot of young people prefer using the internet to watching TV. However, in my view the biggest impact it has made is on people's relationships.

B Firstly, the people who have most benefited from the internet are people who live abroad, whether for educational or professional reasons. For example, they are regularly able to keep in touch with their friends and families back home thanks to the internet. What's more, as well as writing emails, they can send and receive photos and videos, use webcams and make free international phone calls.

C In addition to that, there has been a big increase in the number of social network sites where people exchange information with old friends and new virtual friends. Apart from that, people with hobbies can get in touch with people who share their interests. Lastly, users with a lot to say about something can even write their own blogs and exchange views with people all over the planet.

D To conclude, in my opinion the internet unites people. So the next time you see someone sitting alone in front of a computer screen, remember they're probably doing what people have always done: chatting.



PREPARE

Writing tip: linking words

Linking words help you to connect your ideas and sentences and therefore make it easier for people to follow what you want to say.

1 **Read the *Writing tip*. Put the underlined linking words and expressions from the essay in the correct columns.**

giving an example	for example
adding information	
sequencing ideas	
summarizing	
contrasting ideas	

2 **Add the linking words and expressions in the box to the categories in exercise 1.**

although despite finally for instance in conclusion
moreover namely secondly similarly to sum up

3 **Complete the sentences with the linking words and expressions from exercises 1 and 2. In some cases more than one answer may be possible.**

1 A lot of students don't like maths. _____, they often need to use maths in their daily lives.
2 _____ speaking English fluently, my colleagues can also write the language well.
3 Many sports are popular in Australia, for _____, cricket, rugby, swimming etc.
4 _____, we will look at technology in education. Then we'll look at...
5 _____, the food is good, the service is excellent and I'd be happy to recommend this restaurant.

WRITE

Write an opinion essay of 200 words on the following topic. Use the writing plan below to help you plan your essay.

Should every household have a computer?

Paragraph 1	What is the current situation? What is your opinion?
Paragraph 2	What is your main point? Give some examples.
Paragraph 3	What are your other points. How are they linked to the main point and each other? Give some examples.
Paragraph 4	Reaffirm your opinion and conclude your essay.

●●●●● Workbook: page 9

REVIEW

The virtual world

LANGUAGE SKILLS

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

been browsing cram hand looking missed streamed switched time-consuming were

Phil Hi Matt, what are you [1]_____ at?
Matt A few long articles for school. It takes ages to find useful information. It's really [2]_____ and boring.
Phil You haven't [3]_____ on the computer to study, have you? It's Friday evening!
Matt Well, I was ill last week and I [4]_____ a few lessons. I've got an essay to [5]_____ in next week!
Phil Don't worry. You can borrow my notes. We've [6]_____ studying hard all week; I think we need to look at something more entertaining!
Matt You're right. I've been [7]_____ these websites since lunchtime. What do you want to look at?
Phil Well, Manchester City and Liverpool played last night. Let's look at the goals. It was a 2-all draw.
Matt It was a great game. I was listening to it on the radio while I was studying.
Phil It was live on the radio?
Matt Yes, the game was [8]_____ on the internet.
Phil What? You didn't tell me!
Matt I thought you [9]_____ busy.
Phil I was, but I can [10]_____ four hours study into two hours to make space for a football match!

2 **Decide if the sentences are true or false. Correct the false sentences.**

1 Matt is looking at an interesting article.
2 They were both ill recently.
3 Phil wants to have a break from studying.
4 Neither Liverpool nor Manchester City won the game.
5 Phil didn't listen to the football match.
6 Phil wanted to study instead of listen to the game.

3 **Complete the email with the correct form of the verbs in brackets.**

Dear Ahmed,

I [1]_____ (study) Arabic for six months and I've got a lot of work to do! I started when I connected to the internet last March. I found some good websites and since then I [2]_____ (learn) the Arabic alphabet and numbers. I can read them easily now. I was surprised that short vowels [3]_____ (not have) a written letter in the Arabic alphabet! Last month I [4]_____ (start) classes at a language school and I [5]_____ (go) twice a week for three hours. At the moment we [6]_____ (study) a few simple phrases like the one I've written at the end of the email! In my next email I'll write more!

مع السلامة

Steve

DICTIONARY CORNER

Prefixes

1 **Check the meaning of the prefixes. Match them with the definitions.**

1 bio	a connected with technology
2 inter	b extremely; beyond a certain limit
3 micro	c connected with living things or human life
4 proto	d original; from which others develop
5 techno	e small, on a small scale
6 ultra	f between; from one to another

2 **Choose the correct answers.**

1 Prefixes come at the **beginning** / **end** of a word.
2 Prefixes usually change the **grammatical form** / **meaning** of a word.

3 **Complete the sentences with the prefixes from exercise 1.**

1 It's an interactive programme and the viewers can participate by sending text messages.
2 My grandparents hate computers and mobile phones. I think they've got _____ phobia!
3 A lot of research is being carried out into _____ technology to improve agriculture and health care.
4 This bicycle is _____ light. You can lift it up with one finger!
5 Have you seen those new _____ computers? They're as small as mobile phones!
6 This new computer has been developed from a _____ type that was shown at last year's exhibition.

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 discuss an article about technological developments.			
I can decide which present tense to use.			
I can talk about teenagers' habits in the home.			
I can correctly decide between using the present perfect or past simple tenses.			
I can write an opinion essay.			

Workbook: Self check pages 10–11

2 Adventure

THIS UNIT INCLUDES

Vocabulary • adventure • prefixes: amounts • adventure equipment • geography • singular and plural forms
Grammar • past tenses • past habits and situations
Skills • talking about exploring • making decisions
Writing • a narrative

Are you brave enough?

BEFORE READING

Which of these activities would you like to try? Why/Why not?



1 hiking



2 sailing



3 climbing

Reading tip

When you scan a text for information, first decide on what you want to find: a date, a place name, a specific word, etc. Then look quickly through the text.

READ

1 **Read the *Reading tip* and the text. Choose the best answers.**

1 Kira travels abroad
   a with a GPS to find unknown places.
   b with a group of fellow adventurers.
   c by herself.
   d with famous explorers.
2 Going on adventures alone
   a helped Kira become a more confident person.
   b helped Kira do well at school.
   c was her parents' idea.
   d was part of her studies.
3 The soldiers from Mozambique that kidnapped Kira
   a took her to Zimbabwe.
   b helped her escape.
   c were backpacking.
   d let her go to the toilet.
4 Papua New Guinea was a place that
   a was frequently visited by travellers.
   b has never been crossed by a foreigner.
   c is easy to cross by boat.
   d had never been crossed by a foreign woman before.
5 Kira likes to
   a visit places that everybody has been to.
   b write about her family and friends.
   c find places that are unknown to most people.
   d receive awards for her expeditions.
6 Kira says that travel has made her realize that
   a the people of the world are very different.
   b people everywhere have the same hopes.
   c she is different from most people.
   d life is better in other countries.

action woman

Young Kira Salak is an explorer with a mission. She wants to find the undiscovered corners of our planet. A difficult task, you might think, in the age of GPS technology and Google™ maps. However, according to Kira there are still plenty of new places to visit and new adventures to experience. What is more, Kira prefers to travel alone unlike the famous explorers of the past, who would set off with an enormous team of helpers.

But what makes a young woman leave her studies and family at the age of 19 to go on dangerous journeys across scorching deserts, through dense jungles and along fast-flowing rivers? Kira explains that as a teenager she used to suffer from low self-esteem. She thought solo adventure trips would help her to discover what she could do. She was right.

For her first adventure, Kira decided to go backpacking across southern Africa. In spite of the hardships of the journey, the trip had been going well until she went to Mozambique. This was a country that was in the middle of a civil war. She was travelling near the border with Zimbabwe when she was kidnapped by soldiers from Mozambique and taken to their base. Despite the frightening situation, Kira kept calm and asked if she could go to the toilet. It was her opportunity to escape and she fled into the night, running all the way back to the Zimbabwean border and safety.

After such an experience, most people would be put off exploring for life. Kira, however, had learned a valuable lesson about herself: she was braver and stronger than she had realized. With her new self-confidence she planned more trips. She wanted to visit somewhere that very few travellers had been to. The destination she chose was Papua New Guinea. This was considered one of the most difficult islands in the world to cross because of its thick jungle and difficult waterways. That didn't stop Kira. She cut through the jungle and canoed her way across the island to become one of the few visitors to complete the journey, and the first foreign woman to do it.

These days Kira's family and friends are used to her going off on long expeditions. Since her trip to Papua New Guinea, she has travelled across Alaska, Bhutan, the Congo, Mali, Peru, Mexico and the Himalayas. She is always searching for hidden, unexplored corners to tell people about. Kira has recorded her travel experiences in newspaper and magazine articles and a number of novels. In fact, as well as being a respected adventurer, she is also considered an accomplished travel writer and she has been presented with various awards for her writing. To most of us it all sounds incredible, but Kira says that travelling shows us that no culture is better, or worse, than another. She also adds that the majority of people on the planet want the same things: peace, happiness and a good life for their children.



2 🎧 1.09 **Read the text again. Decide if the sentences are true or false.**

1 Kira finished her studies before leaving on her first expedition.
2 Kira was lacking in confidence as a teenager.
3 Kira panicked when she was captured by the soldiers.
4 Travelling hasn't helped Kira change as a person.
5 Kira's family and friends are not surprised by her adventures any more.
6 Kira has done well as an author.

UNDERSTANDING IDEAS

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

1 Kira Salak went on trips to build her self-confidence. Can you think of other things we can do to help us feel more confident?
2 What risks do you think Kira took by travelling alone?
3 How does travelling help people think differently about the world?
4 In what other ways do you think we can learn about other peoples and cultures?

VOCABULARY

Action woman

Match the highlighted words in the text with these definitions.

1 Highly skilled at something.
2 To make somebody not like something.
3 Very useful or important.
4 A passage of water where boats can travel.
5 Difficult or unpleasant conditions.
6 Without other people.
7 A good opinion of your own character and abilities.
8 In contrast to.
9 Extremely hot.
10 A war between groups of people who live in the same country.
11 Containing lots of things very close together.
12 Ran away from something.
13 Taken away by force and kept prisoner.
14 That nobody has investigated or put on a map.
15 A particular task which you feel you should do.

●●●●● Workbook: page 12

VOCABULARY

Action woman

ACTIVATE

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

accomplished civil war dense flee hardship kidnap mission put off scorching self-esteem solo unexplored unlike valuable waterways

1 In order to escape from the police, the gang _____ the country.
2 The food was so bad that it _____ us _____ going to that restaurant again.
3 Travelling across the desert at midday is difficult because of the _____ sun.
4 Her _____ is very low because she failed the exams.
5 The astronauts' _____ is to see if there are signs of water on the planet's surface.
6 People suffered a lot of _____ during the war; they had no shelter and very little food.
7 He's very sporty, _____ me. I can't stand sports.
8 We couldn't see very far because the forest was really _____.
9 Boats used to bring food and supplies to the town on the _____.
10 The _____ in the country has caused the deaths of hundreds of civilians.
11 We were the first people to cross the jungle and the territory was totally _____.
12 She prefers to travel _____ rather than to go with a group of people.
13 The police received some _____ information about robbery from the security guard at the bank.
14 After years of practice Sara is now an _____ pianist.
15 The businessman has been missing for 3 days now and the police think he has been _____.

EXTEND

Prefixes

1 **Match the prefixes with their meanings.**

1 well	a more than normal
2 hyper	b something is unfinished or almost happens.
3 self	c a large number or amount of something.
4 half	d something has been successfully done.
5 multi	e refers to the individual person.

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

1 Her self-esteem is high and she feels confident.
2 He can sing, dance and act. He's _____ talented.
3 He's a silly _____ -important man who thinks everyone should listen to what he has to say.
4 Her travel books are very _____ -written.
5 The children never stop playing. They're _____ active!
6 I was _____ -asleep in class and didn't catch what the homework is.
7 That balloon is _____ coloured! I can see red, yellow, green...
8 We are completely prepared for the expedition. We have been _____ -trained.
9 You can't leave yet. Your meal is _____ -eaten!
10 She gets upset very easily. She's _____ sensitive.

Adventure equipment

3 **Match the words with the items in the pictures.**

~~backpack~~ compass first aid kit waterproofs flask life jacket kayak camping stove paddle tent sleeping bag GPS system map matches

1 backpack





4 **Which items in exercise 3 would be the most useful for:**

1 sleeping?
sleeping bag, tent, life jacket (as a pillow)
2 finding your way?
3 travelling down a river?
4 staying dry in the rain?
5 cooking?

Workbook: page 13

GRAMMAR

Past tenses

EXPLORE

1 Read the interview. How many different animals did Kevin see?

Presenter Today we've got young explorer Kevin Banks in the studio. So, you've just got back from the Antarctic.

Kevin Yes, I have. I went on a young explorers' expedition for a month.

Presenter Why the Antarctic?

Kevin Well, I'd studied a lot about Antarctic wildlife at university, but I'd only ever seen the animals in zoos.

Presenter But there can't be that many animals to see there.

Kevin More than people think! We'd been travelling on the ship for only an hour when we saw a group of whales: an incredible sight! The scenery was amazing. When we were approaching the Antarctic we saw enormous icebergs floating in the sea.

Presenter So what did you do when you arrived?

Kevin We visited a penguin colony but we nearly got too close to them! I was taking some photos when a seal suddenly flew out of the water and onto the ice and grabbed a couple of penguins for lunch!

Presenter Wow, that sounds amazing!

2 Find these verbs in the text. Which tenses are they in?

approach fly study travel

3 Read the *Learn this!* box. Write *simple*, *continuous*, *perfect simple* or *perfect continuous* to complete the explanations.

LEARN THIS!

We use the ...

Past [1]_____

- to talk about an activity or activities completed at a specific time in the past.
- to show that a shorter past action interrupted a longer one.

Past [2]_____

- to talk about an action that was in progress when another shorter one happened.
- to talk about past actions that were in progress over a long period of time.

Past [3]_____

- to describe the first action to take place when we're talking about two past actions.

Past [4]_____

- to describe an uncompleted action that took place before a second past action.

Grammar Reference: page 96

EXPLOIT

1 Choose the correct tense to complete the text.



The cruise ship *MS Explorer* [1] **sailed** / **had been sailing** through the Antarctic ocean for twelve days when suddenly there [2] **had been** / **was** a loud bang. The ship [3] **had hit** / **had been hitting** an iceberg. Water [4] **was pouring** / **poured** into the ship very quickly and it couldn't be stopped. Captain Bengt Wiman [5] **made** / **was making** an announcement: everybody [6] **had** / **had had** to abandon the ship. The passengers and crew then [7] **were spending** / **spent** the night in lifeboats. Finally, just as the sun [8] **was rising** / **had been rising**, the Norwegian cruiser Nordnorge [9] **had arrived** / **arrived** to rescue them all. They [10] **had spent** / **were spending** six hours on the freezing sea.

2 1.10 Complete the dialogue with the correct past tense form of the verbs in brackets. Listen and check.

Journalist What did you do when you heard the alarm?

Passenger I [1] went (go) upstairs and I saw that the crew [2] _____ (help) all the other passengers to get into the lifeboats.

Journalist What was it like on the lifeboat?

Passenger It was freezing and very wet. Unfortunately I [3] _____ (leave) my waterproof clothing on my bed!

Journalist How long were you in the lifeboat for?

Passenger We abandoned the ship at 1 a.m. and we [4] _____ (sit) in the lifeboat for about three hours when we saw a distant light. It was the rescue ship. However, it [5] _____ (take) another three hours for the ship to reach us.

Journalist And where did it take you?

Passenger We spent a few nights at a research station on an Antarctic island before we [6] _____ (fly) to Chile and then home. I was really pleased to get home!

Grammar Builder: page 97

Workbook: page 14

SKILLS

Mapping the desert

VOCABULARY






1 **Put the words in the correct categories.**

clearing dune foliage oasis pass range sandstorm shore summit tide ~~undergrowth~~ wave

jungle	mountain	desert	sea
undergrowth			

2 **Complete the sentences with the correct forms of the words from exercise 1.**

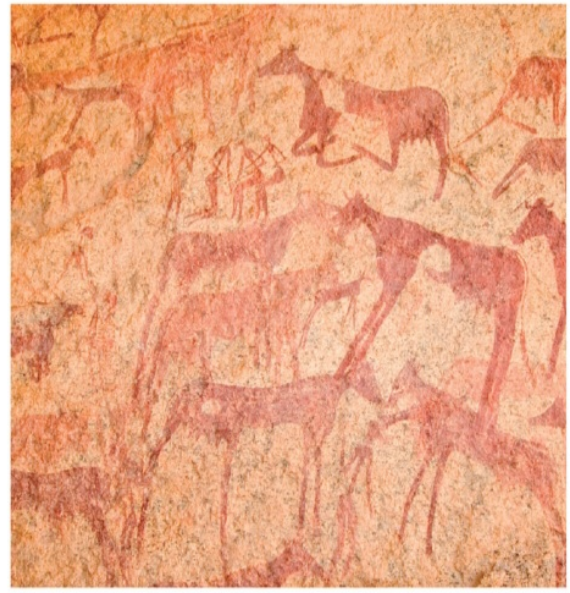
1 Trees in Britain usually have a lot of _____ because of all the rainwater that they get.
2 You can cross the Pyrenees mountain _____ by following the _____ that goes along the La Cerdanya valley from Spain to France.
3 After hiking in the forest we found a _____ between the trees and laid out our sleeping bags.
4 When the _____ comes in, the sea covers the beach and when there are big _____ it's dangerous to drive along the coast road.
5 Although we were thirsty, we decided to wait before continuing to the _____. The strong winds had caused a _____ and we couldn't even read our maps. In the morning we discovered that the wind had formed new sand _____ and the desert landscape looked completely different.
6 We climbed to the top of the mountain and from the _____ we could see the villages and beaches along the _____ of the Mediterranean Sea.
7 We were trekking through the jungle when we heard a snake moving in the _____.

●●●●● Workbook: page 15

LISTEN

1.11 Listen to a talk about a famous expedition and answer the questions.

1 What was Ahmed Hassanein's job before he became an explorer?
2 Why did he want to explore the Sahara desert?
3 What piece of equipment did he use in Kufra?
4 Why is the Great Sand Sea so difficult to cross?
5 Why were the engravings that Ahmed Hassanein found so important?
6 How did his journey change him?
7 Which three countries did he visit on his journey?



2 **1.11 Listen again and put the places in the order that Hassanein visited them.**

A Kufra ___ C Siwa ___ E As Sallum 1
B El Obeid ___ D Arkernu ___ F Uweinat ___

SPEAK

Work in pairs. Answer the following questions. Make notes and discuss with your partner.

1 Look at the photos in Vocabulary exercise 1. Where would you most like to explore?
2 What equipment would you take?
3 Would you prefer to travel alone or in a group?

Where would you like to travel to?

I would love to explore the Amazon because ...

GRAMMAR

Past habits and situations

EXPLORE

1 Which of the following is the most important for survival on an adventure? Read the text and check your answers.

good equipment a good mentality good food
good clothes



Survival experts **used to believe** that training for an expedition should focus on equipment and survival skills. Survival trainers **would give** advice on what action to take in difficult situations and they **used to teach** such things as how to build an emergency shelter. However, recent studies have shown that the most important thing in survival is a person's mentality. In one study it was discovered that people who **often complained** about their bad luck had less chance of surviving than their more positive companions. The study said that people do better when they see a challenge as an opportunity to demonstrate what they are capable of.

2 Read the *Learn this!* box. Are the words in blue in the text past habits or past situations?

LEARN THIS!

- **Past habits**
  We use the past simple to talk about past habits and repeated actions with expressions such as *always*, *often*, *every day*, *usually*:
  He usually arrived late for the training sessions.
  They played tennis every weekend.

  We can use both *used to* and *would* to talk about past habits and repeated actions. *would* refers to typical past behaviour, while *used to* emphasises a habit or routine that no longer happens.
  When we were on holiday, we ***would*** *get up early every day and spend all day on the beach.*
  I ***used to*** *cycle everywhere when I was younger. (= but I don't cycle much now)*

- **Past situations**
  We use *used to* when talking about situations and states in the past. We can't use *would* in this way:
  Jack ***used to*** *live in Manchester.*
  Mr Taylor ***used to*** *be an actor.*
  My dad ***used to*** *have a motorbike.*

3 Which example of *used to* in the text cannot be replaced by *would*? Why?

Grammar Reference: page 96

EXPLOIT

1 There are mistakes in four of the sentences. Find the mistakes and correct them.

1 We would have a dog but it died two years ago.
  We used to have a dog but it died two years ago.
2 Mum always made sandwiches for us for our school lunches.
3 Maria used to have an important meeting with her boss last week.
4 Anne would live in Istanbul when she worked in Turkey.
5 I would go to bed early and read adventure books when I was a child.
6 My brother always cycled to school.
7 My grandmother often cooked pizzas for all the family.
8 My uncle would be overweight but now he's lost six kilos.

LOOK OUT!

used to **and** ***be used to***
Used to is followed by an infinitive and only refers to past habits and situations.
I used to travel every summer.
Be used to is followed by an *-ing* form and refers to habits and situations that we became or have become familiar with:
When I lived in London, I was used to driving on the left.
He's studied Arabic for five years now and he's used to writing from right to left.

2 Complete the sentences with the infinitive or *-ing* form of the verbs in brackets.

~~go~~ have live smoke work write

1 My grandparents used to go to school on Saturdays.
2 It's always raining here but I'm used to _____ in a wet country.
3 My brother didn't like it at first, but now he's used to _____ in an office.
4 Did your dad used to _____ cigars?
5 He didn't used to _____ a car, but now he's got two!
6 I'm used to _____ in Japanese, but speaking is difficult.

3 Write three sentences about things that:

1 you used to do that you don't do now.
2 you have become familiar with.

Grammar Builder: page 97

Workbook: page 16

WRITING

A narrative

READ

1 Read the story. Do you think Simon Yates did the right thing?



A In 1985 two young mountaineers, Joe Simpson and Simon Yates, decided to climb the Siula Grande Mountain in Peru. After only a week, Joe and Simon had successfully conquered it. Standing on the summit, they felt proud of their achievement. However, the real adventure had not yet started.

B While they were coming down the mountain, Joe suddenly fell and broke his leg. After the accident, the two climbers tied themselves to each other with a rope and Simon helped Joe down the mountain. Joe, however, fell again but this time over the mountain edge. He was hanging in mid-air! Simon held on for as long as he could, but he knew he had a terrible decision to make: cut the rope and let his friend fall to his death or stay tied to it and die with him. With a shaking hand, Simon started cutting...

C Afterwards, Simon continued down the mountain and arrived exhausted at the tent they had left in the valley. As soon as he got into his sleeping bag, he fell fast asleep. On his third night in the tent he thought he heard someone shouting his name. Was he having a nightmare? The shouting continued and he left the tent. Lying over some rocks, he found Joe's broken body.

D Joe Simpson had been lucky and had fallen unexpectedly onto soft snow. After that, he had used his arms to pull himself down the mountain. He was freezing, starving and in need of urgent medical attention but he was alive! He'd had an amazing escape and he thanked his friend. Simon's decision to cut the rope had saved both their lives.

2 Match the paragraphs (A–D) with the descriptions (1–4).

1 It shows how one of the main characters resolved the problem and provides a positive finish.
2 It gives us the location and sets the scene for what happens.
3 It describes an important event that happened to the main characters.
4 It describes what one of the characters did after the event and it provides an unexpected turning point.

PREPARE

1 Read the *Writing tip*. Find examples of sequencing clauses in the text.

Writing tip: sequencing clauses

Sequence words and expressions are used to show the order of events in a narrative

- When one action follows another quite quickly we can use:
  ***after* + *-ing* / noun**
  After leaving the cinema, we went to have a pizza.
  After the class, we had a discussion on Greek philosophers.
  afterwards / after that
  We left the cinema. After that / Afterwards, we went home.
- When two actions happen at the same time we can use:
  as soon as* or *when* / *while
  As soon as I arrived, I did my homework.
  When / While we were talking, I suddenly remembered it was his birthday.

2 Rewrite the sentences using a sequencing clause and the words in brackets.

1 We were crossing the desert. There was a sandstorm. (while)
2 Our boat sank. We were rescued by a fishing boat. (afterwards)
3 I walked into the jungle. I stood on a snake. (as soon as)
4 They found a cave. They sheltered from the storm. (after)
5 They found the river. They were walking through the jungle. (when)
6 We flew to Peru. We visited Lima. (after that)

WRITE

1 Think of a past event that you have taken part in. Use these ideas to help you:

an accident a family / school trip
a personal achievement a sporting event

2 Before you start, answer these questions:

- Who were you with?
- When and where did it take place?
- How did you feel?
- What happened?
- What were the consequences?
- Did you learn anything from the experience?

3 Organize your notes from exercise 2. Use the writing plan to help you. Write your narrative.

Paragraph 1	Background information.
Paragraph 2	Describe the event.
Paragraph 3	The response to the event.
Paragraph 4	The final outcome.

●●●●● Workbook: page 17

REVIEW

Adventure

LANGUAGE SKILLS

1 1.12 **Complete the dialogue with the words from the box. Then listen and check your answers.**

as soon as backpack didn't had hadn't half-asleep stolen tent while waterproofs

Tom Hi Alex. I thought you were going climbing in Wales this weekend.

Alex I was supposed to, but I had a problem. I thought someone on the train had stolen my [1]_____ with all my equipment!

Tom What do mean you thought someone [2]_____ stolen it?

Alex Well, I was [3]_____ on the train and didn't notice anything strange but [4]_____ we arrived at the station in Wales, I realized my bag had gone!

Tom What did you do?

Alex Well, after getting off the train I decided I couldn't go with the others. It was raining and I didn't have any [5]_____; not a very good start! My [6]_____ was also with my backpack and I didn't want to sleep in the rain! So I took the next train back to Manchester.

Tom So someone really had [7]_____ your bag.

Alex No, they [8]_____. The train was full of climbers and some had got off before us. [9]_____ I was sleeping one of them took my bag because he thought it belonged to somebody in his group.

Tom I'm sorry to hear that.

Alex Me too! But at least I [10]_____ lose my backpack! I collected it from the station this morning.

2 **Put the events in the order in which they happened.**

A Alex collected his backpack from the station. ___
B Alex returned to Manchester. ___
C A man took Alex's backpack by mistake. ___
D Alex left Manchester. ___
E Alex met Tom. ___
F Alex arrived in Wales. ___

3 **Choose the correct answers.**

1 We **used to** / **would** live in Canada when I was younger.
2 After we put up the tent, we **had cooked** / **cooked** dinner.
3 I saw Vicky last night. I **hadn't seen** / **didn't see** her for ages.
4 I **was working** / **had been working** at the company for a year when I was promoted.
5 George said it was difficult at the beginning but he **is used to** / **used to** living in Paris now.
6 They **had been** / **were** crossing the desert when they suddenly discovered a big oasis.

DICTIONARY CORNER

Singular and plural

1 **Complete the table with the plural forms of the nouns.**

singular	plural
crisis	[1] crises
criterion	[2] _____
hero	[3] _____
oasis	[4] _____
phenomenon	[5] _____
sheep	[6] _____
species	[7] _____
volcano	[8] _____

2 **Now complete the rules for the plural noun forms in exercise 1.**

1 In nouns that end in *-is*, the *-is* changes to *es* in the plural. crisis: crises
2 In some nouns that end in *-on*, the *-on* changes to _____ in the plural.
3 Some nouns that end in *-o* add _____ in the plural.
4 Nouns such as _____ and _____ have the same singular and plural form.

3 **Find out which nouns are singular, which are plural and which can be used as both.**

1 analysis
2 compass
3 deer
4 flora
5 goods
6 headquarters
7 mathematics
8 news
9 salmon
10 trousers

1 Analysis is singular.

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 an adventurer.			
I can choose the correct past tense to use.			
I can describe different climates and landscapes.			
I can talk about past habits and situations.			
I can write a narrative.			

Workbook: Self check pages 18–19

LITERATURE CORNER 1

Jane Eyre

by Charlotte Brontë

Biography

Charlotte Brontë was born in 1816 in the north of England. Charlotte and her sisters studied at boarding school. However, the terrible school conditions, which she described in *Jane Eyre*, seriously affected her health and contributed to the death of two of her sisters. Later Charlotte worked as a teacher and a governess but like her sisters Emily and Anne, she wanted to write for a living. In the 1840s they all published their first novels and became famous authors.

I was woken by the full moon shining in on me, as I had forgotten to draw my curtains. Suddenly, a wild, terrible cry broke the silence, echoing throughout the house. My heart missed a beat. What could it mean? It came from the top floor. Then I heard the sounds of a desperate struggle, just above my room.

'Help! Help! Help! Won't anyone help me? Rochester! Rochester! For God's sake, come!' shouted a voice from upstairs.

Bedroom doors were opened as the guests woke up. 'What's happening?' 'Fetch a candle!' 'Is it a fire?' 'Are there burglars?' 'Where's Rochester? He isn't in his room!'

'Here I am!' called the master of the house, descending with a candle from the top floor. 'It's all right. Don't be afraid, ladies. A servant's had a bad dream, that's all, and started screaming. Nothing to worry about. Please go back to your rooms. You'll catch cold otherwise.' And so he calmed his guests and persuaded them to return to their rooms.

But I knew the sounds I had heard could have nothing to do with a servant's dream. So I dressed and waited in my room, in case I was needed. After about an hour, when Thornfield Hall was completely silent again, there was a cautious knock on my door.

'Are you awake, Jane?' asked the voice I had been expecting.

'Yes, sir, and dressed.'

'Good, I need you. Come and help me. Bring a clean cloth with you.' We went quietly up to the top floor, where he unlocked one of the small black doors.

'Do you feel faint at the sight of blood?' he asked.



'I don't think so,' I replied. We entered a room with curtains hung on the walls. One of the curtains was tied back to reveal a secret door into another small room. From there came an angry growling sound, almost like a dog.

1 **Read the text. Where do you think the story is set? What is the narrator's name?**

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

1 What caused Jane to wake up?
2 Who asks if there is a fire?
3 Who sleeps on the top floor?
4 Why does Jane get dressed?
5 How was the secret door hidden?

3 **Look at the text, and use your own words and ideas to answer these questions.**

1 Do you think Jane is a guest or a worker at Thornfield Hall? Why?
2 Why do you think Jane knew the sounds had nothing to do with a servant's dream?
3 Why do you think Mr Rochester wants to calm the guests at Thornfield Hall?

4 **Imagine you are Jane or Mr Rochester standing at the secret door that leads into the small room. Describe your feelings as you enter the room and give details about what you find. What is the room like? Where does the angry growling sound come from? What happens next?**

SKILLS ROUND-UP 1–2

Scotland

READ

1 Read the text quickly. How many inventions are mentioned?

A NATION OF INVENTORS

What do you think of when you hear the word *Scotland*? The Loch Ness monster? The beautiful mountains in the Highlands? Well, all these things form part of the image people have of the country but perhaps we should think of Scotland as the land of inventors. With a population of just over 5 million people, Scotland has probably produced more inventors than any other country in the world.

Scots have revolutionized the world of communications. In 1843 **Alexander Bain** produced the first fax machine, but it was the inventions of **Alexander Graham Bell** and **John Logie Baird**'s inventions that really made an impact on the public. Bell had spent years creating devices to help deaf people, before moving to the USA and in 1876 inventing the machine that was to make him world famous: the telephone. Baird was the first scientist to produce moving pictures and in 1925 he gave a demonstration of his television system. The BBC then used Baird's system in 1928 to broadcast the world's first TV programme.

Scots have also made important contributions to medicine. In 1847 **James Young Simpson**, a doctor, discovered that the chemical chloroform puts people to sleep. He experimented on himself to find the correct quantity of chloroform for operations. And one of the greatest medical discoveries of all time was made by a scientist from the west of Scotland: **Alexander Fleming**. Fleming was investigating different types of bacteria in his laboratory when he accidently discovered a group of antibiotics called 'penicillin'. That was in 1929 and since then, penicillin has saved millions of people's lives.

Today Scottish universities are involved in important research in fields such as medicine, engineering and science.



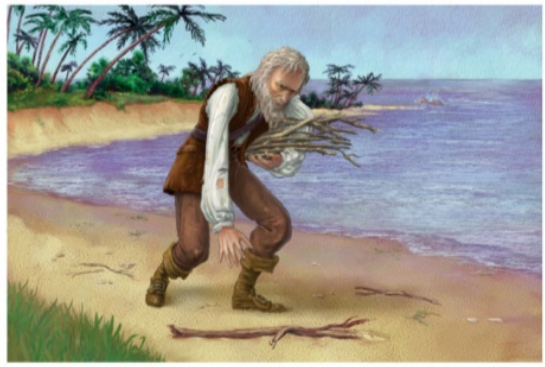
2 Read the text again. Are the sentences true or false?

1 People often think of Scotland as a country that has produced a lot of inventors.
2 Alexander Graham Bell invented the telephone for deaf people first.
3 John Logie Baird appeared on the world's first TV programme.
4 James Young Simpson discovered a new chemical called chloroform.
5 Alexander Fleming wasn't expecting to discover penicillin.

3 Answer the questions. Use your own words and ideas.

1 Which do you think is the most useful invention mentioned in the text? Why?
2 Why do you think a small country like Scotland has produced so many inventors?
3 What do you think countries can do to produce more inventors? What can they do to help the inventors they've already got?

LISTEN



1 Look at the picture. What is the man doing? Why?

2 1.17 Listen and choose the correct answers.

1 The character in Daniel Defoe's book was called **Robinson Crusoe** / **Alexander Selkirk**.
2 Alexander Selkirk's ship was called **Mas a Tierra** / **Cinque Ports**.
3 He was **angry** / **pleased** to be left on the island.
4 He made new clothes from the skins of **wild animals** / **goats**.
5 Alexander Selkirk returned to Scotland a **poor** / **wealthy** man.

3 1.17 Listen again and put the events in the order that they happened.

A Daniel Defoe heard about Selkirk's adventure. ___
B Spanish ships visited the island. ___
C Alexander Selkirk became a sailor. ___
D Alexander Selkirk returned home to Scotland. ___
E Alexander Selkirk found some goats. ___
F Alexander Selkirk was left on the island. ___

WRITE AND SPEAK

1 Imagine you have to spend a week on a desert island. Choose three things to take with you. Make notes about why they are important.

2 Discuss your notes with your partner. Would you change anything on your list? Why / Why not?

3 Motivation

THIS UNIT INCLUDES

Vocabulary • motivation • phrasal verbs: success and failure • first aid • nouns and verbs
Grammar • modals: advice, obligation and prohibition • speculating about the present and the past
Skills • making a speech • talking about the environment
Writing • an anecdote

Amazing achievements

BEFORE READING

Look at the photos. Where do you think the young people are from? What do you think they do?

READ

1 **Read the text. Answer the questions.**

1 Who took up an activity to improve their behaviour?
2 Who did people think had gone mad?
3 Who did people think was doing sport just to make friends?
4 Who changed country to go to school?
5 Who decided to concentrate on just one sport?
6 Who has influenced people from a similar background?

2 🎧 1.18 **Read the text again. Choose the best answers.**

1 Esther spent two years
  a in a wheelchair before playing sport again.
  b in an unconscious state.
  c having medical treatment.
  d suffering nightmares after leaving hospital.
2 At the beginning of Esther's sports career
  a it was obvious that she was talented.
  b she just wanted to make friends.
  c she only played tennis.
  d she thought she'd win a Paralympics gold medal.
3 Extreme weather conditions in Malawi
  a forced William to stay at school.
  b destroyed William's parents' dreams.
  c forced William to change his way of studying.
  d destroyed William's school.
4 After William connected his home to the windmill
  a the neighbours thought he was crazy.
  b his family finally had water in the house.
  c there was electric light in the whole village.
  d his family could see better at night.
5 When Amir Khan was a young child, he
  a left Pakistan with his parents.
  b was asked to leave school.
  c became a better student thanks to boxing.
  d was taught to box by his father.

YES, WE CAN!



When Esther began playing sport many people may have thought it was just a chance for her to socialize with other young people. However, with her talent and strong motivation to succeed she has become an Olympic star.

Esther Vergeer from Holland

When 8-year-old Esther Vergeer suddenly lost consciousness after a swimming lesson, she can't have imagined the nightmare that was awaiting her; two years of operations that left her without the use of her legs. When she was finally able to leave hospital, she had to use a wheelchair. Once she was home, Esther slowly realized she could either feel sorry for herself or she could make the most of her new life. She decided to take the second option.

Wheelchair sports helped Esther to start enjoying life again. She immediately stood out as an all-round sportswoman but she decided to focus on just one sport: tennis. It was an intelligent move because she has been the world's number one player ever since and has an impressive number of Paralympic gold medals.

William Kamkwamba from Malawi

In 2002, 14-year-old William Kamkwamba was told that his school days were over. His parents couldn't continue paying his school fees because drought had destroyed the family farm. However, William was determined that his new situation wasn't going to shatter his dream of one day providing his family's home with electricity and fresh water.

William studied library books at home and one of them, *Using Energy*, gave him the idea that transformed his life: designing and building a windmill.

6 Thanks to Amir's success, young British Asians
   a have become more active.
   b went to the 2004 Olympic games.
   c have taken up mainstream education.
   d have won more sports competitions.

Reading tip

Learn to distinguish between facts and opinions. A fact can be proven with evidence, but opinions only show people's personal feelings about things.

3 **Read the *Reading tip*. Are the following statements from the text fact or opinion?**

1 She can't have imagined the nightmare that was awaiting her.
2 His parents couldn't continue paying his school fees.
3 Amir Khan was born in England to Pakistani parents.
4 Amir's father must have been desperate to take such a step.

UNDERSTANDING IDEAS

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

1 Which of the three young people do you admire the most? Why?
2 How do you think the things that they have done might motivate other young people?
3 What personal qualities do you think Esther, William and Amir have?
4 How do you motivate yourself to do something?

VOCABULARY

Yes, we can!

Match the highlighted words in the text with the definitions below.

1 Having more energy than normal and unable to keep quiet or still.
2 To destroy something completely.
3 The type of family and social class you come from and the education and experience you have.
4 Able to do many different things well.
5 The money you pay for professional advice or services from doctors, lawyers, schools, universities, etc.
6 To meet and spend time with friends.
7 A machine that is used for forcing a gas or liquid in a particular direction.
8 People who come from the same country as you.
9 Considered normal and used or accepted by most people.
10 Causing a feeling of admiration and respect because of the importance, size, quality, etc. of something.
11 Succeeding in dealing with a problem.
12 Was very noticeable.
13 The state of being awake and knowing what is happening around you.
14 Thought to be the best.
15 Changed completely.

●●●●● Workbook: page 20



Using tree branches and old tractor and bicycle parts, William started constructing a windmill that would generate electricity. His neighbours thought he was crazy until the day he connected a cable from the windmill to his home. With the flick of a switch his house became the only one in the village with electric light.

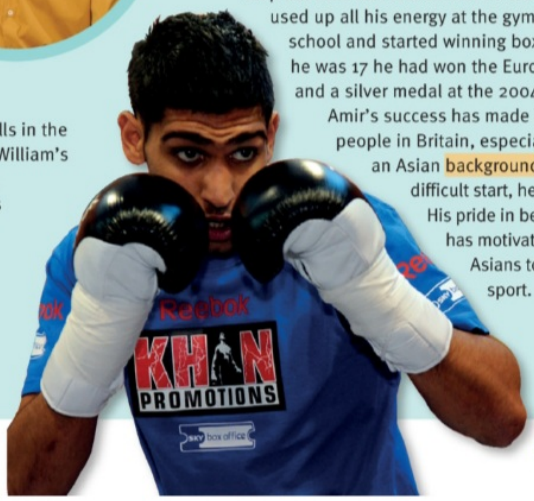
Since then William has built more windmills in the village and installed an electric water pump. William's talent for engineering has made him famous. A group of business people, impressed by his skills and self-motivation, decided to pay for his education at an elite school in South Africa. However, William hasn't forgotten his compatriots and he says that when he has finished studying he wants to bring electricity to all Malawi.

Amir Khan from England

Amir Khan was born in England to Pakistani parents and from the moment he could walk it was clear that he was hyperactive. Unfortunately, his hyperactivity would get him into fights at school and his father decided he needed to do something about it. At the age of only eight, Amir's father made him become a member of a boxing club.

Amir's father must have been desperate to take such a step but time has shown that he was right. Young Amir used up all his energy at the gym, got on better at school and started winning boxing titles. By the time he was 17 he had won the European championships and a silver medal at the 2004 Olympic Games.

Amir's success has made a big impact on young people in Britain, especially on those from an Asian background. By overcoming a difficult start, he has inspired them. His pride in being British and Asian has motivated lots of young British Asians to take up mainstream sport.



VOCABULARY

Yes, we can!

ACTIVATE

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

all-round background compatriot consciousness elite fees hyperactive impressive mainstream overcome pump shatter socialize stand out transform

1 Diana's parents are extremely rich. Her educational _____ is also excellent. She got two very good degrees from an _____ university.
2 The _____ is broken and we can't get any water up from the well. Better access to water would _____ our village.
3 _____ children need to be outdoors where they can use up all their energy.
4 David is an _____ sportsman but he is best at athletics. He was very _____ last week when he won the 100-metre race.
5 The fact that my lawyer was my _____ didn't help. We actually came from the same region but the _____ he charged were still extremely high.
6 He was very famous and _____ as an excellent comedy actor in _____ Hollywood films in the 1950s, but he also acted in less well known theatre plays.
7 He lost _____ in a car accident but he soon recovered it. However, he was in hospital for a long time and didn't _____ his fear of driving for a year.
8 I prefer not to _____ with the people I work with. I usually go out with old school friends.
9 His poor exam results _____ his dreams of going to university.

EXTEND

Motivation

1 **Check the meaning of the words in the box. Complete the text with the correct form of the words.**

achieve ambitious incentive inspire ~~motivation~~ persevere stimulate

I think I've got a high level of [1] motivation and people say I'm an [2]_____ person. However, money isn't really an [3]_____. I don't want to work just for money; it must be boring. No, I'd like to [4]_____ something that needs talent, such as writing a book. Many great writers have [5]_____ me and they make me feel that I could do something like that, too. My imagination was first awoken by the stories my father used to tell me and I think that if our parents [6]_____ our minds when we are young then we'll want to do things later. But of course, interest isn't enough. To be successful you need to [7]_____ and keep on trying even when things don't go well.

Phrasal verbs: success and failure

2 **Complete the dictionary entries and example sentences with the correct forms of the phrasal verbs.**

build on fall through keep up ~~lose out~~ pay off pull off

1 lose out to be at a disadvantage: *We lost out because our parents couldn't send us to school.*
2 _____ to fail or not happen: *The deal _____ because they didn't have enough money.*
3 _____ to be successful: *All his hard work _____ when he won the race.*
4 _____ to use sth as a base from which you can make further progress: *You must _____ your first successful experience and increase your business.*
5 _____ to succeed in something difficult: *She _____ a surprising victory.*
6 _____ to move at the same speed as sb: *If I want to pass my exams, I must _____ with the good students.*

First aid

3 **Match the words with the pictures.**

bandage crutches plaster plaster cast walking stick ~~wheelchair~~



1 wheelchair 2 _____ 3 _____
4 _____ 5 _____ 6 _____

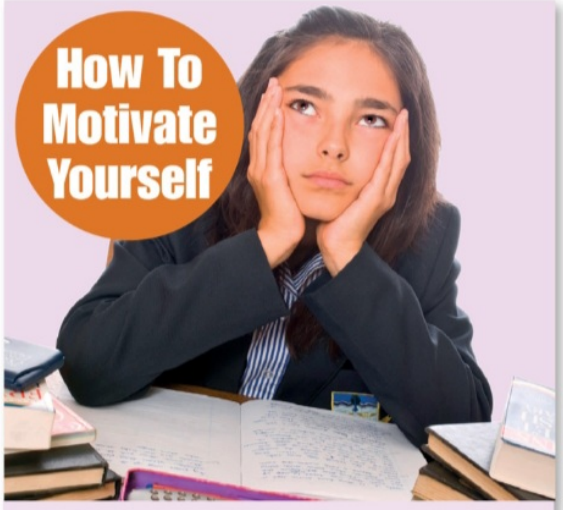
●●●●○ Workbook: page 21

GRAMMAR

Modals: advice, obligation and prohibition

EXPLORE

1 Read the advice on self-motivation. Do you do any of the things that are recommended?



When a teacher tells his students that they **have to** do homework, they are sometimes motivated by external factors such as punishment. However, the experts say we **ought to** be motivated by our own desire to do well because this is the best form of motivation. But how? Read the following tips!

BE POSITIVE. You **must** focus on the positive things you have done. List them and you'll be surprised how many there are! Of course, you **mustn't** forget your mistakes. You **should** try to learn from them.

HAVE AN OBJECTIVE. Objectives **don't have to** be big to be effective. Completing small objectives gives you a sense of achievement and you'll be ready for bigger challenges.

MAKE A PLAN. To achieve goals you **need** to prepare a plan. A plan is really a set of smaller objectives. It **needn't** be very long but it will help you to move in the right direction.

2 Look at the modal verbs in blue and match them with the definitions below. Use some of the definitions with more than one modal verb.

1 It isn't necessary.	1_____ 2_____
2 It's a recommendation.	3_____ 4_____
3 It's a prohibition.	5_____ 6_____
4 It's an obligation or necessity.	7_____ 8_____

●●●●● Grammar Reference: page 98

EXPLOIT

1 Rewrite the sentences with modal verbs so that they have the same meaning.

1 It's necessary to wear a uniform at my school.
You have to wear a uniform at my school.
2 It would be a good idea to say sorry to her.
3 It's not necessary to study because you're on holiday.
4 It would be a good idea to go to the doctor's.
5 Always wear smart clothes when you go to an interview.
6 It's not necessary to give me the money until Friday.
7 Don't talk when you're in the library.
8 It's necessary for you to arrive on time tomorrow.

LEARN THIS!

must* and *have to

Must and *have to* are both used to express obligation. When we decide an obligation for ourselves, we usually use *must*.
I must study this weekend if I want to pass the exam.
We must visit our grandfather. He hasn't been well.

When the obligation comes from other people or organizations, then we often use *have to*:
The teacher said we have to do an exam this afternoon.
Motorcyclists have to wear a helmet.

2 Complete the sentences with the correct forms of *have to* or *must*.

1 We're going to China next month but first we have to get a visa from the embassy to enter the country.
2 I _____ get fit if I want to run in next year's marathon.
3 Cars can't turn right here. You _____ go straight on.
4 Dad doesn't like his job. He _____ work late every night.
5 I really _____ stop eating cake. It's bad for my teeth.
6 We _____ clean the car this weekend. It's filthy!

LOOK OUT!

mustn't* and *don't have to

Although *must* and *have to* refer to obligation, *mustn't* and *don't have to* are very different in meaning.
You mustn't speak when the headmaster is here. = It is prohibited. You are not allowed to do it.
You don't have to speak at the meeting. = It is not necessary to do it. You can if you want to.

3 Complete the sentences with the correct forms of *mustn't* and *don't have to*.

1 There's lots of time before class. We don't have to go yet.
2 I'm sorry, but you _____ eat in the classroom. You can't eat in school buildings.
3 Mum, you _____ cook lunch. I've already done it.
4 I can clean the car alone. You _____ help me.
5 Children, you _____ tell lies! You must always tell the truth!
6 It's a secret. You _____ tell anyone else.

●●●●● Grammar Builder: page 99

●●●●● Workbook: page 22

SKILLS

Teen speakers

VOCABULARY



1 **Match the words with the items in the picture.**

banner flip chart lectern microphone projector screen speaker stage ~~spotlight~~

1 = spotlight

2 **Complete the text with the words from exercise 1.**

Unfortunately the presentation was a disaster. The message on our [1]_____ was spelled incorrectly, which gave a terrible impression before we even started! Then Tom, our main [2]_____, was ill so I had to do all of the talking. Unfortunately, the [3]_____ didn't work so I had to shout so people could hear me. And some people couldn't see me because I didn't have a [4]_____ to stand on. Nor could they see the [5]_____ I was writing notes on. At least I had a [6]_____ to put my papers on, but I couldn't read them very well because the [7]_____ was shining straight into my eyes. The only good thing was the short film that I showed on the [8]_____. At least everybody could see and hear that!

Workbook: page 23

LISTEN

1 1.19 **Listen to the interview. Match the people with the things they say.**

1 The presenter	a The headmaster took action on what I said.
2 Jenny Wilson	b I want to help others by talking about my bad experiences.
3 Masoud Khuda	c I talked about the good things we were doing, not the bad things.
4 Steve Watts	d A number of teen speakers have appeared recently.

2 1.19 **Listen again. Choose the correct answers.**

1 Jenny Wilson's team
- a lost all their games.
- b won all their games.
- c won and lost some games.

2 Jenny told the team they were
- a useless.
- b improving.
- c getting worse.

3 Masoud Khuda was
- a the students' representative.
- b the headmaster.
- c unprepared.

4 The headmaster
- a rejected the students' request.
- b became more confident.
- c asked some questions.

5 Steve Watts
- a was the victim of a gang.
- b was a bully.
- c addresses business audiences.

6 When Steve Watts spoke at his school, he
- a was booed.
- b made the headmaster angry.
- c got a good reception.

SPEAK

1 **Prepare a short speech on what your school can do to be more environmentally friendly. Make notes on what is already done and what can be improved. Finish by saying why students should help.**

2 **Give your speech to your partner. Use the modal verbs on page 25.**

I think my school is quite environmentally friendly but we need to recycle more...

GRAMMAR

Speculating: present and past

EXPLORE

1 1.20 **Read and listen to the dialogue. How do you think the boys feel at the end?**



Steve Oh no! It's six o'clock! The match **must have started** and we're still shopping!
Mark There **might be** a TV shop in this shopping centre!
Steve There is one! Over there! And there are lots of TVs in the window showing a football match! It **could be** Chelsea versus Liverpool. Come on!
Mark It is Chelsea and Liverpool! Great! But what's the score? I can't hear anything out here.
Steve I think Chelsea **might have scored**. Their supporters seem very happy.
Mark No, Chelsea **can't have scored**. Their manager looks really angry!
Steve He always looks angry! That's how he motivates the players! In fact he **may be** about to change someone.
Mark No, he **can't be**! He wouldn't change a winning team.
Steve But we don't know if they're... Hey! What's happened? All the TVs have gone off!
Mark It **must be** closing time! Quick! If we catch the next bus we'll see the last five minutes at home!

2 **Do the expressions in blue in the dialogue refer to the present or the past? Complete the table.**

	present	past
certain	1 _____	6 must have started
possible	2 may be 3 _____ 4 _____	7 _____
impossible	5 can't be	8 _____

LEARN THIS!

We use the modal verbs *must*, *could*, *may*, *might* and *can't* with the infinitive of the verb *to be* to speculate about the present:
Dad must be at his office.
Ann could be at her friend's house.
We use the modal verbs *must*, *could*, *may*, *might* and *can't* with *have* and the past participle of the verb to speculate about the past:
David might have missed the train.
They can't have been in Paris last week.

●●●●● Grammar Reference: page 98

EXPLOIT

1 **Complete the sentences with a correct present or past modal form.**

1 My dad has taken an umbrella so it might be / may be / could be raining. (possible)
2 Tom played basketball in the NBA for five years so he _____ good. (certain)
3 They're blond and they're speaking Russian so they _____ Syrians. (impossible)
4 He didn't study very hard for the exam but he passed so he _____ lucky. (possible)
5 He works hard and he's got a clear objective so he _____ highly-motivated. (certain)
6 The audience at the conference booed, so it _____ a success! (impossible)
7 They're carrying lots of books so they _____ students. (possible)
8 A huge number of people attended the Queen's funeral so she _____ popular. (certain)

2 **Rewrite the sentences using *must*, *can't* and *might*.**

1 I'm sure I left my keys at home.
I must have left my keys at home.
2 He's wearing a suit and carrying a gun. I think he's a policeman.
3 Sara passed all her exams. I'm sure she studied hard.
4 I'm not sure, but I think it's Mike on the phone for you.
5 I'm sure he's French.
6 I'm certain he didn't give me the money.

LOOK OUT!

Although we use *can't* for speculating, we don't use *can*. When we talk about what we think is possible we use *could*, *may* and *might*.
He missed the train. He can't be home already.
He caught the train. He could be home already.

3 **Write sentences about the photo.**



It might be in Japan.

●●●●● Grammar Builder: page 99
●●●●● Workbook: page 24

WRITING

An anecdote

READ

1 Read the anecdote. How did the grandmother's advice affect the writer?



The right attitude!

Walking home from school the other day, I started thinking about all the homework I had to do. I must have had at least three hours work ahead of me, and I wasn't looking forward to it. When I finally walked through the front door, I had put myself into a very bad mood.

However, I found my grandmother sitting in our kitchen and I soon brightened up. She had decided to make a surprise visit and we quickly started chatting about family gossip. It wasn't long though before I remembered my homework and, with a sad look on my face, I explained that I had to go off to my bedroom to study. I stood up to leave the kitchen like someone being sent off to prison.

Before I could leave, my grandmother angrily called me back. 'What's all this about?' she asked. 'You should change your attitude! Homework is a chance to learn, not a punishment!'

She then told me all about her childhood. School had been out of the question as she had had to work from dawn to dusk helping on the family farm. Education had been just a dream. Leaving the kitchen, I realised how hard life must have been for my grandmother and how lucky I was that I didn't have to go out to work!

2 Answer the questions about the story.

1 How does the writer feel at the beginning of the story?
2 How do her feelings change when she sees her grandmother?
3 What impression does the writer give her grandmother as she is leaving the kitchen?
4 How does her grandmother react?
5 What changes might the writer have made since that day?

PREPARE

Writing tip: using present participles

We sometimes use present participles to replace sentences that begin with *while*, *when*, *as*, *since* and *because*. We can only use this structure when the two subjects in the original sentence refer to the same person or thing:
While I was walking home from school the other day, I started thinking about all the homework I had to do.
Walking home from school the other day, I started thinking about all the homework I had to do.
If a sentence has two different subjects we can't begin it with a present participle.
*When **John** arrived in the classroom, **Bob** told him the news.*

Read the *Writing tip*. Rewrite the sentences using present participles. Two of the sentences can't be changed.

1 Because I disagreed with team tactics, I had to speak to the captain.
Disagreeing with team tactics, I had to speak to the captain.
2 While she was swimming in the pool, she hurt her foot.
3 When the speaker finished, I congratulated her.
4 Because I trained hard, I got back on the team.
5 Since we were living in London for six months, we had a chance to practise our English.
6 As he doesn't come to training, the coach wants him to leave the team.
7 When he finished the race, he quickly drank a bottle of water.
8 While I cooked lunch, I listened to the radio.

WRITE

1 How you ever received good advice from a relative or friend? Answer the following questions and make notes.

- Who gave you the advice?
- When did you receive the advice?
- What was the advice about?
- How did you react to the advice? Were you surprised / shocked / pleased, etc.?
- Did the advice motivate you to change the way you did something?

2 Organize your notes into four paragraphs.

Paragraph 1	Explain the situation.
Paragraph 2	Explain what the problem was.
Paragraph 3	Explain the advice given.
Paragraph 4	Explain how the advice affected you.

3 Write an anecdote of 200 words, using your notes from exercises 1 and 2 to help you.

●●●●● Workbook: page 25

REVIEW

Motivation

LANGUAGE SKILLS

1 🎧 (1.21) **Complete the dialogue with the words from the box. Then listen and check your answers.**

been consciousness crutches have keep up lose out plaster cast shattered socializing wheelchair

Alice Hi Jane. Oh... what have you done?
Jane I've broken my leg – badly! I'm going to be wearing this [1]_____ and moving around on [2]_____ for three months.
Alice Three months! Oh, I'm sorry. How did it happen?
Jane I fell off my bicycle! I was trying to [3]_____ with my sister when we were going downhill. I lost control and hit a wall. I lost [4]_____ and the next thing I remember was waking up in hospital!
Alice How awful! It must have [5]_____ terrible.
Jane Well, I'm OK now except for my leg. I've [6]_____ the bone. I'll [7]_____ to do a lot of training to make it strong again when the plaster cast comes off.
Alice And what about school?
Jane I'll have a [8]_____ next week so I'll be able to go to school in that. I'll only have missed three weeks so I shouldn't [9]_____ too much.
Alice I'll push you to school if you like.
Jane Thanks. I'm looking forward to going back to school and [10]_____ with my school friends again! I've had enough of talking to doctors and nurses for a while!

2 **Decide if the sentences are true or false. Correct the false sentences.**

1 Jane isn't going to be walking normally for three months.
2 Jane was behind her sister when they were cycling.
3 Jane remembers going to the hospital.
4 Jane's leg will be weak when they take the plaster off.
5 Alice will help Jane go to school.
6 Jane wants to go back to hospital again soon.

3 **Choose the best answer for each sentence.**

1 Where's Dara? Perhaps she's outside or she **might** / **can't** be in the canteen.
2 If I really want to get the job, it depends on me! I **have to** / **must** prepare for the interview very carefully!
3 They're not at home. I've knocked on the door and rung the bell. They **must** / **may** have gone out.
4 'Why wasn't Ahmed at training last night?' 'I'm not sure. He **could have been** / **could be** ill.'
5 No, you **don't have to** / **mustn't** phone Amy. She's meeting us in five minutes.
6 'I've got a terrible toothache.' 'You **may** / **ought to** go to the dentist.'
7 Dave hasn't got any money so he **can't** / **must** be shopping now.
8 My dad's said that I can use his car but first I **have to** / **could** pass my driving test.

DICTIONARY CORNER

Nouns and verbs

1 **Put the words in the correct columns.**

advice ~~advise~~ belief believe canvas canvass device devise extend extent

verbs	nouns
advise	_____
_____	_____
_____	_____
_____	_____
_____	_____

English words of Greek origin

2 **Complete the dictionary entries and example sentences with these nouns.**

~~analysis~~ antibiotic criteria dilemma hygiene phobia

1 analysis : The careful examination of the different parts or details of something. *The _____ of the water has shown that it is safe to drink.*
2 _____ : plural form: the standards that you use when you make a decision: *What were the _____ for choosing the Seven Wonders of the World?*
3 _____ : Keeping yourself and things around you clean. *High standards of _____ are essential in hospitals.*
4 _____ : A very strong fear that you cannot explain: *I've got a terrible _____ about flying.*
5 _____ : A situation when you have to make a difficult choice. *He faces a _____ because he's been offered two jobs and he likes both of them.*
6 _____ : Medicine which is used for curing infections: *The doctor gave me an _____ for my chest infection.*

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 discuss profiles of amazing achievers.			
I can use the correct modals for advice, obligation and prohibition.			
I can talk about young people speaking in public.			
I can speculate about the past and present.			
I can write an anecdote.			

●●●●● Workbook: Self check pages 26–27

4 Future life

THIS UNIT INCLUDES

Vocabulary • city life • suffixes • ecology • the future • colours
Grammar • future time • future continuous and future perfect
Skills • talking about future plans • talking about predictions
Writing • A blog

Saving the future

BEFORE READING

What are the things in the photos used for? What effect do you think they have on the environment? Use some of the words in the wordpool to help you.

alternative energy eco-friendly irrigation
personal transit system power renewable energy
solar panels sunlight resources wind turbine









AN ECOLOGIST'S **DREAM**

Some predictions about climate change suggest that global warming will make the central regions of the planet uninhabitable. This has prompted one country to accept the challenge of building a sustainable city in the desert of the Arabian Peninsula. To find out more about this ambitious plan, our reporter Tom Davies spoke to project engineer Ahmed Moussa.

Tom Davies (TD): The Arabian Peninsula is one of the planet's harshest environments. Why here?

Ahmed Moussa (AM): Well, the Arabian Peninsula is home to the United Arab Emirates, a country whose citizens have the biggest carbon footprint in the world. A carbon footprint is a measure of the amount of carbon dioxide that is produced by our daily use of energy and people in the UAE have even bigger carbon footprints than the North Americans. The country is an economic success story but the residents realize they can't continue consuming natural resources at the same rate.

TD: So what is the UAE going to do to improve this?

AM: The government of the UAE's largest emirate, Abu Dhabi, has started work on a 'green' city. The city will only use energy supplied by solar panels and other renewable energy sources and it won't produce either carbon dioxide or rubbish.

TD: It sounds like an ecologist's dream! What's the name of this city?

AM: Masdar. A good choice, as it is the Arabic word for 'source'.

TD: But is the desert the right place to build a city like this?

AM: Yes, I think so. Naturally, the Masdar planners have taken into account the location of their project. The city is going to be walled to keep out the hot desert wind, and the narrow streets will be shaded to keep them cool.

TD: And how will the city provide its residents with the water they need?

AM: Water will come from a solar energy powered desalination plant and waste water will be recycled and reused for crop irrigation. Masdar will need 60% less water than a conventional city of the same size.

READ

Reading tip

When you are answering questions on an interview, quickly scan the interviewee's responses for the key words (names, dates, etc.) that appear in the questions in the exercise.

1 1.25 **Read the text and the *Reading tip*. Choose the best answers.**

1 The project in the Arabian Peninsula will
   a cause changes to the climate.
   b avoid causing damage to the environment.
   c be carried out by all the countries in the region.
   d build a city under the desert.
2 At present, the citizens of the United Arab Emirates
   a can't use natural resources.
   b don't produce rubbish.
   c are aware of their carbon footprint.
   d don't use large amounts of energy.
3 The government of Abu Dhabi
   a is already building an ecological city.
   b makes solar panels.
   c is the world's biggest energy user.
   d is considering plans for an ecological city.
4 The planners of Masdar city will
   a use the desert wind to cool the city.
   b use water transport.
   c build narrow streets for cars only.
   d protect the city from the local climate.
5 When construction is finished, Masdar will
   a become home to companies interested in improving the environment.
   b be controlled by the university.
   c be home to 50,000 university students.
   d have a high carbon footprint at the beginning.
6 Supporters of the project think Masdar
   a will become a world leader in education.
   b is a chance for Abu Dhabi to be a world leader in the field of green cities.
   c will solve all environmental problems.
   d has lots of natural gas and oil.



TD: Of course, cars are a big cause of pollution. How will the residents of Masdar get around?

AM: Well, cars will have no place in Masdar and citizens will be encouraged to move around on the Personal Rapid Transit system.

TD: So when will the city welcome its first inhabitants?

AM: Construction will have finished by 2014, when it is hoped that 50,000 inhabitants will be living and working there.

TD: And how will the inhabitants earn a living?

AM: Most companies in the city are going to specialize in environmentally-friendly products. Furthermore, research into alternative energy, sustainability and the environment is going to take place at the Masdar Institute of Science and Technology. This university is already accepting enrolments from future students.

TD: Now some people who are sceptical about the project have suggested that Masdar will make little difference to Abu Dhabi's high carbon footprint. What do you say to that?

AM: Masdar will not solve all the problems but it's a step in the right direction. Supporters of the project see it as an opportunity for Abu Dhabi to become the global capital of sustainable living and to offer a positive alternative for all cities of the future, not just for Masdar.

TD: Thank you, Ahmed Moussa. Good luck with the project!

2 **Decide if the sentences are true or false.**

1 Some experts claim that people will not be able to live in certain parts of the world.
2 Walls will stop the desert sand entering the city.
3 They will use waste water to grow food.
4 The sun will be the only source of energy for the new city.
5 Students are already attending classes at the university.
6 Masdar could become the capital city of the UAE.

UNDERSTANDING IDEAS

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

1 Would you like to live in a city like Masdar? Why / Why not?
2 Why do you think a country like the United Arab Emirates, that has natural resources such as gas and oil, is interested in renewable energy?
3 How important do you think the Masdar Institute of Science and Technology will be for the city?
4 Do you think other countries will follow the example of Abu Dhabi and build cities like Masdar?

VOCABULARY

An ecologist's dream

Match the highlighted words in the text with these definitions.

1 Not possible for humans to live in.
2 A way of describing the size, amount, etc. of something.
3 Different from what is usual or traditional.
4 Using natural energy and products that don't harm the environment.
5 To study one particular subject.
6 Doubting that something is right.
7 The removal of salt from sea water.
8 Successful applications to become members of a course, university etc.
9 Most difficult for people to bear.
10 Normal and ordinary.
11 Providing water to grow plants and crops.
12 The people who live in a place.
13 That can be replaced naturally.
14 Protected from direct light.
15 Made someone decide to do something.

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VOCABULARY

An ecologist's dream

ACTIVATE

Complete the sentences with the correct form of the words in the box.

alternative conventional desalination enrolment harsh irrigation measure prompt renewable resident sceptical shade specialize sustainable uninhabitable

1 The students didn't like her _____ teaching methods and were happy when she returned to more traditional ways.
2 Although he wears strange clothes, his behaviour is really very _____.
3 I'm _____ about recycling because I don't think we really help the planet by doing it.
4 Even though the tennis court was in the _____ of the trees, it was too hot to play at midday.
5 We need more _____ industries that don't cause harm to the environment.
6 Its success will be a _____ of how well the project is run.
7 My mum's a doctor and she _____ in children's medicine.
8 The house was _____. Nobody could live there because it was falling down!
9 _____ for the new university course begins next Monday.
10 Wind power is a form of _____ energy that is already used in a lot of countries.
11 At the moment, the _____ of sea water is an expensive way of obtaining drinking water.
12 The _____ of the town were against plans to build a shopping centre in the neighbourhood.
13 What _____ the school to change the timetable? Were there problems with the old timetable?
14 _____ of the fields is mostly done with water from the river Nile.
15 Few people can bear to live in the Arctic environment. It's extremely _____.

EXTEND

Suffixes

1 **Read the examples and complete the rules.**

verbs nouns adjectives

1 The suffix *-ize* combines with _____ to make verbs: commercial – commercial*ize*
2 The suffix *-ant* combines with _____ to make nouns: immigrate – immigr*ant*
3 The suffix *-al* combines with _____ to make adjectives: nation – nation*al*

2 **Put the words in the correct columns.**

assist convention environment industrial inhabit modern participate region ~~special~~

-al	-ize	-ant
_____	specialize	_____
_____	_____	_____
_____	_____	_____

3 **Complete the sentences with the correct forms of words from exercise 2.**

1 My brother has to buy trainers from a company that specializes in shoes for people with big feet.
2 It was a small agricultural town but it has been _____ and is now full of factories.
3 There are some _____ differences between the north and south of the country.
4 It's an old house but the bathroom has been _____ and the kitchen is new too.
5 The shop _____ was very helpful and gave me some good advice on which TV to buy.
6 I wouldn't call him boring. I'd just say he's _____.
7 There are about 7 million _____ in London.
8 There were a lot of _____ in the competition to design the new logo.
9 _____ problems will increase if we don't stop using our cars so much.

City life

4 **Check the meaning of the words in the box. Complete the text.**

bicycle lanes ~~city-dwellers~~ commuters congested opportunities planners rush hour

A lot of people on the planet are [1]city-dwellers. People choose to inhabit cities because of the educational and employment [2]_____ that they offer. However, until recently a lot of cities have grown in an unplanned manner without much control. Now city [3]_____ are busy trying to create sustainable environments. [4]_____ roads are one of the principal problems of modern cities and citizens are being encouraged to use public transport during [5]_____. Another popular idea is to rent bicycles to [6]_____ to make their daily trip from home to the office and back again. [7]_____ have also been built in many cities to make the journey safer for cyclists.

●●●●● Workbook: page 29

GRAMMAR

Talking about the future

EXPLORE

1 Read the dialogue. What tenses are used to talk about the future?



Lily What are you doing next week?
Sam I'm going to visit the *Home of the Future* exhibition to do some research for my project.
Lily When does it start?
Sam On Thursday. It's on for four days. But one company is making a presentation on a teenager's bedroom of the future on Saturday morning so I'm going then.
Lily It sounds interesting. I think I'll come with you.
Sam Great! I think it'll be good fun! We should go early because they've sold lots of tickets and it's going to be busy.
Lily I'll meet you there at 9 o'clock. I'll bring some sandwiches for lunch.

LEARN THIS!

Future tenses
There are different ways of talking about the future in English. The tense you use depends on the situation.
Arrangements: We use the present continuous to talk about something that we have already arranged to do, often with other people.
Plans: We use *going to* with an infinitive to talk about personal plans that we have decided to do.
Timetables: We use the present simple to talk about events that have been timetabled.
Spontaneous decisions: We use *will* to talk about decisions made at the moment of speaking.
Offers and promises: We use *will* to make offers and promises.
Predictions: We use both *will* and *going to* to make predictions. We often use the verbs *believe*, *expect*, *hope*, *think*, etc. when we make predictions with *will*. *Going to* is used to make predictions based on the present evidence that you have.

2 Read the *Learn this!* box. Are the following statements arrangements, plans, timetables, spontaneous decisions, promises or predictions?

1 Wait, I'll help you carry that!
2 I'm going to watch the football on TV tonight.
3 Mark is meeting us at the cinema at 7.
4 It's going to rain! I think we'll get soaked!
5 The concert starts at 9.15 p.m.
6 We've run out of time - we'll finish this tomorrow.

Grammar Reference: page 100

EXPLOIT

1 Choose the best answer.

1 Someone's knocking on the door.
A I'm opening it. **B** I'll open it.
2 When does your plane leave?
A It leaves at 11.30 tomorrow night.
B It'll leave at 11.30 tomorrow night.
3 Have you decided what you're going to study at university?
A Yes, I study medicine.
B Yes, I'm going to study medicine.
4 I've got some difficult maths homework to do tonight.
A I'll help you with it. **B** I'm going to help you with it.
5 Where's your brother going tomorrow?
A He's got an interview for a job at 10 o'clock.
B He'll have an interview for a job at 10 o'clock.

LOOK OUT!

Present continuous or *going to* + infinitive
The present continuous is used with a future time expression to talk about the near future. It's often used when we say who we are doing something with, and where and when:
I'm playing tennis with Kate at the sports club at 7 o'clock.
Going to + infinitive is often used when we talk about personal intentions and plans that we've made:
I've decided that I'm going to study Chinese.

2 Which tense, the present continuous or *going to* + infinitive, would be more likely in each situation? Complete the sentences with the correct form of the verb in brackets.

1 I'm going to climb (climb) Mount Everest next year.
2 All the students are _____ (have) lunch together tomorrow to discuss the situation.
3 'Have you done your homework?' 'No, I'm _____ (do) it after dinner.'
4 I'm _____ (give) a presentation on my research to the teachers at 10 o'clock on Monday.
5 Tom has decided he's _____ (study) medicine at university.

Grammar Builder: page 101
Workbook: page 30

SKILLS

Looking forward

VOCABULARY

1 Match the words with the photos below.

deforestation desertification overpopulation
reclamation (water) contamination

2 What do the photos suggest about the future of our planet? Which of the situations in the photos do you think will be most serious in the future?



3 Complete the sentences with the words from exercise 1.

1 There isn't enough housing in the city for all the people that need it because of _____.
2 _____ has destroyed large areas of tropical forest in South America.
3 The artificial islands in Dubai are a form of land _____ because they were constructed by humans.
4 Land in central Spain is getting drier and drier and _____ will become a serious problem.
5 _____ of rivers is often caused by factories.

4 Match the words with the definitions.

1	forecast	a	a feeling that something unpleasant is going to happen in the future
2	premonition	b	one way that things may happen in the future
3	scenario	c	saying what you think will happen
4	prediction	d	saying (with the help of information) what will probably happen in the future

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LISTEN

1 1.26 Listen to a radio debate. What do these people do?

1	Philip Tetlock	a	writer
2	Nassim Taleb	b	ecologist
3	James Lovelock	c	psychologist

2 1.26 Listen again. Decide if these statements are true or false.

1 A famous ecologist said recycling uses more energy than conventional waste disposal.
2 Some people say the planet will become uninhabitable because of the cold.
3 The two predictions of forty years ago were correct.
4 A study of thousands of predictions has been made.
5 Ordinary people are as good at making predictions as experts.
6 Some people seem to want to frighten people.

SPEAK

Ask and answer the questions in pairs.

1 What kind of predictions do you think we should take seriously?
2 How important is it to know something about the person who makes a prediction?
3 How can predictions help us make plans for the future?

GRAMMAR

Future continuous and future perfect

EXPLORE

1 Look at the picture. What differences can you see between your school and the proposed school of the future?

2 Read the text. How will schools be different in 2020?

Education experts say that by the year 2020, the classroom whiteboard will be a thing of the past.



Most schools will have installed interactive whiteboards. In fact, teachers and students will be using them to follow live experiments and participate in debates with other schools as well as study interactive materials. The experts also say tablet computers will have replaced pens, notebooks and course books. These computers allow the user to write on them and save their material. Although they are currently expensive, technology experts say prices of tablet computers will soon be falling.

3 Read the text again and find examples of the future continuous and the future perfect. Complete the rules using *happening at* / *completed by*.

LEARN THIS!

We use the future perfect to talk about actions that will be [1]_____ a certain time in the future.
We use the future continuous to talk about actions that will be [2]_____ a certain time in the future.

Grammar Reference: page 100

EXPLOIT

1 Choose the correct tense.

1 Don't come round to my house on Sunday afternoon. I'll **be doing** / **have done** my homework then.
2 My parents will **have been** / **be getting** married for twenty-five years by next August.
3 We can go to the cinema at 8 o'clock because I'll **be finishing** / **have finished** work by then.
4 My brother will **have studied** / **be studying** medicine in London this time next year.
5 I'll **be staying** / **have stayed** with my grandparents in Alexandria for the whole summer.
6 This programme will **have finished** / **be finishing** by 10 o'clock and then I'll go to bed.

2 Complete the text using the future continuous or the future perfect form of the verb in brackets.



Parents [1] will be participating (participate) more frequently in their children's education in the future. Most students [2] _____ (stop) writing on paper by the year 2020 and they [3] _____ (do) their daily class work and homework on tablet computers. By the time the students receive their computers at the beginning of each academic year, the school [4] _____ (connect) them to a school network. Thanks to this network, parents [5] _____ (look) regularly at their children's computers from home or the office to check on their progress. By the time a family sits down for dinner in the evening, parents [6] _____ (see) all the work that their children have or haven't done during the day and will know what homework has to be done.

3 Think about the things you'll have done by the end of the school year and write sentences. Use the words in the box to help you.

exams this course book school sports team new friends

I'll have passed all my exams.

4 Think about the things you'll be doing during the next school holidays and write sentences. Use the words in the box to help you.

my cousins a foreign language in the family business travel

I'll be staying with my cousins.

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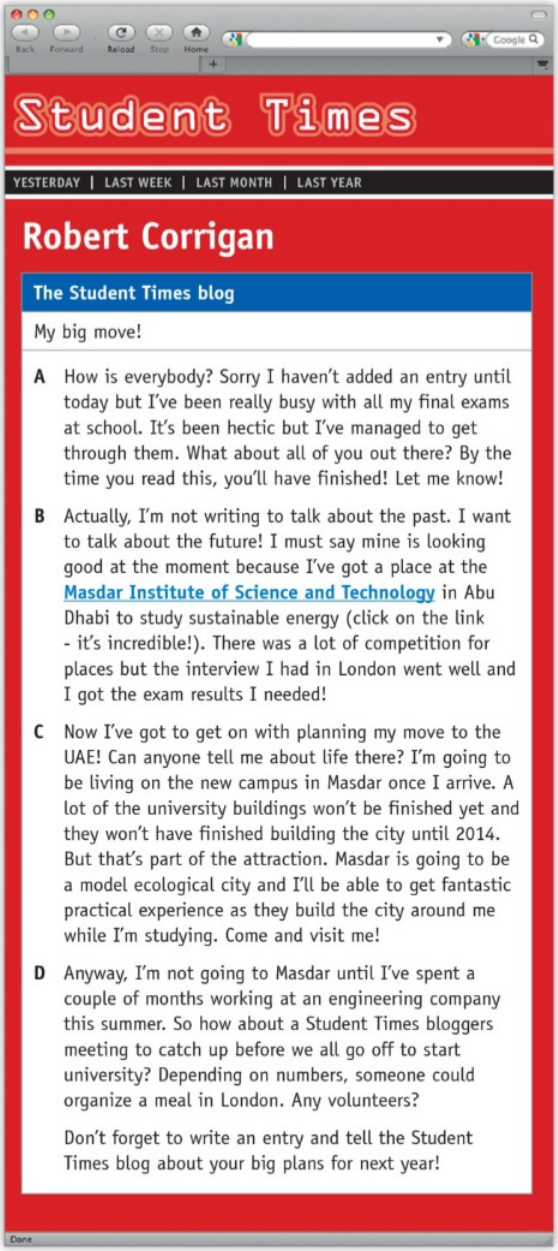
WRITING

A blog

READ

1 **Read the blog entry and answer the questions.**

1 What does Robert write about in paragraph A?
2 What does he explain in paragraphs B and C?
3 What does he ask about in paragraph D?



Student Times

YESTERDAY | LAST WEEK | LAST MONTH | LAST YEAR

Robert Corrigan

The Student Times blog

My big move!

A How is everybody? Sorry I haven't added an entry until today but I've been really busy with all my final exams at school. It's been hectic but I've managed to get through them. What about all of you out there? By the time you read this, you'll have finished! Let me know!

B Actually, I'm not writing to talk about the past. I want to talk about the future! I must say mine is looking good at the moment because I've got a place at the Masdar Institute of Science and Technology in Abu Dhabi to study sustainable energy (click on the link - it's incredible!). There was a lot of competition for places but the interview I had in London went well and I got the exam results I needed!

C Now I've got to get on with planning my move to the UAE! Can anyone tell me about life there? I'm going to be living on the new campus in Masdar once I arrive. A lot of the university buildings won't be finished yet and they won't have finished building the city until 2014. But that's part of the attraction. Masdar is going to be a model ecological city and I'll be able to get fantastic practical experience as they build the city around me while I'm studying. Come and visit me!

D Anyway, I'm not going to Masdar until I've spent a couple of months working at an engineering company this summer. So how about a Student Times bloggers meeting to catch up before we all go off to start university? Depending on numbers, someone could organize a meal in London. Any volunteers?

Don't forget to write an entry and tell the Student Times blog about your big plans for next year!

2 **Read the blog again and find examples of the following:**

1 phrasal verbs
2 questions to create a conversational style
3 imperative forms
4 adverbs often found in conversation to introduce a change of topic.

PREPARE

Writing tip: time clauses

Time clauses in the future are usually followed by the present simple. We use a number of words to introduce them: *after*, *as soon as*, *before*, *by the time*, *once*, *until* and *when*.
He is meeting Pete when he gets to Sydney.
The present perfect is used when we want to show that one thing will be completed before another.
I'll telephone you as soon as I've finished dinner.

Read the *Writing tip*. Join the sentences with the words in brackets to make a new sentence. Use the present simple or the present perfect in the time clauses. Sometimes both are possible.

1 I'll search all the university websites. I'll find the course I want to do. (until)
I'll search all the university websites until I find the course I want to do.
2 We'll finish all our revision. We'll watch TV. (as soon as)
3 We'll arrive at the campus. I'll show you the new science centre. (when)
4 I'll save enough money. I'm going to buy a bicycle. (once)
5 I'll buy a ticket. I'll leave for the UAE. (after)
6 Mark will be studying abroad. He will come home to start his new job. (until)
7 I'll buy the computer. I'll check the price. (before)
8 We'll get up. Dad will have gone to work. (by the time)

WRITE

1 **Think about a future event you're looking forward to and that you think your friends would like to participate in. Use the writing plan to organize your ideas.**

Paragraph 1	Begin with some friendly opening comments. Say why you are writing.
Paragraphs 2/3	Give more information about the event you mentioned in the first paragraph. Say who is going, when it is taking place, what people should bring, etc.
Paragraph 4	Ask about other bloggers' recent activities and future plans.

2 **Write your blog entry using your notes from exercise 1 to help you.**

●●●●● Workbook: page 33

REVIEW

Future life

LANGUAGE SKILLS

1 1.27 **Complete the dialogue with the words from the box. Then listen and check your answers.**

city planner congested expert finished going love premonition surprising sustainable traffic jams

Jane I've just had some [1]_____ news. We're moving away next month.
Amy What? Why's that?
Jane My father is [2]_____ to teach at a university in Brasilia.
Amy Brazil! I'll be really sorry to see you go!
Jane So will I. I had a [3]_____ something like this was going to happen, though.
Amy Well, your dad had been talking about that project on [4]_____ communities in the Amazon, hadn't he?
Jane Yes! I don't suppose I needed to be an [5]_____ to guess it was going to happen!
Amy Not really! Isn't Brasilia a very modern city built by a famous [6]_____?
Jane Yes, it was supposed never to get [7]_____ by traffic but now it has the same [8]_____ that all cities have.
Amy But I'm sure it's nice. I'd [9]_____ to see it.
Jane Well, why don't you visit me? You'll have [10]_____ your exams soon.
Amy Good idea! Let's talk to our parents!

2 **Are the sentences true or false? Correct the false ones.**

1 Amy is going to Brasilia in two months' time.
2 Jane's father is going to work at a university.
3 Amy is sorry to be going to Brazil.
4 Jane wasn't really surprised by the news.
5 Brasilia has similar problems to other cities.
6 Jane hopes to use her long holiday to visit Amy.

3 **Choose the correct answers.**

1 Which sentence describes a finished activity?
  a I'll be writing to her tomorrow.
  b I'll have written to her tomorrow.
2 Which sentence is a promise?
  a I'll be discussing it this time tomorrow.
  b I'll discuss it when I come in on Monday.
3 Which sentence describes an activity in progress in the future?
  a She'll be studying in Berlin this time next week.
  b She'll be here in the university in about half an hour.
4 Which sentence refers to a future arrangement?
  a Frank will have visited head office by lunchtime.
  b Frank is visiting head office at 12 o'clock on Wednesday.
5 Which sentence talks about a timetabled event?
  a The conference starts at 10 o'clock next Monday.
  b Jack says he's going to go to the conference.

DICTIONARY CORNER

Colours: figurative meanings

1 **Check the meaning of the words in the box. Decide which are related to ecological issues.**

greengrocer green belt green card greengage ~~the Greens~~ greenhouse effect

The Greens are related to ecological issues...

2 **Check the meaning of the words *black*, *blue* and *green* in your dictionary. Then replace them in the sentences with the words in the box.**

~~angry~~ ecological inexperienced sad vegetables

1 He gave me a really **black** look! angry
2 She's only been with the company for a month and she's still very **green**.
3 Listening to that music makes me feel **blue**.
4 These products aren't very **green**; they damage the environment.
5 My brother doesn't eat his **greens**.

3 **Match 1–8 with the people they are associated with.**

1 a black belt	a a boxer
2 a black eye	b a city planner
3 a blueprint	c a judo student
4 a greenfield site	d a driver
5 a red card	e an important visitor
6 a red carpet	f a referee
7 white-collar	g an engineer
8 a yellow line	h an office worker

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 interview on an ecological topic.			
I can talk about the future.			
I can hold a conversation about some of the world's serious problems.			
I can correctly use the future continuous and future perfect.			
I can write a blog entry.			

Workbook: Self check pages 34–35

LITERATURE CORNER 2

The Lipstick

by Mary Roberts Rinehart

Biography

Mary Roberts Rinehart was born in 1876 in Pennsylvania, USA. After leaving school she became a nurse and married a doctor. In 1903 the couple lost all their money because of a financial crisis and as a result Mary started to write short stories to earn some money. Her crime stories were very popular and in 1907 she wrote *The Circular Staircase*, the novel that made her famous. Later she founded a publishing company with her sons, and today it publishes textbooks.



I was nearly home when I realized I was being followed. Feeling frightened, I stopped and turned. But it was only a girl. She spoke my name.

'Miss Baring? I saw you at the inquest and a newspaper man told me your name. You've been to the Hammonds', haven't you?'

'Yes. What about it?'

She was quite young and seemed nervous.

'Were you a friend of Mrs Hammond's?' she asked.

'She was my cousin. Why?'

She took a cigarette from her bag and lit it. 'Because I think she was pushed out of that window. I work in an office across the street, and I was looking out. I didn't know who she was, of course.'

'Do you mean you saw it happen?' I said, amazed.

'No. But I saw her at the window just before it happened, and she was using a lipstick. When I looked out again she was ... on the pavement.' Her hand started to shake and she threw away the cigarette. 'I don't think a woman would use a lipstick just before she was going to do a thing like that, do you?'

'No,' I said. 'You're sure it was Mrs Hammond?'

'Yes. She had on a green dress, and I noticed her hair. I went back tonight to see if the lipstick was on the pavement. I couldn't find it. The street was crowded. Someone may have picked it up. It's three days ago. But I'm sure she had it when she fell.'

That was what I had not told Fred, that Elinor's gold lipstick was missing from her bag.

I looked at my watch. It was only eleven o'clock.

'We could go and look again,' I said.

She would not tell me her name. 'Just call me Smith. I don't want to get involved. I have a job to keep.'

I found the lipstick. It was at the side of the road, and twenty cars must have run over it. But after I wiped the mud off it, the familiar letter 'E' was there to see.

Miss Smith saw it and gasped. 'So I was right.'

Then she jumped on a bus, and I never saw her again.

1 **Read the text. What type of story do you think this is?**

1 a crime story
2 a fantasy story
3 a historical story

2 🎧 (1.30) **Read the text again and answer the questions.**

1 What is the name of narrator and what is her relationship with the dead girl?
2 What did the girl called Smith see?
3 Who was the first person to look for the lipstick?
4 Where did Mrs Hammond usually keep her lipstick?
5 What condition was the lipstick in when Miss Baring found it? Why?

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

1 Why do you think the girl called Smith doesn't believe a woman would use lipstick before jumping out of a window?
2 Who do you think Fred is and why do you think Miss Baring hadn't told him about the lipstick?
3 The narrator says it was 11 o'clock. Do you think it was 11 o'clock in the morning or at night? Why?

4 **Imagine you are a police officer who has interviewed Miss Smith. Write a report describing the neighbourhood where the crime took place. Describe the victim and what happened to her. Also describe the witness, Miss Smith. What do you think of her and her account of the events?**

SKILLS ROUND-UP 3–4

Architecture

READ

1 Do you like the houses in the photos? Read the text and find out what is special about these houses.







BUILDING *art*

A Originally, buildings were places that offered us protection from the weather and wild animals. As society developed, buildings were also used as symbols of power and for artistic expression. However, architects are now aware of the need to design buildings that are environmentally friendly. Architecture today is therefore both a science and an art.

B New technology, modern building materials and sophisticated computer programs now allow architects to create designs that were impossible only a few years ago. In a country such as the UK, that means using a lot of glass to make the most of natural light. Modern house designs use enormous windows to form the roofs and walls. Of course, this also means the inhabitants can enjoy the views of the local area.

C Many modern architects try to create buildings that connect with the land around it. While some ideas such as the Tree House by London-based architects are still just plans, others have already built environmentally friendly houses. A good example of a house that fits in with its environment was built in Cumbria in the north of England. Instead of building the house on the land, it was built under it! Both the environment and the owners benefit from the house's underground location. The earth around the house keeps it warm in the cold English winters and cool on the occasional hot days in summer.

D These kinds of houses are still experimental. However, they show that architects and builders can construct houses that do not negatively affect the local area. They also allow owners to feel closer to nature and at the same time feel responsible for it. Hopefully, these new ideas will be included in more houses of the future.

2 Read the text again. Choose the best heading for each paragraph. There are two headings which you do not need.

1 Fitting in with the environment
2 Experiments today, reality tomorrow?
3 New glass technology for houses
4 The economic problems caused by modern architecture
5 New technology and materials create new architecture
6 From practical beginnings to an art form

3 Answer the questions. Use your own words and ideas.

1 What do you think should be the most important consideration when an architect designs a new building?
2 In your opinion, which are the most attractive and the ugliest buildings in your home town?
3 What new buildings would you propose for your home town? Why?

LISTEN



1 🎧 (1.31) Listen and match the people and things with the places.

1 Zaha Hadid's design firm	a the USA
2 Zaha Hadid's place of birth	b London
3 Famous universities	c Southern Iraq
4 Zaha Hadid's best building	d Germany
5 The world's first city planners	e Baghdad

2 🎧 (1.31) Listen again and answer the questions.

1 What will the building in Eastern Europe contain?
2 When did Zaha Hadid win the world's most important award in architecture?
3 How many people work at Zaha Hadid's design firm?
4 What did Zaha Hadid teach?
5 What did Zaha Hadid design for the Olympic Games in London?
6 When and where did the Sumerians live?

WRITE AND SPEAK

1 Make a list of your favourite buildings and make some notes about the things that you like about each building. Think about the design, the use of the building and its location. Do some research if you can.

2 Compare your list with your partner's. Tell him / her why you have chosen the buildings on your list.

5 Our global heritage

THIS UNIT INCLUDES

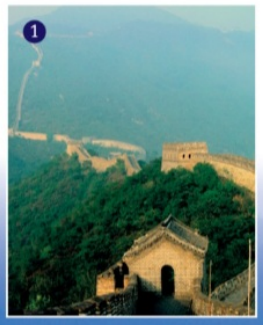
Vocabulary • ancient monuments • world heritage sites • artefacts • easily confused words
Grammar • the passive • impersonal passive
Skills • discussing famous places • describing buildings
Writing • a description

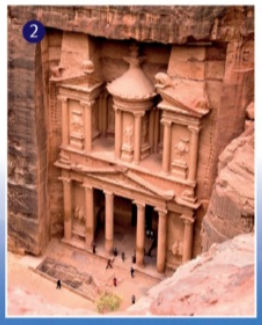
Preserving history

BEFORE READING

Match the names of the places with the pictures. Which of the places would you most like to visit? Why?

- the Great Wall of China
- the Great Pyramid of Giza, Egypt
- Machu Picchu, Peru
- Petra, Jordan
- the Lighthouse of Alexandria, Egypt







READ

Reading tip

Your other school subjects can help you with reading texts in English.

1 **Read the *Reading tip*. Look at the title of the text and the pictures. What do you know about this topic from other lessons?**

2 **Read the text. Then choose the best answers.**

1 The making of top lists
- **a** started with the internet.
- **b** has been popular for years.
- **c** has only happened recently.
- **d** is only done by Greek historians.

THE SEVEN WONDERS OF THE WORLD?

If you read the online editions of newspapers and magazines you'll know that internet publications frequently compile top lists. 'The 10 funniest films this year' or 'The 20 best sports cars ever' are just a couple of examples that can be found. However, list-writing is not a modern phenomenon. The Ancient Greeks started the fashion with a list that has remained popular for centuries: the Seven Wonders of the World. The Hanging Gardens of Babylon, the statue of Zeus, Artemis's sanctuary, the Mausoleum of King Mausolos, the Colossus of Rhodes, the Lighthouse of Alexandria and the Great Pyramid of Giza were all proclaimed to be the best constructions in the world by Greek scholars. But what criteria did they use to decide what was a wonder and what wasn't?

In the first place, the Greeks didn't use the word 'wonders', but talked about 'things to be seen'. As the seven monuments were all situated around the Mediterranean Sea, the list was a kind of guide for Greek tourists, possibly the world's first tourists. Furthermore, it wasn't impartial, as five of the wonders were built by the Greeks themselves and the list is really a celebration of Greek building techniques. Although the Greeks wouldn't have known about them, other monuments such as the Great Wall of China or the Mayan Temples in Guatemala existed at the time and would have been contenders for a place on the list. Not surprisingly then, a lot

2 The original Seven Wonders of the World
   a were all in Greece.
   b included constructions in China and Guatemala.
   c had all been built by Greeks.
   d were chosen by Greek experts.
3 The Greeks wrote the original list
   a to express admiration for their own culture.
   b as part of the world's first tourist guide.
   c as a guide for builders.
   d as a response to lists in other countries.
4 The New7Wonders Foundation annoyed people because they
   a only allowed people to vote once.
   b organized a publicity stunt in Lisbon.
   c didn't include the Great Pyramid of Giza in their list.
   d sent text messages asking people to vote.
5 The list made by the New7Wonders Foundation
   a was compiled by experts.
   b showed the votes for the best ancient wonder.
   c only showed the results of voting in Lisbon.
   d recorded votes by people using modern technology.
6 UNESCO is an example of an organization that
   a organizes internet campaigns to compile popularity lists.
   b works to protect places of cultural interest.
   c specializes in entertainment.
   d builds interesting monuments.

of other lists have been made throughout history as mankind has continued to create spectacular constructions all over the world.

The most recent example took place in 2007 when an organization called the New7Wonders Foundation set up an internet poll to compile a new list. However, the organizers started badly by not including the only ancient wonder still in existence, the 4,500-year-old Great Pyramid of Giza. This omission immediately met with worldwide disapproval. It was considered a serious error to exclude a construction of such historical importance. The organizers quickly tried to correct their mistake by giving the pyramid special status. However, further controversy arose when it was discovered that multiple votes could be made by participants. Some countries quickly organized massive campaigns to get their monuments voted for. They sent thousands of text messages to their citizens encouraging them to take part in the poll as often as they wanted. When the results were finally announced at a spectacular ceremony in Lisbon, some observers felt that the event had been turned into a giant publicity stunt for tourism. But was it really so different from the idea behind the Ancient Greeks' list?

Thanks to the internet, campaigns to categorize monuments, historical artefacts and places of natural beauty will continue. And although such activities are often seen as just entertainment, they do raise our awareness of the need to protect and preserve monuments. However, if people really want to do something to protect our heritage, they need to contact organizations such as UNESCO (The United Nations Educational, Scientific and Cultural Organization). They take the job of looking after the world's famous monuments very seriously.

3 2.02 **Read the text again. Decide if the sentences are true or false.**

1 The lists written by the Ancient Greeks were quickly forgotten.
2 The Ancient Greeks used the list to recommend great places to visit.
3 The Mayan Temples weren't built in time to be included in the original Seven Wonders of the World.
4 The monuments and buildings on the new list were announced in Portugal.
5 The internet will encourage the making of more lists in the future.

UNDERSTANDING IDEAS

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

1 Why do you think some countries wanted to have their monuments and buildings included in the New7Wonders list?
2 Which buildings do tourists usually visit in your country?
3 Why do you think these buildings are so popular?
4 Why do you think people like compiling and reading top lists so much?

VOCABULARY

The Seven Wonders of the World?

Match the highlighted words in the text with these definitions.

1 A study in which people are asked for their opinions about something.
2 People that compete with other people to try and win something.
3 Made known publicly.
4 Traditions, language and customs that exist from the past and have historical importance for a country.
5 A fact or an event in nature or society, especially one that is interesting or unusual.
6 To divide people or things into groups.
7 A lot of discussion and disagreement about something.
8 A feeling that something is bad or wrong.
9 The practical skills that somebody has in a particular activity.
10 To collect information from different places and arrange it in a list, report, etc.
11 People who study a particular subject in great detail.
12 Something that has not been included.
13 A place where people are protected from harm or danger.
14 Not supporting one person or group in an argument.
15 An action that is done to get attention.

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VOCABULARY

The Seven Wonders of the World?

ACTIVATE

Complete the speech with the correct form of the words from the box.

categorize compile contender controversy disapproval heritage impartial omission phenomenon poll proclaim publicity stunt sanctuary scholar technique

So, ask yourself this question before you vote for your lord mayor and the winner of the election is [1]_____ to the public next week: who is going to protect the traditions, culture and [2]_____ of our town best? Doctor Phillips, a famous university [3]_____ who loves his home town, or the other [4]_____ for the position, Mike Evans, the friend of the building industry? We've been [5]_____ a list of Mr Evans' plans for the town and they can be [6]_____ into two groups: bad and very bad! He plans to build offices next to the park, a place which is a [7]_____ for people looking for peace and quiet in the heart of our busy town! He thinks that building offices is a natural [8]_____ that shouldn't be controlled! However, these plans have even caused [9]_____ in Evans' own party! What's more, in a recent [10]_____ over 70% of voters showed [11]_____ of his plans to build on the park. And what about Mr Evans' advertisements? They're full of clever advertisers' [12]_____ ; they look good but they don't tell us anything! He promises to build a new hospital but he doesn't say when, where or how much it will cost. The [13]_____ of these details means he has no intention of building a hospital! It's just a [14]_____! So, ladies and gentlemen, you cannot be [15]_____ in this election; you must make a choice! Don't make the mistake of voting for Mike Evans. A vote for Mr Evans is the beginning of the end for our historic town.

EXTEND

Easily confused words

1 Match the words with the definitions.

1 historic	a acceptable for a particular situation
2 historical	b not wanting to hear or learn more about something
3 satisfactory	c that costs less money or uses less energy than usual
4 satisfying	d connected with events and people in the past
5 economical	e fair, impartial
6 economic	f very tiring
7 disinterested	g connected with money, business, industry, etc.
8 uninterested	h including everything that is possible
9 exhaustive	i famous or important in history
10 exhausting	j giving a feeling of pleasure

2 Complete the sentences with the words from exercise 1.

1 18th June 1956 was when we finally achieved complete independence. It was a historic moment for our country!
2 My dad's car doesn't need much petrol. It's really _____.
3 My brother was _____ in anything I had to say about our visit to the museum.
4 It's a very _____ job because I'm able to help people and that makes me feel good.
5 The government and banks are working together to improve the _____ situation in the country.
6 We're doing some _____ research into how people lived at the beginning of the last century.
7 He had nothing to gain from the situation but he gave me some _____ advice which was really useful.
8 I enjoy running marathons but they're _____ and I need to sleep for a week after each one!
9 Your work is _____ but I think you can do even better.
10 I've compiled an _____ list of all the books in the library, including all the dictionaries.

Artefacts

3 Match the words with pictures (1–5).

bust ceramics jewellery ~~mosaic~~ tapestry

1 mosaic 2 _____ 3 _____ 4 _____ 5 _____



Workbook: page 37

GRAMMAR

The passive

EXPLORE

1 Read the text. What does UNESCO do?



UNESCO's World Heritage Sites

Since 1972 a large number of important cultural sites have been protected by UNESCO. The idea to protect them had been inspired by international cooperation during the Nubia Campaign in Egypt in the 1960s, when monuments such as the Temple of Ramses II were moved by local and international experts. These monuments were going to be affected by the building of the Aswan dam.

Today there are over 870 protected sites and the UNESCO list is added to every year. The biggest number of sites in one country can be found in Italy, where there are over 40. Some of the UNESCO sites are threatened by natural disasters, modern building projects and war. At present, sites in 24 different countries are being given special protection. UNESCO sends experts to help local organizations save these sites from being damaged or destroyed. In the future, sites of natural importance will also be added to the list.

2 Find 10 examples of the passive in the text. Which tenses are used?

LEARN THIS!

Reasons for using the passive

1 The passive is used when we want to focus on the **result** of an action, rather than on the **person** or **people** responsible for the action.
... the World Heritage Convention was signed by the 190 member countries of UNESCO ...

2 The passive is used when it is not important to say who does something or because it is obvious:
... and it (the list of protected sites) is added to every year ... It is obvious that UNESCO does this.

3 The passive is frequently used in academic writing, reports, scientific texts, official announcements and to describe a process:
The artefacts are inspected on site and then they are taken to the museum to be restored.

●●●●● Grammar Reference: page 102

EXPLOIT

1 Read the *Learn this!* box. Choose the best form for each situation: active or passive.

1 Here is the sports news. **Liverpool FC has won the league.** / **The league has been won by Liverpool FC.**
2 **The paintings will be restored** / **Someone will restore the paintings** at the museum.
3 Good news! **The people of our town have elected my dad as mayor!** / **My dad has been elected mayor!**
4 We can't go back to the hotel room at the moment. **Someone is cleaning it.** / **It's being cleaned.**
5 It was a special day yesterday. **The Queen visited my school to open the new swimming pool.** / **My school was visited by the Queen, who opened the new swimming pool.**
6 We arrived late because **someone had delayed our flight.** / **our flight had been delayed.**

LOOK OUT!

When we use passive sentences we do not mention the person or thing responsible for the action (the agent) if:
- it is obvious who or what is responsible
- we are not interested
- it's not important
- we don't know

However, when the agent is important, we introduce it with the preposition *by*.

2 Decide if the agents are necessary in these sentences. Explain why or why not.

1 Their housework is done by a robot.
Necessary. It is not obvious who does the housework.
2 The thief has been arrested by a policeman.
3 A lot of pasta is eaten in Italy by Italians.
4 Mount Everest was climbed for the first time in 1952 by Hilary and Tenzing.
5 The roof of our house was destroyed by the storm.
6 We've been given a lot of maths homework for the weekend by our maths teacher.
7 Our car was stolen by someone.
8 A lot of monuments and famous buildings are being damaged by pollution.

3 Write passive sentences about six of the following subjects:

your house your school your car your bicycle your town
your trainers your mobile phone your computer

Our house is being painted. Our car was made in Japan.

●●●●● Grammar Builder: page 103
●●●●● Workbook: page 38

SKILLS

Where in the world?

VOCABULARY

1 **Match the words with the pictures.**

excavation fossil ~~landmark~~ mediaeval settlement ruins shipwreck

1 landmark 2 _____ 3 _____
4 _____ 5 _____ 6 _____



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

1 preservation	a a period of time when particular events or development occurred
2 restoration	b an object of historical interest such as a tool or an item of decoration
3 era	c the culture and way of life at a particular time in history
4 civilization	d the act of returning something to its former condition
5 palaeontology	e when you keep something the same and stop it from being damaged
6 artefact	f the study of fossils to find out about the history of life

Workbook: page 39

LISTEN

1 2.03 **Listen to the quiz show and complete the summary with words that you hear in the quiz show.**

Leah and Daragh are the two [1]_____ on the quiz show. They have to [2]_____ famous landmarks. The first building that is described became a UNESCO world heritage [3]_____ in 1983 but Daragh doesn't know which it is. Leah says it's the Taj Mahal and gets a bonus [4]_____. The presenter says the Taj Mahal is considered a good example of Indian [5]_____.

The second building that the presenter describes was one of the world's first [6]_____. Lots of interesting [7]_____ were discovered there in the 19th century. Today it is a popular [8]_____ destination.

2 2.03 **Listen again. Which famous place in one of the photos (A–D) is described at the end? Do you know the other buildings in the photos?**



SPEAK

Think of a well known building that you like and make some notes on it. Then describe the building to your partner and see if they can identify it.

1 How old is it?
2 What is it used for? Has it been used in different ways in the past?
3 Are there any famous stories about it?
4 Why do you like it?

GRAMMAR

Impersonal passive

EXPLORE

1 **Read the text. How will the future museum in Alexandria be different from other museums?**



For many years it was believed that the bay of Alexandria was home to ancient artefacts and monuments and in 1961, diver Kamel Abu Saadat proved it. He made drawings of the columns, statues and ships he had seen underwater and showed them to the Egyptian government and UNESCO. However, they decided to leave Saadat's discoveries at the bottom of the sea because it is said that sea water protects them. Instead, an underwater museum to let people see the artefacts has been designed. It is thought that the artefacts include parts of the Lighthouse of Alexandria and Cleopatra's palace. The plan is to get a series of glass tubes built so people can see the monuments close-up. The museum will have the monuments illuminated with strong underwater lights so that visitors can see every detail.

2 **Read the *Learn this!* box. Find three examples of *it* followed by the passive in the text.**

LEARN THIS!

_it_ followed by the passive

We can use some verbs (*believe*, *estimate*, *expect*, *know*, *report*, *say*, *think*) in the passive after *it* to introduce an idea. *It* is used to show that an idea, opinion or belief is held by people in general. The passive verb is followed by *that* and a clause:

... it is said that sea water protects them.

Grammar Reference: page 102

EXPLOIT

1 **Rewrite the sentences using the impersonal passive form of the verbs in brackets.**

1 Experts have said that UNESCO world heritage sites receive a lot more visitors. (report)
It has been reported that UNESCO world heritage sites receive a lot more visitors.
2 Archaeologists said that there were ancient ruins under the desert sand. (think)
3 Scientists say that many monuments will be destroyed by pollution. (estimate)
4 In the past, people said that the sun went around the earth. (believe)
5 Figures show that the number of tourists will go down next year. (expect)
6 Experts knew where the shipwreck of the *Titanic* was, but nobody visited it until 1985. (know)
7 The city planners think that the new museum will be expensive. (say)
8 The government says that pollution levels will rise. (believe)

LOOK OUT!

have / _get_ something done

The *get* / *have something done* structure is used to say that we arrange for someone to do something for us. *get* and *have* have the same meaning.
The object of the sentence comes between *get* / *have* and the past participle:
The town council had a new museum built.
I'm going to get my car repaired.

2 **Complete the text with the correct *get* / *have something done* forms of the verbs in the box.**

build clean complete design ~~do~~

The Egyptian government is [1] having / getting a study [2] done to see if they can build the underwater museum in Alexandria without damaging the monuments and artefacts in the sea during construction work. They've also [3]_____ a building [4]_____ by the French architect Jacques Rougerie. They are confident that they can [5]_____ the building [6]_____ in three years. The authorities are going to [7]_____ two parts [8]_____: one on land and one underwater. Four tall structures like sails will stand at the entrance. The sails will represent the sailing boats that have travelled up and down the Nile since ancient times. The government will also [9]_____ the water of the bay [10]_____, as it is very muddy at the moment.

Grammar Builder: page 103

Workbook: page 40

WRITING

A description of a place

READ

1 Who built the park and why? Is the park used today in the way the architect originally planned?

A place I will always return to



A Parc Güell is on a rocky hill overlooking the city of Barcelona. There are stunning views of the city and the Mediterranean Sea. It was designed and constructed by the architect Antoni Gaudí between 1900 and 1914 and it was originally planned as a luxurious housing estate, but only a few houses were built. Consequently, there are lots of open spaces in the park.

B Gaudí tried to copy and incorporate the shapes of nature into his designs, so his buildings in the park fit in very well with the natural environment. He also used thousands of small pieces of ceramics to cover his constructions and as a result they are incredibly colourful.

C A lot of Antoni Gaudí's contemporaries ridiculed his style of architecture but today his buildings are part of the UNESCO world heritage site. Because of this, thousands of tourists visit the park every year. However, despite the large number of visitors that the park receives, it is still a place of peace and calm. As a result, it continues to be popular with local people, too.

D I have great childhood memories of the park when I would come here with my parents to play at the weekends. Nowadays, I like to come here in the evenings to escape from the noisy city and sit and read a book or simply watch the world go by. In fact, the park has become part of my life and I can't imagine the city without it.

2 Which of the following pieces of information can you find in the text? In which paragraphs do you find them?

1 the writer's personal opinions of the park
2 a biography of the architect
3 the park's popularity
4 famous visitors to the park
5 the design and materials used in the construction of the park
6 where the park is and a short history of it

PREPARE

Writing tip: expressing a result

To express the result of something we can use the words and expressions *as a result*, *because of this/that*, *consequently*, and *so*. These words, with the exception of *so*, can be used at the beginning or in the middle of a sentence. When they are used at the beginning of a sentence, they are followed by a comma. When they are used in the middle of a sentence, they are not. *So* can only be used in the middle of a sentence.

1 Read the *Writing tip*. Read the text again and find examples of words used for expressing a result. What was the action or situation mentioned before?

Consequently, there are lots of open spaces in the park.
Situation: fewer houses were built than planned

2 Four of the sentences contain mistakes. Find the mistakes and correct them.

1 The new car park was built over the castle ruins and as a result, archaeologists can't study them.
2 The university is my favourite building. Because of that, I've always wanted to study there.
3 The art gallery is free on Saturdays. As a result it's always full then.
4 I had my camera so, I took some pictures of the park.
5 We bought tickets for the exhibition on the internet. Consequently of that, we don't have to queue to enter.

WRITE

1 Use the notes below to help you plan an essay on *A place you should visit*. Choose a building / place and do some research.

- What is the building's location and age?
- Do you know anything about the architect?
- What materials is the building made of?
- What was the reaction to the building when it was built?
- What are your feelings about the building?
- When did you first visit it? Do you go there often? Why?

2 Organize your notes into paragraphs.

Paragraph 1	The location and a brief history of the building / place.
Paragraph 2	The architectural objectives / materials used / style of the building.
Paragraph 3	Why it is popular.
Paragraph 4	Your personal opinion.

3 Write your essay in 200 words using your notes from exercises 1 and 2 to help you.

●●●●● Workbook: page 41

REVIEW

Our global heritage

LANGUAGE SKILLS

1 2.04 **Complete the dialogue with the words from the box. Then listen and check your answers.**

climate exhausting historical preservation result sanctuary sites settlements so used

Ray What are you doing your geography project on?
John Well, I'm facing a bit of a problem at the moment. I've found three UNESCO [1]_____ but I can't decide which one I like best! What about you?
Ray Well, I'm writing about the M'Zab valley in Algeria.
John Where?
Ray The M'Zab valley. I found it on the UNESCO website. It says there are five [2]_____ which were built in the 10th century in the Sahara desert but they're in a perfect state of [3]_____. And the people have also preserved their 1000-year old heritage. As a [4]_____it's an important [5]_____ place.
John It sounds interesting but it would be too hot for me!
Ray Well it says here 'The criteria [6]_____ for the construction of the towns meet the needs of people living in a hot [7]_____'.
John What does that mean?
Ray That the towns are surrounded by big walls and the streets are narrow, [8]_____ the people are protected from the sun.
John Even so, the heat must be [9]_____.
Ray Yes, but the local oasis acts as a [10]_____ from the sun. I think it sounds fascinating!

2 **Decide if the sentences are true or false. Correct the false sentences.**

1 John is going to write about three places.
2 The settlements are in bad condition.
3 The local people have kept their customs and traditions.
4 The local climate influenced how the towns were built.
5 There are big walls along all the streets.
6 The oasis is cooler than the towns.

3 **Complete the sentences with the correct passive or *get* / *have something done* form of the verb in brackets.**

1 The Alexandria underwater museum _____ in five years time. (finish)
2 We're _____ our house _____ at the moment. (paint)
3 An exhibition on my town's history _____ at my school last week. (hold)
4 The pyramids at Giza _____ by millions of tourists over the years. (visit)
5 It _____ that these papers belonged to Shakespeare, but now we know they are fakes. (believe)
6 When I was on the tourist bus I discovered my bag _____. (steal)

DICTIONARY CORNER

Dictionary terminology

1 **Complete the sentences with the words in the box.**

~~acronym~~ Anglicism antonym homophone synonym

1 *UNESCO* is an acronym for *The United Nations Educational, Scientific and Cultural Organization*. It's an abbreviation consisting of the first letter of each word.
2 *Huge* is a _____ of *enormous*. They have very similar meanings.
3 *No* is a _____ of *know*. They sound the same but they are spelt differently and they have different meanings.
4 *Le weekend* is an _____ used by the French. The English word is used in France.
5 *Big* is an _____ of *small*. They have opposite meanings.

Science

2 **Match the words with the definitions.**

1 anthropology	a the study of insects
2 entomology	b the study of earthquakes.
3 meteorology	c the study of fossils and other materials that give information about life thousands or millions of years ago.
4 palaeontology	d the study of the formation and eruptions of volcanoes.
5 seismology	e the study of humans, human customs and society.
6 volcanology	f the study of the processes that create the weather conditions on earth.

3 **Which suffix do we add to the words in exercise 2 to form the names of the scientists who study these subjects?**

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 use my knowledge of other subjects to understand a reading text.			
I can use the passive correctly.			
I can talk about the issue of preserving things of historical value.			
I can decide when to use the impersonal passive.			
I can write a description of a place.			

Workbook: Self check pages 42–43

6 In business

Nothing ventured, nothing gained

THIS UNIT INCLUDES

Vocabulary • newspapers and magazines • business • phrasal verbs • synonyms for verb *get* • irregular verb forms
Grammar • reported speech • reporting verbs
Skills • reporting information • talking about setting up and running a business
Writing • a report



BEFORE READING



Discuss the questions.

1 What is a typical image of a business person?
2 What sort of businesses do you think the boys in the photos are involved in?
3 What difficulties do you think a young person would have in trying to start a business?



Reading tip

In an article that's separated into sections, read the first paragraph of each section to get a quick idea about what the main topic is.

READ

1 **Read the *Reading tip*. Find out what type of business each of the young people set up.**

2 **Read the text. Answer the questions with *Fraser*, *Yasmine* or *Suhas*.**

1 Who has offices all over the world?
2 Who does lots of different jobs?
3 Who became rich thanks to learning a skill from a relative?
4 Who produced a product that they couldn't find?
5 Who refused to accept negative answers?
6 Who was bought something important by a parent?

HIGHFLIERS

Fraser Doherty

Fraser Doherty from Edinburgh, Scotland loved his grandmother's jam and at the age of 14 he decided to learn all of her recipes. However, Fraser was soon coming up with his own flavours and they were so tasty that he was making a thousand jars of jam a week to sell in his neighbourhood.

Fraser soon realized that jam-making could be a lucrative business and he wanted to move to a factory so he spoke to various jam manufacturers. Unfortunately, although they liked his recipes they told him he was too young. They also asked him how much capital he had for the project. His answer was, 'nothing'. Obviously, this didn't make his idea a very attractive proposition. However, Fraser persisted and he finally found a factory in the north of England that was willing to take a risk on his jams. It was a risk that has paid off.

Fraser's jams are now on the shelves of some of Britain's most important supermarket chains and they have made him into a rich young man. However, he donates a lot of money to charity, especially to organizations that work with some of his biggest clients, elderly people.

Yasmine El-Safy

Even though the teenage magazine market is enormous, what do you do if you think that the mainstream media doesn't deal with the topics that interest you? As far as one American-Egyptian girl was concerned, there was only one answer: write, edit and produce your own magazine.

3 2.08 **Read the text again. Then choose the best answers.**

1 Fraser Doherty enjoyed eating jam so much that he
   a invented his own recipes.
   b taught his grandmother to make jam.
   c sold his grandmother's home-made jam.
   d started working in a supermarket when he was 14.
2 A jam manufacturer in the north of England
   a paid Fraser for his grandmother's recipes.
   b said he was too young.
   c decided to work with Fraser.
   d lost a lot of money working with Fraser.
3 There are lots of magazines for teenagers but the mainstream media
   a helped Yasmine produce her own magazine.
   b produces magazines that Yasmine found interesting.
   c asked Yasmine to write articles for their magazines.
   d didn't provide satisfactory reading material for Yasmine's tastes.
4 Yasmine enjoys writing a lot
   a and has plenty of time for writing.
   b but now does a wide range of jobs for the magazine.
   c and gives her mum advice on writing articles.
   d and travels to Britain and Kuwait for articles.
5 When Suhas' father came home with a computer and modem
   a he encouraged Suhas to become an online shopper.
   b it made Suhas change his personal plans for the future.
   c Suhas was 12 years old.
   d it helped Suhas' father find clients.
6 Suhas prefers to recruit
   a people with excellent qualifications.
   b older, experienced workers.
   c young employees who are very keen.
   d employees from other parts of the world.

Yasmine El-Safy from California published the first edition of MG magazine in 2005, when she was almost 14. The magazine is aimed at girls between the ages of 12 and 18 and offers subscribers a wide range of articles from contributors from as far away as Britain and Kuwait.

Although Yasmine loves writing, she says that most of her time is now taken up with running the business side of the magazine. In a recent interview she said she was a writer, photographer, graphic designer, publisher and sales person! She also explained that her mother had had an important role in the magazine's success, always giving her good business advice. Yasmine has discovered that running your own business is extremely hard work, but at least she can now find a magazine that she thinks is worth reading.

Suhas Gopinath

As a young teenager Suhas Gopinath from Bangalore in India dreamed of being a vet, but when his father returned home with a computer and a modem, he started planning for a different future. By the age of 12 he had already built his own website and a few years later he launched his own computer consultancy. Suhas' firm helps clients with web design, online shopping and internet security.

The company is constantly growing and as a result Suhas is always looking to recruit new staff, but if you're over 25 don't apply for a job. Suhas, who was at one time the world's youngest CEO (chief executive officer), told a local newspaper that he wanted to work with young colleagues. He also added he wasn't too worried about an applicant's qualifications and claimed that enthusiasm was more important than exam results.

So far, Suhas' recipe of youth and eagerness seems to be working for him as his company now has 11 branches around the world and he was voted Young Global Leader by the World Economic Forum in 2008.

UNDERSTANDING IDEAS

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

1 What material and equipment do you think the three teenagers in the article needed to set up their businesses?
2 What do you think the positive and negative points of being a young business person are?
3 What personal qualities do you think a young person needs to start a business?

VOCABULARY

High fliers

Match the highlighted words in the text with these definitions.

1 An idea, a plan or an offer, especially in business.
2 Started something new.
3 Local offices or shops which are part of a large company or organization.
4 People who pay to receive a newspaper or magazine regularly or to use a particular service.
5 The position or function of somebody or something in a particular situation.
6 Allowing someone to make a lot of money.
7 Continued doing something despite difficulties.
8 Desire or interest to do something.
9 Directed at a particular person or group.
10 A company that gives expert advice on a particular subject.
11 Produced a good result.
12 Inventing or devising.
13 To find new people to work for a company or organization.
14 An amount of money which is invested or used to start a business.
15 People or companies that make something.

●●●●● Workbook: page 44

VOCABULARY

High fliers

ACTIVATE

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

aim at branch capital come up with consultancy eagerness launch lucrative manufacturer pay off persist proposition recruit role subscriber

1 His father played an important _____ in helping him become a successful businessman.
2 In his _____ to finish the exam he forgot to write his name on the answer sheet.
3 They had very little _____ to set up their company because the bank wouldn't help them.
4 Sales are going very well so we need to _____ new staff and increase production.
5 We _____ the new product a month ago and it's been a big success.
6 Our biggest _____ is in Oxford Street, London. The shop has five floors.
7 She is _____ with her studies even though she's failed the exam three times already.
8 Although cartoons are _____ children, my 20-year-old brother always watches them!
9 My uncle's business was so _____ that he was able to retire on his 50th birthday.
10 We'd like to put a _____ to you. We want to offer you the position of CEO in the company.
11 A lot of newspapers have lost _____ because you can read their online editions for free.
12 Germany is home to some of the world's most famous car _____.
13 We had problems finding the right employees so a recruitment _____ helped us.
14 All her years of research _____ when she discovered a cure for the illness.
15 She _____ a great idea for reusing plastic shopping bags.

EXTEND

Phrasal verbs: business

1 **Match the phrasal verbs with the definitions.**

1 branch out	a to reduce something
2 take over	b to not accept an offer or request
3 cut back	c to make progress
4 come up with	d to employ people
5 turn down	e to begin to have control of another business, etc.
6 pull out of	f to start to do a business activity that you haven't done before
7 get ahead	g to think of an idea or plan, etc.
8 take on	h to stop being involved in something

2 **Complete the sentences with the correct form of the phrasal verbs in exercise 1.**

1 We started selling sports equipment but then we branched out into clothing.
2 He has _____ a great idea for a new online magazine.
3 You have to work very hard to do well and _____ in business.
4 The company isn't _____ any new staff at the moment.
5 She was offered the job but the salary wasn't very good so she _____ it _____.
6 Matthew's company is growing and he's just _____ two smaller rival companies.
7 He decided to _____ the deal because he didn't have enough money to invest in the project.
8 Sales are down so we'll have to reduce costs and _____ on spending.

Newspapers and magazines

3 **Match the words with the definitions.**

1 article	a a report which gives news of someone's death and information about their life
2 caption	b a piece of writing on different subjects which is always written by the same person
3 column	c a piece of writing on a particular subject
4 review	d the title of a newspaper article printed in large letters above the story
5 classified ad	e a small advertisement offering to sell or buy something or offering a job
6 obituary	f a report that gives an opinion about a new book, play, film, etc.
7 headline	g a magazine that is added to a newspaper
8 supplement	h a short text under a photo that describes it

4 **How many of the parts of a newspaper in exercise 3 can you identify in the picture?**



Workbook: page 45

GRAMMAR

Reported speech

EXPLORE

1 Read the text. What qualities do successful people have?



The secrets of success

All successful people agree that there is no success without hard work. As sports coach Vince Lombardi said the only place success comes before work is in the dictionary. You must also be able to accept failure. Basketball player Michael Jordan said he had failed over and over again in his life and that was why he succeeded. Another important quality is patience. Author Maya Angelou said all great achievements needed time.

Finally, two pieces of advice on our attitude towards work: inventor Thomas Edison told an interviewer that he had never done a day's work in his life. It had all been fun! And writer Kahlil Gibran said if you couldn't work with love, you should leave your work. In other words, be positive!

2 Read the text again and find five examples of reported speech.

LEARN THIS!

Reported statements

1 We use reported speech to talk about things said in the past. The tense of the reported sentence usually changes. Personal and possessive pronouns, time expressions and demonstrative pronouns also usually change: *'My business was very successful last year,' said Jeff. Jeff said his business had been very successful the year before.*
2 Sometimes we don't change the tense of the verb because it refers to something that is always true or a habit: *'Water boils at 100°' said Louise. Louise said water boils at 100°.*
3 The auxiliary verbs *can*, *may*, *must* and *have to* usually change form. The auxiliary verbs *might*, *could*, *should* and *ought to* don't usually change form.

3 Match the five examples of reported speech from exercise 2 with the three explanations in the *Learn this!* box.

●●●●● Grammar Reference: page 104

EXPLOIT

1 Rewrite the sentences in reported speech.

1 'You ought to fill in an application form.' The secretary told me I ought to fill in an application form.
2 'I work in my parents' shop every weekend.' Lisa told me _____
3 'I'll email you tomorrow.' Last week she said _____
4 'They speak 18 languages in India.' Gopal told me _____
5 'We met at the trade fair last week.' Sam said _____
6 'I'm starting an online newspaper next month.' This morning Khalid said _____
7 'You can enter the Young Entrepreneurs' competition.' My dad said _____

LOOK OUT!

Reported questions

When we report questions, we use the word order of a statement. When we report a question that gives a yes / no answer, we add the words *if* or *whether* to the reported question:
'Have you had a lot of success?'
He asked me if / whether I'd had a lot of success.
When we report a question made with a question word, we repeat the word:
'When will you write the article?'
She asked me when I would write the article.

2 Write the original questions.

1 He asked me where I was from. Where are you from?
2 They asked us if we were launching a new product.
3 Anne asked when we were opening the new shop.
4 Sara asked me whether I subscribed to the magazine.
5 The editor asked me whether I had written the article.
6 They asked who would run the business in Chicago.
7 I asked if the company had recruited new staff.
8 Tom asked Joe when he had taken over the café.

3 Work in pairs. Tell each other what advice you would give in each of the following situations and then report what your partner has told you to the class.

1 I'm always late for class.
2 My parents won't let me have a mobile phone.
3 I find maths really difficult.

●●●●● Grammar Builder: page 105

●●●●● Workbook: page 46

SKILLS

Young entrepreneurs

VOCABULARY

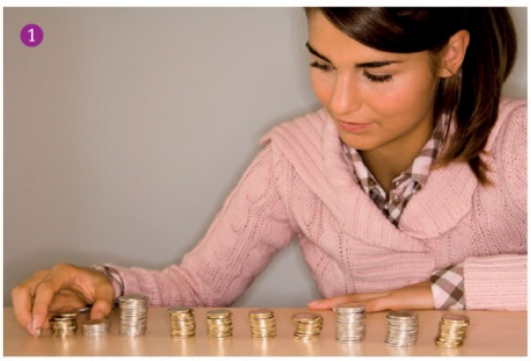
1 **Match the words with their synonyms.**

1 rivals	a client
2 profitable	b fixed costs
3 buy	c earnings
4 customer	d lucrative
5 income	e purchase
6 overheads	f competitors

2 **Choose the correct word or phrase in each sentence.**

1 Our **market research** / **income** shows that a lot of shoppers would be interested in the service.
2 My two **earnings** / **rivals** for the job had bad interviews.
3 The company said that it was hoping to increase its list of **clients** / **competitors**.
4 We can't launch our products until we've completed the **start-up** / **profits** of the business.
5 **Profits** / **Fixed costs** are down compared to last year but we are still making a lot of money.
6 Remember to include the cost of paper, printer ink and other **overheads** / **rivals** in your business plan.
7 Most customers use their credit cards to **purchase** / **income** our products.

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LISTEN

1 2.09 **Listen to the conversation. Which four pieces of advice (a–h) did Andy hear at the talk on teenage businesses?**

a Study economics
b Do some market research
c Study possible competitors
d Only work during the holidays
e Make a business plan
f Tell your teachers
g Ask for money from the bank
h Ask your parents for permission

2 2.09 **Listen again. Answer the questions.**

1 When does Andy want to start his own business?
2 Making home-made food and teaching computer skills are two examples of teenage businesses. Name one more.
3 Who did the teenage girl teach?
4 Who might make it difficult to break into a market?
5 Name one of the two things you should include in a business plan.
6 What will Andy's online magazine tell people about?
7 What is Andy going to sell to local businesses?
8 How might parents help?

SPEAK

1 **Look at the photos and describe what is happening in them.**

2 **In pairs think of a business you think you could run from home and make some notes on the points below. Then present your ideas to the class.**

- Decide on a product or service.
- Make a list of the equipment, materials, etc. that you will need to start your business.
- Decide on your target customer group.
- Make a business plan: what will your costs be?
- Decide who you'll need help from: what sort of help will it be?

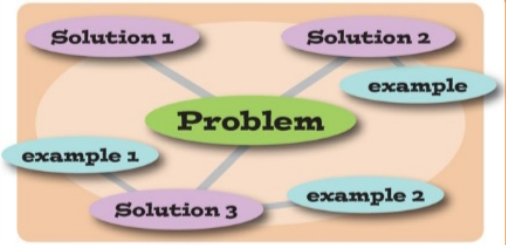


GRAMMAR

Reporting verbs

EXPLORE

1 Read the text. Do you think the system suggested for solving problems is a good one?



I attended a talk for teen entrepreneurs recently and some of the advice I heard on problem-solving is useful for lots of situations. First of all, the presenter **explained** that we had to write down our problem. After that, he **encouraged** us to do some brain-storming and he **suggested** writing a list of all the solutions we could possibly think of. Once we had written our list, he **recommended reading the list** and choosing the top three solutions. Then we had to decide which was the most practical one to try. He **assured** us that this system of problem-solving often worked and he **insisted** on finding the solution with the help of pen and paper. He **claimed** that when we see the problem written down our brains start working on the solution immediately!

2 Read the *Learn this!* box. Which structures do the underlined verbs in the text follow?

LEARN THIS!

Reporting verbs

We can use other reporting verbs apart from *say* and *tell*. These verbs add an opinion or state an intention and follow different structures. Some verbs are used with more than one structure:

1 verb + infinitive with *to*: *agree*, *decide*, *offer*, *promise*, *refuse*
2 verb + object + infinitive with *to*: *advise*, *encourage*, *invite*, *remind*, *warn*
3 verb + *that* + clause: *admit*, *agree*, *claim*, *decide*, *deny*, *explain*, *insist*, *promise*, *recommend*, *suggest*, *warn*
4 verb + object + *that* + clause: *assure*, *convince*, *inform*, *promise*
5 verb + *-ing* *deny*, *recommend*, *suggest*, *admit*
6 verb + object + preposition + *-ing*: *accuse sb of*, *blame sb for*, *congratulate sb on*
7 verb + preposition + *-ing*: *admit to*, *apologize for*, *insist on*

Grammar Reference: page 104

EXPLOIT

1 Rewrite the sentences in reported speech using the verbs in the box. More than one answer is sometimes possible.

accuse admit ~~apologize~~ blame congratulate offer recommend refuse remind warn

1 Dalia said, 'I'm sorry I forgot your book'.
Dalia apologized for forgetting my book.
2 Julia said, 'I'll help you.'
3 Yousef said,'Well done on winning the final!'
4 The police officer said, 'You took the money.'
5 Jim said, 'Visit the exhibition because it's fantastic.'
6 Paula said, 'No, I'm not helping them!'
7 Andy said, 'I took the money.'
8 Yasmine said, 'You broke the computer.'
9 My parents said, 'Please return our DVDs!'
10 Liam said, 'Don't touch the cooker. It's hot!'

LOOK OUT!

Ask is not the only verb that is used for reporting questions. We can also use the verbs *enquire*, *wanted to know* and *wonder*.
I enquired where the head office was.
He wanted to know what I was interested in.
We wondered if / whether she had resigned from her job.

2 Read the *Look out!* box. Write the reported question forms with the verbs in brackets.

1 What did Jack win? (we / want to know)
We wanted to know what Jack had won.
2 How can John work so hard? (I / wonder)
3 Will our parents help us out? (we / enquire)
4 Where can they get some advice? (they / wonder)
5 Do I need to study more? (I / want to know)
6 Are you doing well? (she / enquire)

3 Write six things that people have asked you this week.

1 My teacher wanted to know if I had done my homework.

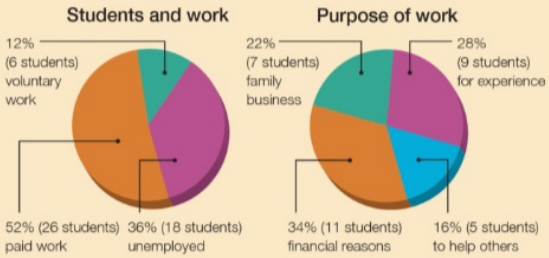
Grammar Builder: page 105
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WRITING

A report

READ

1 **Read the report on teenagers who work. What are the reasons given for working?**



Teenagers at work

Introduction

The aim of this report is to analyse the type of paid work carried out by students between the ages of 16 and 18 at our school. The information included was obtained from personal interviews with fifty students.

Who works?

Twenty-six students said that they had worked to earn money during the last year. As far as the other twenty-four students were concerned, six regularly do volunteer work while the rest claimed they did not want to work until finishing their studies.

Why work?

Eleven of the students work to make a financial contribution to their families, while seven students help out with family businesses. These students felt that they were helping their parents and gaining experience for when they joined the businesses in the future. Nine students said they worked to gain experience in the professions they hoped to work in after studying. Finally, five of the students said they worked because they wanted to help others.

Conclusions

On the whole, I believe that most teenagers at our school feel that working in their free time is a positive experience. As regards the effect that employment has on their school work, most students felt that it does not interfere. In fact, in most cases, they felt it made them better students, as working had made them appreciate the need for a good education.

2 **Read the report again and decide if the sentences about report writing are true or false.**

1 The writer's opinions do not appear until the final paragraph.
2 It is better to use contracted forms of verbs.
3 Use headings for each paragraph.
4 It's not necessary to say where your information comes from.
5 Explain the purpose of the report in the introduction.

PREPARE

Writing tip: focusing on information

A text usually includes a number of topics related to one subject and we use a number of expressions to change the focus from one topic to another. Writers also often make generalizations about a topic that they think is true.

1 **Read the *Writing tip*. Put the underlined expressions from the text and the following expressions in the correct columns.**

in general regarding to a great extent broadly speaking as for with regard to

focusing on specific information	generalization

2 **Complete the sentences with one word.**

1 That's everything about my career. _____ my studies, I went to Oxford University.
2 To a great _____, young people are very familiar with computer technology.
3 _____ speaking, teenagers are very passionate about these issues.
4 On the _____, finding new employees shouldn't be a problem.
5 In most _____, students have received their parents' permission to go.

WRITE

1 **Use the short questionnaire below to find out what your classmates plan to study when they leave school.**

1 What would you most like to study at university?
  a science d engineering
  b languages e medicine
  c law f history and geography
2 What job would you like to have when you finish?
  _____

2 **Organize your material into paragraphs and give each one a heading.**

Paragraph 1	Say what the aim of the report is.
Paragraph 2	Analyse the results from question 1.
Paragraph 3	Analyse the results from question 2.
Paragraph 4	Draw conclusions and give your opinion.

3 **Write your report in 200 words using your notes from exercises 1 and 2 to help you. Remember to use reported speech to report what your classmates told you.**

●●●●● Workbook: page 49

REVIEW

In business

LANGUAGE SKILLS

1 2.10 **Complete the dialogue with the words from the box. Then listen and check your answers.**

advertisements articles classified ads column else headlines report reviews subscribe wondering

Helen Do you mind if I ask you a few questions about what you read in your free time? It's for a [1]_____ I'm writing.
Anne No, fine! What do you want to know?
Helen I was [2]_____ if you [3]_____ to a magazine?
Anne Yes, I get *Young Scientist* every month. It's usually got interesting [4]_____ on nature.
Helen And do you read a newspaper?
Anne Not every day. I usually read the [5]_____ of good films or books on Saturday and there's a [6]_____ by a writer I really like in the weekend edition.
Helen Does anyone [7]_____ in your house read the newspaper?
Anne Well, it's my dad who buys it but he doesn't really read it. He just looks at the [8]_____. My brother is always looking at the [9]_____ to see if he can find a cheap second-hand bike!
Helen Well, one last question. Do you ever watch the TV news?
Anne Not really. I prefer the radio. I can't stand all those TV [10]_____.
Helen Me neither! Thanks for answering my questions!
Anne Good luck with your report!

2 **Decide if the sentences are true or false. Correct the false sentences.**

1 Helen's report is about people's free time.
2 Anne writes for *Young Scientist*.
3 Anne's mother buys the newspaper.
4 Anne doesn't read the newspapers at weekends.
5 Anne's brother is trying to buy something through the newspaper.
6 Helen agrees with Anne's opinion of TV advertisements.

3 **Six of the sentences contain mistakes. Find them and correct them.**

1 They asked us what do we do.
2 He accused me that I took the bag.
3 They wanted to know whether I was punctual?
4 She insisted on to meet my parents.
5 He told me that I ought to know the answer.
6 I enquired whether it was a well known firm in France.
7 Peter claimed to know the president.
8 He wondered on where they were.

DICTIONARY CORNER

Synonyms: *get*

1 **Check the different meanings of *get* and replace *get* in the sentences below with other verbs.**

1 We will ~~get~~ home at 6 o'clock. arrive
2 He's getting a cold.
3 I got five emails this morning.
4 He got angry when he heard the news.
5 I couldn't get my suitcase downstairs.
6 He kicked the ball at me but it didn't get me.

Types of business

2 **Look up these words in your dictionary. Complete the sentences with the words.**

~~cooperative~~ firm franchise multinational partnership subsidiary

1 The company is a cooperative owned by all the workers.
2 My brother works for an engineering _____ that is involved in the car industry.
3 It isn't exactly her own shop but she has a _____ and sells clothes made by a well-known brand.
4 I work for a big _____ that has factories in twelve countries.
5 Mohammed is in _____ with his cousin and they own a small electronics company.
6 The parent company is in Amman but we work at a _____ in London.

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 read an article divided into sections.			
I can use reported speech.			
I can discuss challenges facing young entrepreneurs.			
I can use different reporting verbs.			
I can write a report on questionnaire results.			

Workbook: Self check pages 50–51

LITERATURE CORNER 3

Pride and Prejudice

by Jane Austen

Biography

Jane Austen was born in 1775 in England. Her family loved literature and from a very young age Austen wrote poems and stories for them. However, her first novel, *Sense and Sensibility*, wasn't published until she was 35. Her novels took a humorous look at marriage and family life but critics didn't realize what a great writer she was until the end of the 19th century.

One morning, about a week after Bingley had proposed to Jane, a carriage arrived outside Longbourn House. Elizabeth, Kitty and their mother were in the sitting-room, when suddenly the door was thrown open, and their visitor entered. It was Lady Catherine de Bourgh.

They were all extremely astonished. Mrs Bennet, flattered to have such an important visitor, received her with great politeness. After sitting for a moment in silence, Lady Catherine said very stiffly to Elizabeth, 'I hope you are well, Miss Bennet. That lady, I suppose, is your mother. And *that*, I suppose, is one of your sisters.'

Elizabeth replied that she was correct in thinking so. Lady Catherine rose and said, 'I would like to have a walk in your garden, Miss Bennet, if you could accompany me.'

'Go, my dear,' cried Mrs Bennet. 'Show her ladyship the different walks. I'm sure she will like them.'

As they passed through the hall, Lady Catherine opened the doors into the different rooms, looked in, and declared them to be reasonable-looking rooms. They went into the garden in silence. Elizabeth was determined to make no effort at conversation with a woman who was being more than usually rude and disagreeable.

Lady Catherine began speaking when she was sure they were alone. 'You must know, Miss Bennet, why I have come.'

Elizabeth looked surprised. 'Indeed, you are mistaken, madam. I have no idea why you are honouring us with a visit.'

'Miss Bennet,' replied her ladyship angrily, 'however insincere you may be, you shall not find me so. A most alarming report reached me two days ago. I was told that you, Miss Elizabeth Bennet, would soon be engaged to my nephew, my own nephew, Mr Darcy. Although I knew it must be a shameful lie, and I would not offend him by supposing it to be possible, I decided at once to come here, to let you know my feelings.'

'If you believed it to be impossible,' said Elizabeth, with disdain, 'I wonder why your ladyship took the trouble of coming so far.'

'I came to insist on having this report contradicted. Tell me, is it true?'

'Your ladyship may ask questions which I shall not choose to answer.'



1 **Read the text. Where do you think the story is set? Why?**

2 🎧 (2.14) **Read the text again and answer the questions.**

1 How did Mrs Bennet feel about Lady Catherine's visit?
2 Why did Lady Catherine suggest a walk in the garden?
3 Why didn't Elizabeth want to talk to Lady Catherine?
4 Does Lady Catherine believe that Elizabeth doesn't know why she has come?
5 What is the reason for Lady Catherine's visit?

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

1 What kind of person do you think Lady Catherine is? Why?
2 In your opinion, why does Lady Catherine look into the rooms in Longbourn House?
3 Why do you think Lady Catherine does not want Elizabeth to marry her nephew?

4 **How do you think the conversation between Lady Catherine and Elizabeth continues? Write a dialogue between the two women talking about Elizabeth's possible wedding to Mr Darcy and Lady Catherine's reasons for being against the wedding.**

SKILLS ROUND-UP 5–6

Festivals

READ

1 Read the text quickly. When does each festival take place?



Festivals for all tastes

Every country has its festivals. Below we look at three very different but popular festivals in Britain.

THE OXFORD LITERARY FESTIVAL, OXFORD

Are you a bookworm? If you are, then you should try to visit Oxford in the spring. Over 400 authors from all around the world come for a week to talk about books. But they don't just talk. Authors of cook books for young people give demonstrations of their skills in the kitchen and ask members of the audience to participate as well. Writers of science books give practical demonstrations of their theories in laboratories, and the editors of the Sherlock Holmes stories even offer advice on how to be a young detective. In fact, there are so many activities that the people who attend often don't have time to read a page all week!

THE INTERNATIONAL FESTIVAL, EDINBURGH

Although everybody talks about the Edinburgh Festival there are in fact various festivals in the Scottish capital towards the end of the summer. The streets of the city are filled with some the world's most famous classical music performers and opera singers. The original International Festival began in order to improve relations between the countries that had been fighting in the Second World War. The Fringe festival, which takes place at the same time as the International Festival, is now the world's biggest theatre festival and thousands of people come to see the performances that take place on the city's streets.

THE LUDLOW FOOD FESTIVAL, LUDLOW

In recent years, a lot of English towns have started food festivals to promote local products and show people that it is easy to find good, healthy food close to home. The Ludlow Marches Food Festival in the English Midlands is considered one of the best. The festival takes place at the beginning of September and allows visitors to try dishes made with local ingredients by some of the country's top chefs. You can also taste dishes from abroad. Last year, North African food was available at various stands. Visitors leave with their stomachs full, and lots of new cooking ideas.

2 Read the text again. Use the names of the three festivals to answer the questions.

At which festival:

1 can you find two festivals going on at the same time?
2 can you find a lot of writers?
3 do you get ideas that you can try at home?
4 can you meet scientists?
5 are things from the town or near the town very important?

3 Answer the questions. Use your own words and ideas.

1 Which festival would you most like to visit? Why?
2 Which festival do you think is most suitable for families? Why?
3 What are your local festivals like? How are they similar to / different from the three festivals described in the article?

LISTEN



1 🎧 (2.15) Listen to a radio programme about a festival. Which of the things in the list are mentioned?

a battle a castle DVDs of the festival food horses medieval music medieval shoes a settlement uniforms the weather

2 🎧 (2.15) Listen again. Are the sentences true or false?

1 A battle took place at Tewkesbury 50 years ago.
2 Two thousand people recreate the battle.
3 None of the swords are made of steel.
4 The market sells clothes that are 500 years old.
5 You can eat at the festival.
6 The festival is in June.

WRITE AND SPEAK

1 Write a plan for a school festival. When will you hold it? What events are you going to organize? Who will take part in the festival? What food and drink will you provide?

2 In pairs discuss your plans for a festival.

7 Intelligence

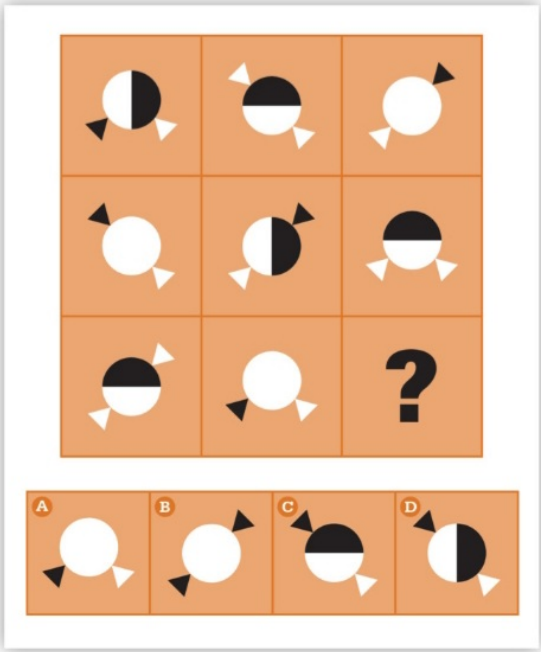
THIS UNIT INCLUDES

Vocabulary • exams and exams advice • intelligent or stupid? • the brain • expressions with *brain*
Grammar • question forms • question tags
Skills • talking about robots • exploring multiple intelligences
Writing • a discussion essay

Are you intelligent?

BEFORE READING

This is an IQ question. Which figure (A, B, C or D) completes the diagram? What do you think IQ means?





READ

1 **Read the text quickly. Match the headings with the paragraphs (A–E). You don't need to use one of the headings.**

1 Parents have an important role.
2 IQ tests develop people's intelligence.
3 Support for Galton's views?
4 A pioneer in the field.
5 A mistaken belief.
6 Environment does affect intelligence.

NATURE OR NURTURE?



Who enjoys doing exams? Very few school students seem to, but they would all agree that a student who does well in exams and tests is a student who is intelligent. But where does intelligence come from?

A The 19th century scientist Francis Galton was one of the first to study human intelligence seriously. Galton wanted to discover if it was hereditary or if it was a product of people's environments. In other words, were people born intelligent or could intelligence be improved through education? Following years of research, Galton concluded that most of our brain power comes from our genes and that our surroundings don't have much effect on how clever we are.

B Galton's theory that intelligence was hereditary dominated psychology throughout the 20th century. In fact, studies in the 1960s of identical twins succeeded in reinforcing Galton's views. The twins in the study had been separated at birth and adopted by different families, so they had never lived together. In some cases, they didn't even know about each other. Researchers interviewed the twins when they had reached adulthood and discovered that they had all achieved remarkably similar positive results in their studies. This seemed to be clear proof that intelligence was passed on from generation to generation. However, one professor of psychology, Richard E Nisbett, was not convinced.

C For years Nisbett had adhered to the belief that most of our cerebral skills, or lack of them, were inherited. However, he

2 2.16 **Read the text again. Then choose the best answers.**

1 In the 19th century Francis Galton started studying intelligence and
   a believed the environment affected people's levels of intelligence.
   b thought education could help improve intelligence.
   c thought we couldn't do much to become more intelligent.
   d said that passing exams was a sign of intelligence.
2 Galton's ideas about hereditary intelligence
   a have had little effect on psychology.
   b refer only to twins.
   c were not his own.
   d were accepted by most psychologists.
3 The sets of twins in the study
   a could be used to support Galton's theories.
   b were interviewed when they were children.
   c lived with the same family.
   d did badly at school.
4 The professor of psychology, Richard E Nisbett
   a had always doubted that intelligence was mostly hereditary.
   b wanted information that hadn't been provided.
   c thought all middle-class parents were identical.
   d carried out the study on twins and their families.
5 James Flynn discovered that
   a New Zealanders do a lot of IQ tests.
   b a good environment helps people improve their average IQ scores.
   c his IQ was getting better and better.
   d people with an IQ of 100 were very intelligent.
6 Parents can help children by
   a interacting with them regularly.
   b taking them to a psychologist.
   c telling them about their ancestors.
   d frequently giving them IQ tests.

soon realized that there was a flaw in the study on the twins. There was no information about the families who had adopted them. Through his own research he discovered that the adoptive families all had middle-class backgrounds. In other words, they were families who were able to provide children with a good education. Nisbett discovered that all the sets of twins had been brought up in almost identical environments and had each received a good education. Couldn't this be the reason for the similarity in results between them? Nisbett believed that this was the case.

D Further studies by a university professor in New Zealand, James Flynn, confirmed the idea that the environment greatly affects how clever we are. Flynn had studied lots of IQ (Intelligence Quotient) tests that were carried out around the world during the 20th century. These tests are used to measure a person's intelligence and someone managing a score of 100 is said to have an average level. Flynn noticed that people who had regular access to education and a good diet had been able to increase their average IQ by thirty points.

E Nisbett and Flynn have shown that although our ancestors' genes have a lot to do with intellect, it also depends on the opportunities we get to develop our brains. But of course parents have a big influence on that too. Parents can help their children to realize their potential by speaking to them frequently, by reading to them and by encouraging them to be aware of the world around them. It's no use being born with innate intelligence if nobody encourages you to make the best of it.

3 **Read the *Reading tip*. What answer does the writer give to the 'nature or nurture?' question?**

Reading tip

When the title of a text is a question, you will usually find the answer to it in the last paragraph. In the rest of the text you will find the facts that the writer has used to help them answer the question.

UNDERSTANDING IDEAS

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

1 Do you think exams and tests are a good way of measuring people's intelligence?
2 In what ways do you think people can demonstrate that they are intelligent?
3 People say intelligence is necessary to do well in life, but what other qualities do you think are also important?

VOCABULARY

Nature or nurture?

Match the highlighted words in the text with these definitions.

1 Cared for young children until they're grown up.
2 The qualities or abilities that somebody or something has but that may not be fully developed yet.
3 Completely sure about something.
4 Relating to the brain.
5 Making something stronger.
6 Passed on from parent to child.
7 The power of the mind to think and learn.
8 Showed that a belief or opinion is true, especially with evidence.
9 Followed a particular belief or idea.
10 Given to somebody else after they had been given it.
11 The state of not having something or not having enough of something.
12 The place and conditions that someone lives in.
13 Describing a quality or ability that someone is born with.
14 A mistake which means something is not correct.
15 Information or documents that show that something is true.

Workbook: page 52

VOCABULARY

Nature or nurture?

ACTIVATE

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

adhere to bring up cerebral confirm convinced flaw hereditary innate intellect lack pass on potential proof reinforce surroundings

1 Unfortunately there are a number of _____ in your theory. And another mistake is that you haven't provided any _____ that supports your ideas.
2 He knew his _____ of height would make it difficult for him to be a top basketball player but he was _____ that with his talent and with hard work he would succeed.
3 Through research and studies, scientists have _____ that some illnesses are _____. They are now investigating methods that will enable them to stop these illnesses from being _____ from one generation to the next.
4 The local manager refused to make changes and has decided to _____ the plan to reduce staff. This has only _____ the workers' demands for national management to participate in the negotiations.
5 Although he was _____ in a poor neighbourhood in Chicago, his _____ ability to survive helped him escape from his poor _____. A school teacher saw his _____ to be a great athlete and he went on to win five Olympic medals.
6 He's really respected for his _____ and his intelligent writing. His stories are very _____ and you need to concentrate on his plots a lot as they can be quite difficult to follow.

EXTEND

Exams

1 Check the meaning of the words in the box. Complete the text.

first draft formulae knowledge legible plagiarize quotations rote-learning ~~sitting~~

I've actually started to enjoy [1] sitting exams. Well, some of them! I still dislike [2]_____ and trying to memorize historical facts and mathematical [3]_____. I actually enjoy the exams where you have to write essays. You have a chance to demonstrate your [4]_____ of a subject and you can support your theories and ideas with [5]_____ from experts. Of course you should never [6]_____ other people's work and present it as your own! Even in exams I usually write a [7]_____ of my essay before writing up the final version. I've got terrible handwriting so I make sure my final version is [8]_____ because you can lose marks if the examiners can't read what you've written!

Exam advice

2 Complete the text with the correct form of the phrasal verbs.

come up ~~get through~~ leave out pick up swot up on work out

You'll never [1] get through your exams if you just rely on the information you've [2]_____ during the course. Before the exam period starts you should sit down and [3]_____ a revision timetable so that you have time to study everything. Concentrate on the material that is likely to [4]_____ in the exams and [5]_____ stuff that is not important. Also decide what your weak points are and spend more time [6]_____ those. A clear study plan will help you do well!

Intelligent or stupid?

3 Match the words with the definitions.

1 accomplished	a making good judgements based on experience and understanding of life
2 ignorant	b forgetting things easily
3 witty	c good and skilled at something
4 scatterbrained	d not having enough knowledge or understanding of something
5 wise	e not having the skill or ability to do something
6 incompetent	f using words in an intelligent and funny way

4 Complete the sentences with the adjectives from exercise 3.

1 The violinist was extremely accomplished so the performance was excellent!
2 The waiter was totally _____! He spilled water on Mum's dress and dropped a plate of salad on Dad's shoulder!
3 It's the way he says things that makes me laugh. He's really _____ when he's in good form!
4 At work people think I'm very _____ because I've got lots of business experience but I'm always asking my young colleagues for help because I'm totally _____ about how computers work.
5 I'm quite _____ about these sorts of things. It was an easy password but I can't remember it!

●●●●● Workbook: page 53

GRAMMAR

Question forms

EXPLORE

1 Read the quiz and answer the questions. The interpretation of your answers is on page 106.



Multiple intelligences

There are lots of different theories about intelligence. Psychologist Howard Gardner suggested that there are eight different types of intelligence. Do our quiz below and find out what type of intelligence you have!

1 Which activity interests you the most?

a reading and writing
b playing chess
c painting and drawing
d singing or playing an instrument
e playing sport
f gardening
g being with your friends or family
h being alone

2 Who does the most interesting job?

a a journalist
b a scientist
c an architect
d a composer
e a basketball player
f a conservationist
g a psychologist
h a philosopher

3 Which birthday present appeals to you the most?

a a book
b games of logic
c a canvas and paint
d a musical instrument
e sports equipment
f a plant
g a big party with your family and friends
h a diary

4 Which school subject do you prefer?

a languages
b maths
c art
d music
e PE
f natural science
g psychology
h philosophy

5 How do you memorize the information you need for an exam?

a invent phrases
b make logical connections between events
c draw diagrams
d invent songs with the information
e walk around your bedroom, gesticulating as you study
f sit in the garden to study
g study with friends
h relate the information to your own life

LEARN THIS!

Subject questions

When the question words *how many*, *what*, *which* and *who* are the subject of a question we don't use the auxiliary verb *do*.

What happened last night? ~~*What did happen last night?*~~
Which bus stops at the hospital? ~~*Which bus does stop at the hospital?*~~
Who wants to go to the cinema? ~~*Who does want to go to the cinema?*~~
How many people come to the meeting? ~~*How many people did come to the meeting?*~~

2 Read the *Learn this!* box. Read the quiz again and decide which question words are the subjects of the questions.

Grammar Reference: page 106

EXPLOIT

1 There are mistakes in five of the questions. Correct them.

1 Who does teach you English? Who teaches you English?
2 Which book did you read?
3 Who sits next to Tom in class?
4 How many students did fail the IQ test?
5 What he wants to be?
6 How many DVDs you bought?
7 Which motorbike goes the fastest?
8 What did cause the accident?

LOOK OUT!

Reply questions

In spoken English we sometimes reply to a statement with a short question. We use a question word on its own or a short phrase beginning with a question word.

2 Match the reply questions with the statements.

1 I was late for the meeting. — e Why?
2 The game's at the weekend. — a When exactly?
3 Their flight leaves at 10 a.m. on Friday. — b Who with?
4 Ann couldn't answer all the questions. — c Why not?
5 Sam's playing tennis at the moment. — d Why me?
6 The boss has chosen you to give a speech. — f Where from?

3 Work with a partner. Make statements on the following topics. Respond with short reply questions.

neighbourhood sport reading school family

I live in Milan. — Where exactly?

Grammar Builder: page 107
Workbook: page 54

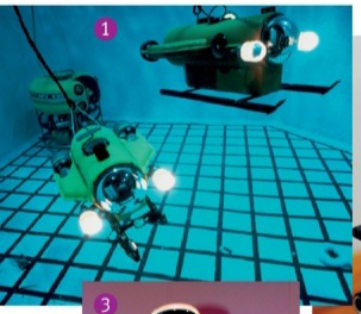
SKILLS

Artificial intelligence

VOCABULARY

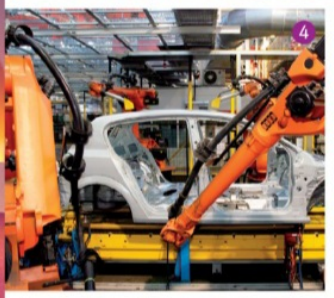
1 Work with a partner and describe the photos by using the words in the box.

appliance articulated robot housework or office work
remotely operated vehicle repetitive jobs in factories
robot sea or space exploration a specific household task









I think photo 1 is a remotely operated vehicle used in sea or space exploration.

2 Complete the sentences with the words in the box.

~~chores~~ drudgery errand functions tasks workload

1 I do most of the household chores straight after lunch.
2 My mum sent me on an _____ to buy some milk from the shop.
3 At the moment, robots can only do a few simple _____.
4 A university student's _____ is much heavier than a school student's.
5 I can't stand the _____ of housework. It's hard and very, very boring!
6 I'll need a year to understand all the different _____ that my new computer can perform!

Workbook: page 55

LISTEN

1 2.17 Listen to the radio programme and complete the table with the words and expressions.

do the washing up
~~run at 6 km an hour~~
do repetitive, mundane tasks
respond to speech and sound
carry out one or two functions
always recognize objects

Robots can ...	Robots can't ...
run at 6 km an hour	

2 2.17 Listen again. Choose the correct answers.

1 A thousand years ago, Al-Jazari was
  a designing robots.
  b selling robots.
2 According to the presenter, robots are only present
  a in a few homes.
  b in literature and the cinema.
3 Al-Jazari would think we
  a haven't progressed much.
  b have lots of intelligent devices.
4 People imagine robots to be
  a similar to humans.
  b superior to humans.
5 The Japanese robot Asimo
  a is amusing but not very useful.
  b only exists in a film on the internet.
6 According to Professor Harris, the science fiction image of robots is
  a often frightening.
  b inaccurate.

SPEAK

Discuss the following questions in pairs.

1 A robot is often defined as 'a machine that can work by itself'. With this definition in mind, what devices in your home or school can be considered robots?
2 What can robots do? Complete the table:

Now	In 10 years' time	Never

3 What jobs would you most like a robot to do for you?

GRAMMAR

Question tags

EXPLORE

1 Read the conversation between two friends. Can you answer the brain teaser?



Jane Let's do the brain teaser, shall we?
Ann Yes, I've got a pen and paper.
Jane Maria has bought a new flat. To celebrate she has invited three friends to dinner. Each of her friends has two daughters and they're coming to the meal too.
Ann Sorry ... repeat that, will you?
Jane OK, each friend has two daughters and they're eating at Maria's flat too.
Ann Everybody is going to eat at the same time, aren't they?
Jane Yes, and that's the problem. Maria only has eight chairs: one for herself and seven for her guests but all of them are able to sit at the dining table and eat together. How?
Ann But it's impossible! There's Maria, three friends and there are six daughters...ten people!
Jane Well, you just have to think for a moment!
Ann OK ... Something is wrong with my maths, isn't it?
Jane Well, it's not really a maths question. Think!

LEARN THIS!

Question tags
In question tags we repeat the pronoun, tense and auxiliary verb from the statement. Negative question tags follow affirmative statements, and affirmative tags follow negative statements:
We're late, aren't we? *He didn't fail the test, did he?*
In some cases we need to use different structures:
1 When *somebody / someone* or *everybody / everyone* is the subject of the main clause, we use the pronoun *they* in the question tag:
Everybody arrived on time, didn't they?
2 When *nothing*, *something* or *everything* is the subject of the main clause, we use the pronoun *it*:
Nothing will happen, will it?
3 The question tag for sentences that begin with *Let's* is *shall*:
Let's study together, shall we?
4 The question tag for imperative sentences is *will*:
Do your homework, will you?

2 Find four question tags in the conversation and match them with rules (1–4) in the *Learn this!* box.

Grammar Reference: page 106

EXPLOIT

1 Complete the sentences with the correct question tags.

1 Let's do an IQ test, shall we?
2 Let's look at the career opportunities, _____?
3 You can come to the interview, _____?
4 Everybody has naturalistic intelligence, _____?
5 Nothing will be done by the politicians, _____?
6 Close the door, _____?
7 He didn't forget to bring the papers, _____?

2 Write some sentences with question tags for your partner, using information that you think is true. Then ask your partner the questions and see if you were right.

(chess) after class favourite subject
everyone will pass the exam live with (your family)

You live with your family, don't you?

Yes, that's right.

LOOK OUT!

Emphatic *do*
We sometimes add the auxiliary verb *do* to a sentence to emphasize what we are saying. Emphatic *do* is stressed in spoken English. We use it to:
- add emphasis to a sentence: *You do look well!*
- contradict a negative statement: *'You didn't buy any bread.' 'I did buy some! Here it is!'*

3 Read the *Look out!* box. Write the second line of each dialogue using emphatic *do*.

1 You don't know Jane.
I do know Jane!
2 I didn't say I'd help you.
_____
3 He didn't get a really good mark in the exam.
_____
4 She didn't complete the task.
_____
5 Mike doesn't do his homework.
_____
6 You don't return things I lend you!
_____

Grammar Builder: page 107

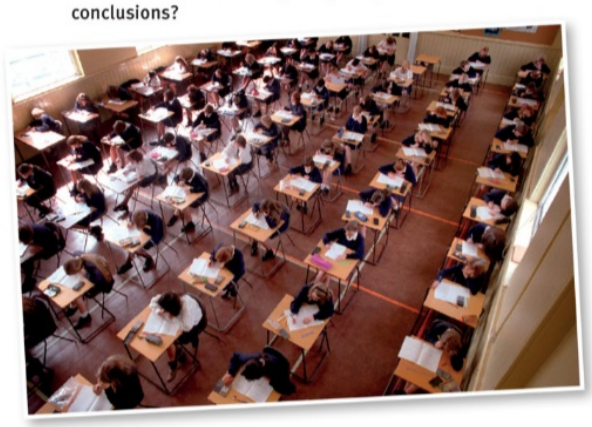
Workbook: page 56

WRITING

A discussion essay

READ

1 Read the discussion essay. Do you agree with the writer's conclusions?



Exams do not test people's intelligence and are unfair.

A It is often supposed that exams and tests are an accepted tool for measuring people's academic achievement in most schools. It is generally believed that a successful exam candidate demonstrates not only their knowledge of a particular subject, but also their intelligence. Nevertheless, some people argue that exams only test students' memories and not their mental abilities.

B Those in favour of exams say they allow teachers to see if their students are working at the right level. In fact, exams are probably the quickest and most efficient way of assessing how well a large group of students are following a course. As well as that, exams allow young people to gain qualifications that will enable them to go on to university and look for careers.

C On the other hand, it is widely accepted that exams cause students a lot of stress. Critics of exams claim that such anxiety can mean some students do not perform as well as they should on the day of an exam. Besides which, it is often stated that some schools are so focused on exams that they spend their time teaching students how to pass exams and not how to develop their intellect.

D In conclusion, I would say exams are useful and enable schools and students to measure knowledge and progress. Nonetheless, one bad exam result can sometimes mean not being able to study a particular degree or get a particular job. I think that importance should also be given to a student's performance throughout the academic year. In that way, some of the pressure would be taken off students who find exams a stressful experience.

2 Read the discussion essay again and answer the questions.

1 Which paragraph gives the writer's opinions?
2 Which paragraph supports the title of the essay?
3 Which paragraph states what the issue is?
4 Which paragraph provides arguments against the title of the essay?

PREPARE

Writing tip: presenting opinions

In a discussion essay you usually present a number of opinions that are in favour of or against the topic of the essay. These opinions can be presented using a passive structure to suggest that it is an idea held by a lot of people. An adverb (*generally*, *often*, *widely*, *usually*, etc.) is sometimes added between the verb *to be* and the past participle to emphasize this:
It is often said that children learn foreign languages quicker than adults.

When we use an active structure and say who holds a particular opinion, we use expressions that are very general:
few / some / most people
those in favour of / those against
opponents of / supporters of

1 Read the *Writing tip*. Look at the underlined expressions in the essay. Which use an active and which use a passive structure?

2 Make a note of the different verbs that are used in the text to express opinions and ideas.

know, believe...

WRITE

1 Plan a discussion essay on the following topic. Organize your notes into four paragraphs. Use the writing plan below to help you.

P.E. is an important school subject.

Paragraph 1	The issue that the title raises.
Paragraph 2	Arguments in favour of the title.
Paragraph 3	Arguments against the title.
Paragraph 4	Your experience and opinion.

2 Write your essay in 200 words, using your notes from exercise 1 to help you.

Workbook: page 57

REVIEW

Intelligence

LANGUAGE SKILLS

1 2.18 **Complete the dialogue with the words from the box. Then listen and check your answers.**

brain ignorant knowledge nerves reinforcing rote-learning scatterbrained sitting swotting up testing

Andy Hi, Jamie. How is your exam revision going?
Jamie Don't talk about it! I don't think my [1]_____ can take any more! What about you?
Andy I'm having a break. I've started to become really [2]_____! I can't concentrate any more.
Jamie I know what you mean. I've been [3]_____ for the history exam for hours but I can't remember anything!
Andy Yeah, my head is so full of facts that I think my [4]_____ is going to explode!
Jamie I know! I hate [5]_____ loads of numbers, dates and so on. I wish there was another way of [6]_____ us.
Andy Well, there's only a week left. Then you can spend all summer improving your [7]_____ of the subjects by re-reading your school books in the sun on the beach!
Jamie Ha, ha! I think I'd prefer to remain [8]_____! OK, I prefer finishing the exams quickly, but I still don't enjoy [9]_____ exams at all!
Andy Nobody does, but it's a good system for revising and [10]_____ what we've learnt!
Jamie So that's why you're taking such a long break, is it?

2 **Decide if the sentences are true or false. Correct the false sentences.**

1 Both Andy and Jamie are tired from studying.
2 Jamie is happy with what he has studied for the history exam.
3 The weather will be warm after the exams.
4 The exams will be over in seven days.
5 Jamie likes doing exams so long as they're over quickly.
6 Andy thinks exams are a useful method of checking what you've learned.

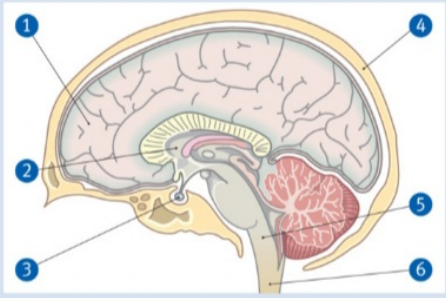
3 **Choose the correct answers.**

1 Emphatic *do* is used to
A add emphasis to a question
B contradict an affirmative statement
C contradict a negative statement
2 Do we use the auxiliary verb 'do' in a/an...
A object question? **B** subject question? **C** both?
3 What is the correct reply question to this statement?
My sister's getting married.
A Why not? **B** Who to? **C** How?
4 Which pronoun do we use in a question tag if the subject of the sentence is *somebody*?
A they **B** it **C** he
5 Which is the correct statement for this question tag?
_____, shall we?
A There are some pens **B** Go home
C Let's go shopping

DICTIONARY CORNER

The brain

1 **Match the words with 1–6 in the diagram.**



~~cerebrum~~ cranium medulla oblongata pituitary gland spinal cord thalamus

1 cerebrum

Expressions with the word *brain*

2 **Find expressions that include the word *brain* in your dictionary to complete the entries below.**

1 the brains ***noun*** [sing.] responsible for organizing and thinking about something: *Ann is the brains behind the business.*
2 **IDM** to have something _____ *(informal)* to think about sth all the time: *He's got football _____!*
3 _____ ***noun*** [sing.] when qualified people leave one country to work in another: *The country has suffered _____ in recent years.*
4 _____ ***noun*** [sing.] the idea or invention of one person: *The plan was Peter's _____.*
5 _____ ***noun*** [C] *(informal)* a sudden good idea: *I've just had a _____!*
6 _____ **adjective** *(informal)* very intelligent: *She's really _____ and she always passes her exams.*

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 dealing with a complicated question.			
I can use correct question forms.			
I can talk about how artificial intelligence can change our lives.			
I can use question tags.			
I can write a discussion essay.			

Workbook: Self check pages 58–59

8 Only a game?

THIS UNIT INCLUDES

Vocabulary • physical exercise • athletics • winners and losers • sports idioms • verb patterns
Grammar • mixed conditionals • *I wish / If only*
Skills • talking about teenagers and sport • discussing advertising in sport
Writing • a biography

The price of success

BEFORE READING

1 Why do you think people say sport is good for teenagers?

2 Read the *Reading tip*. What do you think the article is about?

Reading tip

To get a general idea of what an article is about before reading it, read the title and look at any pictures that accompany the text.

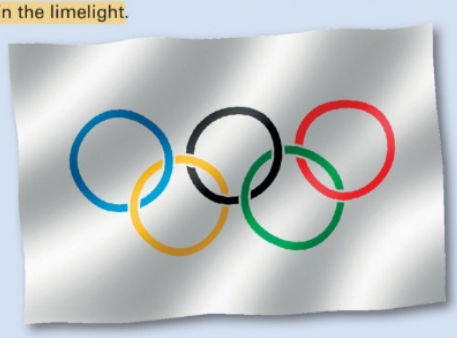


Diving in with both feet

A Who hasn't daydreamed of holding up a trophy or receiving a medal in front of thousands of cheering fans? The idea of becoming a sports star appeals to millions of people but everyone knows that only a few have the talent to achieve it. So when someone does manage to do it, they win the admiration of all sports fans. However, as Olympic diver Thomas Daley discovered, there are two sides to sporting success.

B Thomas Daley started diving at the age of seven and from the beginning it was clear that he was going to be a diving prodigy. He also had the quality that turns talented people into winners – determination. When he was eight he drew a picture of himself diving into a swimming pool with the words 'Olympic Champion' written underneath and he then set about working hard to make his dream come true. By the time he was 10 he had become the youngest ever under-18 diving champion of Britain and he won every competition that he entered. As a result of this amazing winning streak, his coach actually sent him to compete against older boys in Europe so he could experience losing. However, the plan backfired and Thomas stood on the winners' podium at the end of all the competitions he competed in. Such an excellent record was soon noticed by the British Olympic team and in 2008 he was selected to represent Great Britain at the Beijing Olympics.

C Thomas will always remember the year 2008. At the age of 13, he became one of the youngest Britons ever to reach the final stages of the Olympic Games. He finished seventh in the 10 metre diving final, an exceptional performance for someone participating in their first games. Consequently, Thomas became an overnight media star in Britain. Fortunately, his down-to-earth parents protected him from all the media attention, and soon after the Olympic Games they encouraged him to return to his normal routine of training and going to school. However, it was at school that he discovered that there was a price to pay for being in the limelight.



READ

1 **Read the text. In which paragraph (A–E) do we read about:**

1 what happened when Thomas returned to everyday life
2 an organization not connected with sport
3 Thomas's early career
4 a sporting event that received a lot of attention
5 something a lot of people would like to experience

2 🎧 3.02 **Read the text again. Choose the best answers.**

1 Although lots of people dream of becoming a sports star,
   a not many are good enough.
   b they think it's very easy.
   c they don't want the fame.
   d they're not interested in medals or trophies.
2 Thomas was sent to compete with older boys because
   a he was too young to compete in Britain.
   b his coach was sure he would win.
   c his coach didn't want him to go to Beijing.
   d his coach thought it would be a good experience for him.
3 Thomas's parents wanted him to
   a become a TV star.
   b have a normal life after the Games.
   c stay in China.
   d stop going to school and train all day.
4 Thomas's classmates at his college told reporters
   a that they were pleased about Thomas's success.
   b that they didn't want Thomas back at school.
   c that they were jealous of Thomas.
   d bad things about Thomas.
5 Thomas Daley thought the bullying
   a would soon stop.
   b wasn't as bad as he expected.
   c would be worse at another school.
   d only happened because of the TV cameras.
6 Thomas Daley joined *Childline*
   a so he could understand what it's like to be a victim of bullying.
   b to help bring the problem of bullying to the media's attention.
   c to give advice on what to do if you have exceptional sporting abilities.
   d to talk about his former school mates.

D His first day back at college in Plymouth was covered by the media and TV reports showed his classmates saying how proud they felt of him. Thomas himself even explained that he was glad to be back in a normal environment. However, once the TV cameras left the playground, jealousy, provoked by Thomas's success, appeared in some pupils and the Olympic star suddenly became a victim of bullying. At first the bullying started with people calling him names but Thomas thought that it would soon go away. However, the situation worsened and some pupils started throwing things at him and emptying out his pencil case in front of the rest of the class. When the bullying escalated to threats of physical violence his parents decided that they had to move Thomas to another school.

E Although Thomas realized his success had caused his problems at school, he never once wished he hadn't been to the Olympics. In fact, he decided to help combat bullying by becoming a celebrity supporter of the charity *Childline*. *Childline* provides help and advice to children who are suffering from bullying and Thomas's experience as a victim and his fame helped bring the problem to the attention of the media. Furthermore, Thomas demonstrated that his sporting talent hadn't been affected by what had happened at his old school when he became the world's number one at the World Diving Championships in Rome in 2009. Thomas's victory and his work for *Childline* made it clear that the bullies had definitely lost.

UNDERSTANDING IDEAS

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

1 Do you think Thomas Daley enjoys being a sports star? Why? / Why not?
2 Do you think someone who has no talent for a particular sport can be trained to do or play it well?
3 Why do you think most countries are so keen on doing well in international sports competitions?

VOCABULARY

Diving in with both feet

Match the highlighted words in the text with these definitions.

1 A continuous period of good luck in a game of sport.
2 Had an unexpected result, the opposite of what was intended.
3 Being directly below another thing.
4 Very sudden.
5 Sensible, realistic and practical.
6 At the centre of public attention.
7 Is attractive or interesting to somebody.
8 A feeling of liking and respecting somebody or something very much.
9 Increased.
10 To fight against something.
11 A child who is unusually good at something.
12 A small platform for a speaker, a performer, etc. to stand on.
13 Using insulting words about somebody.
14 Being known or talked about by many people because of what you have achieved.
15 Caused a particular feeling or reaction.

●●●●● Workbook: page 60

VOCABULARY

Diving in with both feet

ACTIVATE

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

admiration appeal backfire call someone names combat down-to-earth escalate fame in the limelight overnight podium prodigy provoke underneath winning streak

1 Footballers are used to the other team's supporters _____ them _____ when they play away from home.
2 She doesn't like the _____ that comes with being a well known writer.
3 His plan to take control of the company _____ when he was sacked.
4 Our problems _____ when my dad lost his job and we had to move to a smaller flat.
5 One minute nobody had ever heard of his book and the next minute everybody was reading it. It was an _____ success!
6 The cyclists that came first, second and third stood together on the _____ to receive their prizes.
7 Ecological organizations encourage people to _____ pollution.
8 Jane's extreme opinions _____ a feeling of anger in people who don't know her very well.
9 Although I'm very interested in the theatre, acting doesn't _____ to me at all.
10 Finally, after a wonderful _____ of ten games, they lost a match.
11 I have a lot of _____ for people who work hard and try to improve themselves.
12 Mozart was a musical _____ and he performed his first piano concert at the age of eight.
13 Although she's very rich and famous, she's also _____ and lives a normal life.
14 He loves being _____ and will always want to appear on TV and in newspapers and magazines.
15 Your slippers are where you left them this morning – _____ your bed!

EXTEND

Winners and losers

1 Match the people with the definitions (a–d).

1 A runner-up
2 The world number one
3 A front-runner
4 The victor

a is one of the favourites to win a race or competition.
b is the winner of a game or competition.
c comes second in a race or competition.
d is the current best player of a sport.

Physical exercise

2 Match the words with pictures (1–6).

1 pull-up

handstand press-up ~~pull-up~~ sit-up squat thrust stretching



Athletics

3 Choose the best answers.

I love running and I'm in my local athletics club. I [1] **coach** / **train** four days a week. First, I spend ten minutes warming [2] **down** / **up** by doing stretching exercises and then I do squats and sit-ups to strengthen my leg and stomach muscles. Next I [3] **do** / **practise** my running technique. The club takes part in [4] **track** / **match** events every weekend and we're doing very well this [5] **race** / **season**. Last Saturday we [6] **won** / **beat** Burton Athletics club, last year's champions, and I [7] **broke** / **made** the club record in the 800-metre race. My trainer says that I might be invited for a [8] **trial** / **test** for the national athletics team soon!

Sports idioms

4 Check the meaning of the idioms in bold. Match them with the definitions (a–f).

1 You'll have to be **on the ball** in the meeting. We don't want to lose the contract.
2 Food for the picnic? You needn't worry **on that score**. We'll make some sandwiches.
3 The exam wasn't very difficult and we all **sailed through**.
4 It's not a **level playing field** and we don't all have the same job opportunities.
5 My dad started his business **off his own bat** when he was only 17.
6 Well, it was meant to be a surprise but my brother **gave the game away**.

a to spoil something by revealing secret information
b a fair situation for everybody
c on someone's own initiative
d to know what is happening and react to it quickly
e as far as that is concerned
f to pass easily

●●●●○ Workbook: page 61

GRAMMAR

Mixed conditionals

EXPLORE

1 Read the text. What jobs do the members of Ronaldinho's family do for him?

A family affair



FAMILY INVOLVEMENT in a sports star's career is often very important. Footballer Ronaldinho has always worked closely with his family, although bad luck has often kept them together. If injury had not cut short his brother Roberto's football career, he wouldn't be Ronaldinho's manager today. Ronaldinho has benefited from his brother's knowledge of the game. And if Ronaldinho's father hadn't died some years ago, his mother wouldn't always be around to cook his favourite dishes for him.

His sister Deisi finished her studies when her brother was becoming popular and he needed someone to organize his meetings with the media. She was the perfect candidate for the job! In fact, if Ronaldinho didn't have the support of all his family, he would have had to employ quite a few people during his long career!

2 Read the *Learn this!* box. Find three examples of mixed conditionals in the text.

LEARN THIS!

Mixed conditionals

We sometimes combine unreal conditional sentences so that the time in the *if* clause is different from the time in the result clause.

We can use mixed conditionals to say how an unreal past affects an unreal present:

PAST	PRESENT
If he had gone to training, he would be in the first team.	But he didn't go to training so he isn't in the first team.
If we had bought tickets on the internet, we'd be at the match now.	But we didn't buy tickets on the internet so we're not at the match now.

We can also use mixed conditionals to say how an unreal present affects an unreal past:

PRESENT	PAST
If he was physically stronger, he would have had a longer career.	But he isn't physically stronger so he didn't have a longer career.
If I didn't have to study so much, I would have played in last night's match.	But I do have to study so I didn't play in the match.

Grammar Reference: page 108

EXPLOIT

1 Complete the mixed conditional sentences with the words from the box.

be fitter not give me a trial not take me to lessons
not run warm up ~~not be so short~~ not love sport
not be celebrating

1 If I weren't so short, I would have been a great basketball player.
2 I wouldn't play for the school team, if the coach _____.
3 If he _____ before the race, he wouldn't have an injury.
4 We _____ now, if we hadn't won the match.
5 If Sam _____, he wouldn't have dedicated so many years to training.
6 They wouldn't be so tired if they _____ the marathon.
7 I wouldn't be a tennis player if my mother _____ when I was five.
8 If you _____, you would have played better in yesterday's match.

LOOK OUT!

We use *might be* to talk about less certain results in the present.
*If you had invited her, she **might be** here now.*
We use *might have* + past participle to talk about less certain results in the past.
*If we were rich, we **might have bought** a bigger house.*

2 Read the *Look out!* box. Rewrite the sentences using ***might be / might have*** **+ past participle.**

1 I would possibly be the leading scorer if I had played in Saturday's match.
I might be the leading scorer if I had played in Saturday's match.
2 If I wasn't so frightened of heights, I would possibly have been able to do the parachute jump.
3 Perhaps we'd be home now if we hadn't missed the bus.
4 Perhaps he would have become a good jockey if he wasn't so overweight.
5 If you had asked him, he would possibly have helped you.
6 Henry would possibly still be on the pitch if he hadn't argued with the referee.

3 **When we are asked a conditional question we don't usually repeat the *if* clause in our answer. Answer these questions with a partner without repeating the *if* clause.**

1 If you hadn't come to this school, which school would you be at now?
I might be at Stoke Park School.
2 If you had grown up in another country, how would your life have been different?
3 If you had become a sports star, how would your life have been different?

Grammar Builder: page 109

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SKILLS

The sports business

VOCABULARY

1 **Match the words and expressions with the definitions.**

1 sponsorship	a a particular group of people that something is directed at
2 endorsement	b an advertisement on TV or radio
3 slogan	c the planned reporting of news and sport in newspapers, on TV, on the internet
4 commercial	d a statement made in an advertisement, usually by someone famous, saying that they like or use a product or service
5 target audience	e a short phrase that is easy to remember and is used to advertise a product
6 media coverage	f financial support for sport and sports events

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

1 The target audience for this magazine is female teenagers between the ages of 16 and 19.
2 This channel is going to give 24-hour _____ of the Olympic Games for the next two weeks.
3 A well-known airline has offered _____ to the national team, who will have the company's name on their shirts.
4 I don't watch films on TV anymore because I can't stand the constant interruptions for _____.
5 The _____ they used in the radio adverts was 'Yes, you can with Eagle sportswear!'
6 Just because a famous footballer gives an _____ to a product doesn't mean you have to buy it!

3 **Answer the questions.**

1 Do you know any companies who sponsor sports teams?
2 Why do you think they do this?
3 Do you know any sports stars who endorse products?
4 Why do you think they do this?

●●●●● Workbook: page 63

LISTEN

1 🎧 3.03 **Listen to the conversation. Which four topics do Sara and Ashley talk about?**

1 Advertising on the internet.
2 The use of sport as a marketing tool.
3 The sports clothes that girls like.
4 The benefits of selling football shirts for a football club.
5 The advertising on football shirts.
6 The products that female sports stars endorse.

2 🎧 3.03 **Listen again and answer the questions.**

1 What is Sara looking for on the internet?
2 What does Ashley's brother always want?
3 What, according to Ashley, do girls not waste their money on?
4 Who does most of the endorsements for sports clothing?
5 Name two things that Ashley says you can find on a modern football shirt.
6 Name two of the three products that Sara says female sports stars endorse.

SPEAK

1 **Look at the photos. What is being advertised?**



2 **Read the following statements about money in sport. Do you agree or disagree with them? Discuss your opinions with your partner.**

1 Sponsorship has ruined professional sport. The players are only interested in money now, not sporting glory.
2 Without sponsorship, many sports people couldn't afford to train and compete in their chosen sport.

If companies didn't sponsor sport, fewer people would be able to watch it.

GRAMMAR

I wish / If only

EXPLORE

1 Read the text and decide who said the sentences below.

1 If only I could count!

2 I wish it hadn't rained!

3 If only I had won just once!



The European Cup Final between Manchester United and Chelsea in 2008 finished in a penalty shootout. It was **John Terry,** the Chelsea captain's turn to take a penalty. The grass was very wet and just as he was about to kick the ball, Terry slipped, missing the goal and allowing Manchester United to go on and win the game.

Merlene Ottey was one of the best athletes the world had ever seen. During a long career she qualified for nearly every final in every important competition. However, she had one problem; she could never win an Olympic gold. When she ran her last Olympic race in Sydney in 2000, everyone wanted her to win but, as usual, she came second.

Spanish motorcyclist **Julián Simón** was racing in Barcelona in June 2009. His family watched as he approached the finish line in first position, his arms raised in victory. There was only one problem – the race hadn't finished yet and there was still one lap left! Julián realized his mistake, but it was too late and he finished fourth.

2 Read the *Learn this!* box. Which of the *I wish / If only* sentences in exercise 1 refer to the present and which refer to the past?

LEARN THIS!

I wish* and *If only

To describe a present situation that we want to be different, we use *I wish* and *If only* with a past tense:
I wish I played in a better team.
If only I could speak better English.
To describe a past situation that we want to have been different, we use *I wish* and *If only* with the past perfect tense:
I wish we hadn't lost the match.
If only I had listened to my coach's advice.
After *I wish* and *if only* we can use *were* instead of *was.*
I wish Mary were here to help me.

Grammar Reference: page 108

EXPLOIT

1 Write *I wish / If only* sentences about the athlete's thoughts.



1 I wish it had stopped raining.

LOOK OUT!

We can use *should have* + past participle to say what would have been the right thing to do in a past situation.
I've hurt my leg. I should have warmed up before playing.
He told his sister she was stupid. He shouldn't have said that to her.

2 Say what should or shouldn't have been done in each of the following situations, using the verbs in brackets.

1 Sally told me her email address but I've forgotten it. (write down)
I should have written Sally's email address down.
2 Anne left home in a hurry this morning and she forgot to take her racket for the match. (get up)
3 Tom hasn't got any money because he bought the new Liverpool shirt. (spend)
4 James wasn't concentrating and he missed a great chance to put us in the lead. (score)
5 My local volleyball team hasn't won a game and they've lost their sponsor. (play better)
6 Yasmine fell out with the trainer and now she's not playing in the next game. (argue)

3 Tell your partner about:

1 three things you wish you could do well.
2 three things you wish you hadn't done or said during the past year.
3 three things you wish your brother / sister / class mates / team mates / friends wouldn't do.

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Workbook: page 64

WRITING

A biography

READ

1 Read the biography. What has Muhammad Ali achieved inside and outside the boxing ring?





A Muhammad Ali was born in 1942 in Louisville, in the south of the USA. During his childhood and youth, Ali had to face the racism that was widespread in the southern states at that time. It was an experience that helped turn him into an exceptional fighter inside and outside the ring.

B Ali's parents were too poor to pay for the school bus, so he used to run to school every day. It was good training and Ali excelled at all sports. When he was 12, Ali decided that his speed, reflexes and strength would make him into a good boxer and from then on he dedicated himself to the sport. From 1960 until his retirement in 1981, Ali won an Olympic gold medal, three world championships and 56 of the 61 professional fights he took part in.

C However, Ali did not reserve his courage just for the boxing ring. He was intelligent and a skilful public speaker, a talent he used for criticizing the inequalities between African Americans and white Americans. And even though some white people wanted him to be banned from boxing, he continued to give vocal support to the civil rights movement.

D Since his retirement, Muhammad Ali has worked for many humanitarian causes, and in 2005 he opened the Muhammad Ali Centre in Louisville, a centre dedicated to promoting respect, hope and understanding. He was also voted the sports personality of the 20th century by the American people, a decision that was not only a tribute to his incredible sporting talents but also a demonstration of how race relations had improved in the country.

2 Read the *Writing tip*. Which paragraph talks about:

1 Muhammad Ali's life after retirement?
2 his childhood?
3 his activities outside the boxing ring?
4 his sporting career?

Writing tip: organizing a biography

Biographies are often written in chronological order. We usually begin writing about the person's childhood then progress through the different stages of their life up to the time they die or the present day. Each paragraph deals with a particular time in the person's life.

PREPARE

Read the sentences about the life of the Brazilian footballer Pelé and decide which paragraph (A–D) you would write them in.

A childhood B early career C later career D retirement

1 Pelé's last club was in the USA, where crowds increased by 80% while he was playing there. C
2 He has received various awards for his work for the poor in Brazil and in 1999 the American magazine *Time* named him as one of the most important people of the 20th century. ___
3 He played in the streets with his friends, using a sock filled with newspapers as a football. ___
4 When he was 15 the coach of his boys' team sent him to play for Santo FC and told the club Pelé would be the greatest footballer in the world. ___
5 Pelé grew up in a poor neighbourhood in São Paolo, Brazil, and earned money by serving in tea shops. ___
6 In recent years he has been involved in the cinema, music and politics and he was even minister of sport for three years. ___
7 At 16 Pelé was the leading scorer in the Brazilian league and he was the youngest player ever to play for the national team. ___
8 In a game at the Maracana stadium he scored his 1000th goal from the penalty spot and he is the all-time leading goal scorer for the Brazilian national team. ___

WRITE

1 **Choose a person you would like to write a biography about. Find out about their childhood, family, education, career, successes, failures and later life.**

2 **Organize your material into paragraphs.**

Paragraph 1	The person's birth, family (parents, brothers / sisters) and early years (family life, school).
Paragraph 2	First steps in the person's career, successes / failures, the development of the person's career.
Paragraph 3	The person's life away from the career that made them famous, family, other interests.
Paragraph 4	The end of their career, life in retirement, public recognition.

3 **Write your biography in 200 words. Use your notes from exercises 1 and 2 to help you.**

Workbook: page 65

REVIEW

Only a game?

LANGUAGE SKILLS

1 3.04 **Complete the dialogue with the words from the box. Then listen and check your answers.**

beat match practised season sit-ups skills training trial warmed up win

Dave Hi Tom. How did your first basketball [1]_____ session go?
Tom It was fantastic, although I'm really tired now!
Dave What did you do?
Tom First we [2]_____ and we did some exercises. You know, stretching, [3]_____ and press-ups, that sort of thing. Then we worked on our ball [4]_____.
Dave Shooting and passing?
Tom That's right. We [5]_____ shooting again and again and then different types of passes.
Dave And did you play any games?
Tom Yes. We spent the last fifteen minutes playing a [6]_____. It was a kind of [7]_____ because the trainer chose just ten players for the game on Saturday.
Dave Were you chosen?
Tom Yes, I was! But it's going to be a long [8]_____ so I suppose everyone will get a chance.
Dave Well done! I'll come and watch. Who are you playing?
Tom Dean Park Basketball club. They [9]_____ us last year.
Dave With you in the team I'm sure you'll [10]_____ this time!

2 **Decide if the sentences are true or false. Correct the false sentences.**

1 Tom is a basketball trainer.
2 The training session was exhausting.
3 The training session included different activities.
4 They spent the last fifteen minutes practising their ball skills.
5 Tom thinks everybody will play during the season.
6 Dean Park Basketball club lost last season's game against Tom's team.

3 **Write mixed conditional sentences for the following situations.**

1 I'm not in the final because I got an injury in the semi-final.
2 He hasn't got new trainers because he spent all his money on a tracksuit.
3 We won the match and we're having a pizza to celebrate it.
4 They can't swim so they didn't go on the sailing course.
5 We didn't see the game because we haven't got a TV.

4 **Write *I wish* / *if only* sentences for the following situations.**

1 I ate too much before the match. (I wish)
2 Our captain never passes the ball to me. (If only)
3 I didn't see my daughter's basketball match yesterday. (I wish)
4 I broke my tennis racket when I fell over. (If only)
5 I can't kick the ball with both feet. (I wish)

DICTIONARY CORNER

Verb patterns

1 **Look up the words *transitive* and *intransitive*. Complete the sentences with the words.**

A [1]_____ verb is always followed by an object.
An [2]_____ verb is not followed by an object.
Some verbs can be both [3]_____ and [4]_____

2 **Answer the questions about the verbs below.**

beat defeat draw lose win

1 Which three verbs are both transitive and intransitive when talking about sport?
win lose draw
2 Which two verbs are only transitive when talking about sport?
3 Which one of the five verbs is regular?
4 Which three verbs have the same form as nouns?

3 **Complete the sentences with the correct form of the verbs from exercise 2. In some cases more than one answer is possible.**

1 Italy beat/defeated France in the World Cup final in 2006.
2 Mark _____ the chess competition easily. He was the best player by far.
3 Ann hasn't trained at all for the race and she thinks she'll _____.
4 The two teams _____ the match, scoring 22 points each.
5 Dave always _____ me at squash.
6 Sue never _____ her tennis matches. Most of her shots hit the net or go out!

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 comment on an article about a young sports star.			
I can use mixed conditionals correctly.			
I can discuss issues surrounding the sports business.			
I can use *I wish* and *if only* to describe a situation I would like to be different.			
I can write a biography.			

Workbook: Self check pages 66–67

LITERATURE CORNER 4

The Importance of Being Earnest

by Oscar Wilde

Biography

Oscar Wilde was born in 1854 in Ireland. He was an outstanding student, who studied at Trinity College in Dublin and at Oxford University. After leaving university, Wilde immediately became a full-time writer, dedicating himself to poetry and theatre plays. His plays were well known for their amusing dialogues and their criticism of society. He was very successful during his lifetime and his work continues to be performed in theatres throughout the English-speaking world.

LADY BRACKNELL (*sitting down*) You can take a seat, Mr Worthing.

(*Looks in her pocket for note-book and pencil*)

JACK Thank you, Lady Bracknell, I prefer standing.

LADY BRACKNELL (*pencil and note-book in hand*) I feel bound to tell you that you are not down on my list of eligible young men, although I have the same list as the dear Duchess of Bolton has. We work together, in fact. However, I am quite ready to enter your name, should your answers be what a really affectionate mother requires. How old are you?

JACK Twenty-nine.

LADY BRACKNELL A very good age to be married at. I have always been of the opinion that a man who desires to get married should know either everything or nothing. Which do you know?

JACK (*after some hesitation*) I know nothing, Lady Bracknell.

LADY BRACKNELL I am pleased to hear it. I do not approve of anything that tampers with natural ignorance. Ignorance is like a delicate exotic fruit; touch it and the bloom is gone. The whole theory of modern education is radically unsound. Fortunately in England, at any rate, education produces no effect whatsoever. If it did, it would prove a serious danger to the upper classes, and probably lead to acts of violence in **Grosvenor Square**. What is your income?

JACK Between seven and eight thousand a year.

LADY BRACKNELL (*makes a note in her book*) In land, or in investments?

JACK In investments, chiefly.

LADY BRACKNELL That is satisfactory. What between the duties expected of one during one's lifetime, and the **duties** exacted from one after one's death, land has ceased to be either a profit or a pleasure. It gives one position, and prevents one from keeping it up. That's all that can be said about land.

JACK I have a country house with some land, of course, attached to it, about fifteen hundred acres, I believe; but I don't depend on that for my real income. In fact, as far as I can make out, the poachers are the only people who make anything out of it.

LADY BRACKNELL A country house! How many bedrooms? Well, that point can be cleared up afterwards. You have a town house, I hope? A girl with a simple unspoiled nature, like Gwendolen, could hardly be expected to reside in the country.



GLOSSARY

Grosvenor Square a large square in a wealthy district of London
duties a tax that you pay

1 **Read the text. What is the purpose of the conversation between Lady Bracknell and Jack?**

2 🎧 (3.08) **Read the text again and answer the questions.**

1 What do the Duchess of Bolton and Lady Bracknell have on their lists?
2 Why does Lady Bracknell think it is good that Jack says he knows nothing?
3 How does Jack make a living?
4 What, according to Lady Bracknell, are the two problems with land?
5 Why does Lady Bracknell believe that Jack should have a town house?

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

1 What kind of life do you think Jack has? Why?
2 What does Lady Bracknell mean by 'a girl with a simple unspoiled nature'?
3 Do you think Lady Bracknell will agree to Jack marrying her daughter? Why/Why not?

4 **Imagine you are Jack. Write a letter to a friend telling him or her about the conversation you had with Lady Bracknell. Describe how you felt and what you thought of Lady Bracknell.**

SKILLS ROUND-UP 7–8

Luxury holidays

READ

1 Read the text quickly. What facilities are available at the resort in the Maldives?

GETTING AWAY FROM IT ALL

Although it might surprise you, the wealthy also need holidays. But of course, destinations for the richest members of society have to be luxurious and exclusive; the wealthy like to put distance between themselves and others, especially if they come from the same part of the world. So, when the holiday season arrives, wealthy British and American holidaymakers leave their fellow citizens behind and head off for exotic destinations.



Exclusive safaris are very fashionable amongst the wealthy and some have actually bought their own safari parks. However, if you don't want to worry about looking after wild animals and an enormous safari park, try the Phinda Reserve in South Africa. $6,500 a day will give you the chance to see all kinds of wonderful animals, including cheetahs and the rare black rhino. Furthermore, you'll have your own 4x4 vehicle and a team of guides as well as a luxurious apartment and staff to look after your every need.

Many wealthy people prefer more private surroundings than the Phinda Reserve. They fly off to exclusive resorts in places like the Maldive islands in the Indian Ocean. There are 1,912 tiny islands in the Maldives, and many of them are only used by rich visitors. The most exclusive resort is The Rania Experience, where a first-class chef and 25 staff look after groups of 2 to 9 guests. The guests stay in a house that occupies most of the island and are surrounded by beautiful beaches. To get around, a 30-metre yacht with its own crew is available for the guests to use. The price? $13,000 per person, per night.



Today, places like The Rania Experience and similar resorts in Barbados and Mustique in the Caribbean have become the hiding places of the world's billionaires. In fact, most of the world's super rich don't want us to know about them, wherever they are. They belong to a exclusive club and they are very keen to keep it that way, especially when they are on holiday.

2 Read the text again and answer the questions.

1 What sort of people prefer not share their holidays with others?
2 What could be a problem of owning a safari park?
3 What can you buy for $6,500?
4 Why do a lot of wealthy people prefer to have holidays on the Maldives?
5 Who looks after the guests who choose The Rania Experience?
6 What do The Rania Experience, Barbados and Mustique have in common?

3 Answer the questions. Use your own words and ideas.

1 Which of the holiday destinations described in the text would you most like to visit?
2 Why do you think a lot of wealthy people want to keep their lives so private?
3 Do you think people, the rich and the not so rich, really need holidays? Why/Why not?

LISTEN

1 3.09 Listen and put the events on the tour in the order that they happen.

a Have a picnic ___
b Visit a boat building town ___
c Visit the former capital city of the country ___
d Eat a meal at a hotel ___
e Visit a valley 1
f Leave the capital city ___

2 3.09 Listen again and complete the sentences with one word.

1 It takes _____ hours to fly from London to Oman.
2 Oman and the United Arab Emirates are _____.
3 You can sit in a jacuzzi and enjoy the _____ of the bay.
4 Wadi Arbayeen is a green valley in the middle of the _____.
5 Sur is a _____ town.
6 The day _____ on the following day starts with a visit to the Jebel Al Akhdar mountains.

WRITE AND SPEAK

1 What is the perfect holiday for your classmates? Write a questionnaire to find out. Ask questions about the following things:

destination accommodation activities
fellow travellers

2 Explain and compare the results of your questionnaire with a partner. Write a report on your findings.

9 Literature

THIS UNIT INCLUDES

Vocabulary • types of books • reading • parts of a book • writing style
Grammar • object relative clauses • reduced relative clauses
Skills • talking about books and reading • discussing the effects of computers on reading habits
Writing • a book review

What are you reading?

BEFORE READING

1 What different types of literature do you read?

2 Who are your favourite authors?


Bayt al-Hikma

Reading through the ages

Reading is a skill that we have been practising for at least 5,000 years, and in today's world of digital information it is one that we need more than ever. Technological advances in communication mean we are dealing with more written material than ever before. But what we read has changed dramatically over the centuries.

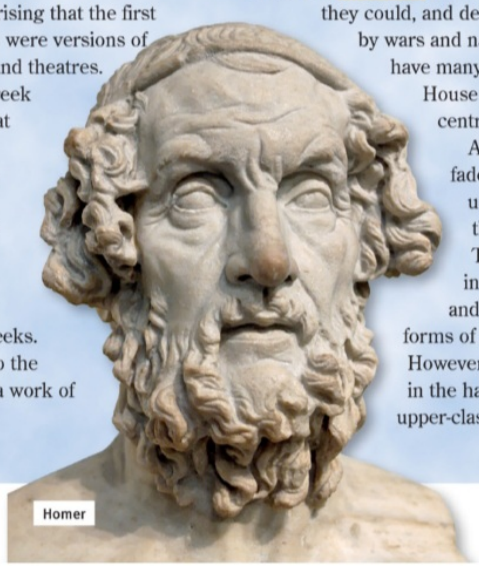
One of the earliest known works of literature is *The Epic of Gilgamesh*, engraved on stone by the Sumerians from southern Iraq nearly 5,000 years ago. The work is an epic poem which deals with the themes of heroism, friendship and the quest for eternal life. Public poetry recitals were popular events at the time and it's not surprising that the first written texts such as *The Epic of Gilgamesh* were versions of the poems that could be heard in squares and theatres. In fact, *The Iliad* and *The Odyssey* by the Greek poet Homer are full of repeated phrases that had enabled the poets to memorize such long poems. However, as the poets quickly discovered, because the written word recorded everything, such devices became unnecessary, so they soon started experimenting with written language.


The Epic of Gilgamesh

Many of the forms of literature that we recognize today were developed by the Greeks. Plato's writing made philosophy available to the reading public and Aristotle wrote *Poetics*, a work of literary criticism that is still studied by screenwriters in Hollywood today. In fact, the Greeks produced so many styles and forms of literature that the Romans limited themselves to copying them and spreading the Greeks' ideas across the Roman Empire.

With the fall of Rome, Europe degenerated into the Dark Ages, a period of cultural stagnation, while the Islamic Empire flourished. Under the caliph Harun al-Rashid, the Bayt al-Hikma (the House of Wisdom) was set up. The House of Wisdom was a kind of university and library that helped turn the empire's new capital, Baghdad, into the most important cultural centre in the world. Arab scholars built on the knowledge they had accumulated to start their own investigations and make their own discoveries. They also collected, preserved and translated all the Greek texts they could, and despite the destruction caused by wars and natural disasters, we still have many of these texts thanks to the House of Wisdom and other Arab centres of learning.

As the Islamic Golden Age faded, culture in Europe underwent a revival. It was the time of the Renaissance. There was a renewed interest in the works of the Greeks and the development of new forms of writing such as the essay. However, literature was still mainly in the hands of the aristocracy and upper-classes, the only social groups


Homer

READ

Reading tip

When looking for information in a text, think of the key words you need to find. Then scan the text.

1 **Read the *Reading tip*. Read the text and answer the questions.**

1 Who developed a machine that made reading texts available to a lot more people?
2 Who was the leader who helped establish the House of Wisdom?
3 Who wrote a piece of literature engraved in stone?
4 Who wrote a book that is still used in the cinema industry today?
5 Who copied the works of the Greeks?

2 3.10 **Read the text again. Then choose the best answers.**

1 As a consequence of improvements in technology
  a we can read 5,000-year-old documents.
  b we are reading more and more.
  c written communication has decreased.
  d reading skills have changed dramatically.
2 The first written poems
  a reflected characteristics of spoken language.
  b were all written by the Sumerians.
  c were all written on stone.
  d had to be memorized by the writers.
3 During the time of the Roman Empire, the Romans
  a invented new forms of literature.
  b limited the number of literature styles and forms people could use.
  c spread Greek ideas on literature.
  d developed literature into the forms we know today.
4 Arab centres of learning
  a conserved many examples of Greek literature.
  b employed Roman writers.
  c were built during the Roman empire.
  d were opened all over the world.
5 During the Renaissance in Europe
  a most people could read and write.
  b the upper-classes wrote in Greek.
  c most literature was written about rich people.
  d literature was enjoyed by only a few people.
6 The fall in book prices was caused by
  a technological advances.
  b the publication of books of legends and folk tales.
  c a revolution.
  d new writing styles.

that were literate and had the time to read and write. Poetry became a popular pastime for the wealthy. But all this was to dramatically change thanks to an invention of great importance: the printing press.


The printing press

In 1455 the printing press was presented to the world by Johann Gutenberg. It had an immediate impact. The cost of publishing books dropped dramatically and book prices therefore fell. Literature was no longer only available to a privileged few, and the fact that more people had access to books also influenced what writers wrote about. Collections of popular legends and folk tales were published and texts written in prose started to appear in print. It was the beginning of a revolution that was to make reading an essential skill for everybody.

UNDERSTANDING IDEAS

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

1 What do you think are the most important differences between written and spoken language?
2 How important is it to read different types of literature?
3 The printing press had a dramatic effect on literature. What effects do you think the computer has had on it?

VOCABULARY

Reading through the ages.

Match the highlighted words in the text with these definitions.

1 Carved into wood, stone or other materials.
2 The act of becoming or making something strong or popular again.
3 A long poem about a country's history or the actions of great men and women.
4 Writing that is not poetry.
5 The act of describing the good and bad points of a play, film, book, work of art, etc.
6 Able to read and write.
7 Having an advantage or opportunity that most people do not have.
8 Became worse or lower in quality.
9 To learn something so that you can remember it exactly.
10 A long search for something that is difficult to find.
11 Public performances of music or poetry, often by one person.
12 Kept something in its original state.
13 The state of not making progress.
14 Increased over a period of time.
15 Developed in a successful way.

●●●●● Workbook: page 68

VOCABULARY

Reading through the ages

ACTIVATE

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

accumulate degenerate engrave epic flourish literary criticism literate memorize preserve privileged prose quest recital revival stagnation

1 The champion's name was _____ on the trophy.
2 He feels very _____ to have received such a prize.
3 A lot of people are tired of pop music and there has been a _____ of interest in traditional music.
4 Sara gave a _____ of her new poems in the theatre.
5 My _____ for the truth will continue until I have discovered what really happened.
6 There are signs of _____ in the mobile phone industry after years of rapid development.
7 Tom had to _____ the lines of his poem before his exam.
8 The business started slowly but it soon _____ as sales increased quickly.
9 You should read _____ to help you understand great literary works.
10 The council has always _____ the Roman theatre and the remains are in good condition.
11 Only half of the population is _____, so lots of reading classes are needed.
12 The exam results get worse every year. The educational standards at this school are _____.
13 He _____ a lot of wealth from his investments in oil but then lost it all.
14 This _____ poem is over 2,000 years old, but the action scenes are better than any modern author could write.
15 I spend my time browsing the bestsellers in bookshops. I've always preferred reading _____ to poetry.

EXTEND

Reading

1 **Complete the text with the correct form of the words.**

bestseller ~~bookworm~~ browse flick through from cover to cover look up pore over take out

I love reading and I'm a real [1] bookworm. I like [2]_____ in bookshops, looking at novels and the [3]_____. However, I don't buy many books. I usually [4]_____ books from our local library. At the library I [5]_____ information in the encyclopaedias to help me with my school work. I know a lot of this material is on the internet, but there is nothing better than [6]_____ a table full of open books. I also [7]_____ magazines to find interesting articles, or read travel guides to exotic destinations [8]_____ – I can finish one in half an hour!

Types of books

2 **Match the words with books (1–6).**



anthology biography novel ~~reference book~~ textbook travel guide

1 reference book 2 _____ 3 _____
4 _____ 5 _____ 6 _____

The parts of a book

3 **Match the parts of a book with the definitions.**

acknowledgements appendix ~~bibliography~~ blurb contents page footnote glossary index

1 A list of the books the writer has referred to when writing their own book. bibliography
2 An alphabetical list of all the people and subjects that appear in a book.
3 A short text where the writer thanks the collaborators, editors and others who have helped them.
4 A list of the units or chapters in a book with the number of the page they begin on.
5 A short description on the back cover of a book, written by the publisher to make people buy it.
6 A list of the words that are difficult to understand and an explanation of what they mean.
7 Extra information about a person, date, event or other data that appears at the end of the book.
8 Information at the bottom of a page about something that is written on that page.

●●●●● Workbook: page 69

GRAMMAR

Object relative clauses

EXPLORE

1 Read the text. Which three things helped make literature more popular in the 19th century?



Making literature available to everybody

In the 19th century, in a world without TV, people who had free time used it to read. Books and magazines were quite cheap and the language that writers used started to reflect everyday speech. Marketing also became important in publishing. Magazines which printed stories looked for well known writers. The magazines also published stories in weekly parts. Long queues of readers who were waiting for the next instalment of a popular story would form outside newsagents. The stories which these magazines serialized were the 19th century equivalent of TV soap operas. Literary experts of the time said the magazine stories were responsible for a decline in morals and people's poor use of language – exactly the same comments that critics of TV make today!

2 Read the *Learn this!* box. Read the text again and find six relative clauses.

LEARN THIS!

We use defining relative clauses to say which person or thing we are talking about and to distinguish the person or thing from others. We use the relative pronouns *who*, *which* and *that* as both subjects and objects of defining relative clauses:

The book ***which*** *was published last year was the third in the series.* (subject)

The writer ***who*** *signed my book will be at the bookshop again today.* (subject)

The book ***that*** *you told me about is available on the internet.* (object) (*you* is the subject)

The travel guides ***which*** *I left on the table are all in English.* (object) (*I* is the subject)

Omitting object relative pronouns

We can leave out the relative pronoun if it is the object of the verb in a defining relative clause. There is no change in meaning:

The book that you told me about wasn't in the shop.
The book you told me about wasn't in the shop.

Grammar Reference: page 110

EXPLOIT

1 Look at the sentences that you found in Explore exercise 2. Do they contain subject relative clauses or object relative clauses?

2 Choose the correct answer for each sentence. Sometimes more than one answer is possible.

1 The magazine **which** / **it** / **which it** serialized Georgy Zeiden's historical novels was al-Hilal.
2 What was the name of the writer **who you** / **which you** / **you** wrote your essay about?
3 The bookshop **which** / **that** / **that I** always go to is closing down.
4 The character **who he** / **who** / **which** goes abroad to look for work is based on the author.
5 The teacher **we** / **who** / **that we** liked the most, taught literature.

LOOK OUT!

Prepositions in relative clauses

We can use prepositions before the relative pronouns *whom* and *which*. This is quite formal.

He's the man from whom I bought the book.
23rd April is the day on which the book will be published.

We can also put prepositions at the end of the relative clause. This is quite informal.

He's the man who I bought the book from.
23rd April is the day that the book will be published on.

We can replace some relative pronouns with a preposition and *which*.

- where → in which / at which
- when → on which / in which
- why → for which

23rd April is the day when / on which the book will be published.
The town where / in which I was born is very small.
The reason why / for which I wrote the book was to give my side of the story.

3 Replace the relative pronouns with prepositions and the relative pronoun *which*.

1 The year when Shakespeare arrived in London, Elizabeth I was Queen of England.
The year in which Shakespeare arrived in London, Elizabeth I was Queen of England.
2 The industrial revolution was the reason why a lot of writers wrote about science in the 19th century.
3 I borrowed that book the day when I met your mother. She was the librarian!
4 The university where I studied has produced many famous authors.
5 One of the reasons why he wrote poetry was to experiment with the structure of the language.

Grammar Builder: page 111

Workbook: page 70

SKILLS

E-books

VOCABULARY

1 Match the words with pictures (1–6).

audio book comic book ~~e-book~~ hardback leaflet
paperback scroll tablet

1 e-book 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

















2 Complete the sentences with the correct form of the words from exercise 1.

1 I never have to time to read but I often listen to an _____ when I go to bed.
2 The ancient Greeks wrote information on _____.
3 The words were engraved on a _____ of stone.
4 I'll buy the novel when it's published in _____ because it'll be cheaper.
5 The battery on my _____ ran out and I couldn't finish the story.
6 Look at this _____ advertising the new gym.
7 I prefer _____ because they look better on my bookshelves and last longer.
8 Most people think _____ are for children, but a lot of adults enjoy them too.

●●●●● Workbook: page 71

LISTEN

1 Look at the picture of the e-book in exercise 1. Have you ever seen one? What do you think it is used for?

2 🎧 3.11 Listen to the radio programme and complete the table.

	Advantages of e-books	Disadvantages of e-books
1		
2		

3 🎧 3.11 Listen again and answer the questions.

1 What doesn't need batteries?
2 When did people start reading the first books?
3 What does Alice Crumble say is going to fall considerably?
4 What couldn't you store music on?
5 What has ended the market for printed encyclopaedias?
6 Where is the woman on the underground going?
7 Why does the screen on the woman's e-book go blank?
8 What two things have improved in the latest e-books?

SPEAK

1 Look at the list and say which of them you use online, which of them you use in printed form, and which you use in both ways.

dictionaries encyclopaedias instruction manuals
magazines newspapers novels text books

2 Do you think e-books will take over from printed books in the same way digital music has replaced CDs? Why / Why not?

I don't think that e-books will take over from printed books because...

3 What effect do you think computers have had on people's reading habits?

I think that people read more / less because of computers...

●●●●● Workbook: page 71

GRAMMAR

Reduced relative clauses

EXPLORE

1 Read the text. What were Naguib Mahfouz's interests and what did he study at university?

Naguib Mahfouz was born in 1911 and grew up in a number of Cairo neighbourhoods which were often used by the author to provide the environment for his novels. Young Mahfouz was a bookworm. Classics and novels by modernist authors were just some of the books which were on his bookshelves. He was also interested in Egyptian history, an interest which was encouraged by frequent museum visits. At 18 he went to Cairo University and soon after getting a degree in philosophy, he took up writing. Mahfouz's first three novels, which were intended to form part of a series of historical novels, were set in the neighbourhoods of his youth. He then decided to write about contemporary Egypt and the lives of ordinary people who were living in a changing society. This period produced one of his best known works, *The Cairo Trilogy*. Naguib Mahfouz died in 2006 after publishing 34 novels. Eight years before his death he won the Nobel Prize for Literature and today his novels are read all over the world.



2 Find five relative clauses in the text.

LEARN THIS!

Reduced relative clauses

We can sometimes remove the relative pronouns *who*, *which* or *that* and the verb *to be* in subject relative clauses. These clauses are called reduced relative clauses.

Only the writers (which are) on the list have to be studied.

Online encyclopaedias are perfect for someone (that is) trying to save space.

He bought an antique book (which had been) written in the 12th century.

Robert Louis Stevenson, (who was) the author of Treasure Island, was a good sailor.

We can't reduce object relative clauses in this way:

Only the writers which I spoke about must be studied.

●●●●● Grammar Reference: page 110

3 Read the *Learn this!* box. Rewrite the five relative clauses in the text on Naguib Mahfouz as reduced relative clauses.

... a number of Cairo neighbourhoods which were often used by the author to provide the environment for his novels.

... a number of Cairo neighbourhoods often used by the author to provide the environment for his novels.

EXPLOIT

1 Join the sentences using reduced relative clauses.

1 Mahfouz's novel *Midaq Alley* was made into a film. It was first serialized in a magazine.
Mahfouz's novel *Midaq Alley*, first serialized in a magazine, was made into a film.
2 Young authors should try this website. They are looking for a publisher.
3 Many books are unknown to most people. These books are on university literature courses.
4 Jonathan Swift's *Gulliver's Travels* is still popular today. It was published in the 18th century.
5 Only lucky readers will meet the author. They have been given an invitation.
6 *Hayy ibn Yaqdhan* was written by Ibn Tufail. It was one of the world's first novels.

LOOK OUT!

Reduced relative clauses with *there is* / *are*

We can use reduced relative clauses with present or past participles after *there is* / *was* and *there are* / *were*:

There are some people (who are) listening to a poetry reading.

There was a car (which was) parked on the pavement.

2 Read the *Look out!* box. Use the words in brackets to write sentences beginning *there is* / *was*, *there are* / *were*.

1 The library was full. (lots of students / revise for their exams)
There were lots of students revising for their exams.
2 The pages of the book were blank. (nothing / write in it)
3 I want to study Spanish literature. (some courses / start at the university)
4 The 19th century was a golden age of literature. (lots of writers / produce good material)
5 We didn't understand anything. (poem / translate badly from Chinese)
6 There's a literature festival in the city centre. (writers / sign autographs)

●●●●● Grammar Builder: page 111

●●●●● Workbook: page 72

WRITING

A book review



READ

1 Read the review and say what the message of the novel is.

One of my favourite books is *The Adventures of Huckleberry Finn*, a novel written by Mark Twain. Published in 1884, it's set around 1840 in various locations along the Mississippi river. The novel is written in the first person. Although it's a kind of adventure story, it follows the moral development of a young man surviving difficult circumstances.

The main character is the narrator, Huckleberry Finn. He's a wild teenager from an impoverished family that has abandoned him. He is adopted by a widow, who does her best to turn Huckleberry into a respectable citizen. Although the hero of the novel finds his new lifestyle unbearable, he puts up with it.

There is a turning point when Huckleberry's aggressive father takes him away from his new home. Huckleberry manages to escape from his father and sets off on a journey of exploration down the Mississippi river. On his travels he meets Jim, a man escaping from slavery. They share a lot of incredible adventures and Huckleberry starts questioning the values of a society that treats fellow human beings as inferior.

All in all, *The Adventures of Huckleberry Finn* is an appealing story. And although it is full of light-hearted moments and gripping action, the author also uses the novel as a vehicle to expose the stupidity of prejudice. This makes it an entertaining and thought-provoking story that I would thoroughly recommend to anyone who is a fan of the classics.

2 Find an underlined phrase which is used to:

1 talk about the book's message.
2 explain the plot.
3 give factual information about the book.
4 express an opinion of the book.

PREPARE

1 These are some useful phrases for a book review. Put the phrases in the table. More than one answer may be possible.

~~The book's message is still relevant today~~
There's a twist at the end
The hero inhabits a world of ...
The plot develops slowly until ...
It is narrated in the third person
The pace of the story quickens
I couldn't put it down
... is the protagonist of the story
The story takes place in ...
It was first published in ...
The novel is set in ...

Characters	
Plot	
Facts about the book	
Opinions	The book's message is still relevant today
Setting / background	

2 Complete the sentences with expressions from Prepare exercise 1.

1 _____, when we discover in the final chapters that O'Brien isn't Winston Smith's friend, but his enemy.
2 *David Copperfield* was a really good read and _____ until I had finished it.
3 _____ poverty and hardship that he wants to escape from by emigrating.
4 Although it was written 200 years ago we can still learn a lot from it and I think _____.

WRITE

1 Think of a novel that you have enjoyed reading and that you would recommend to other people. Make some notes about:

- when it was published
- the setting
- the type of book it is and the theme
- the main characters
- the turning point in the story
- why you enjoyed the story and its message

2 Organize your review into four paragraphs.

Paragraph 1	Provide the important facts and details about the novel.
Paragraph 2	Describe the main character(s) and their situation.
Paragraph 3	Mention an important turning point and other important events.
Paragraph 4	Say why you enjoyed it and state what the message of the novel is.

Writing tip: narrative tense

When writing a book review we use the present tense to talk about the characters and the action that takes place in the story.

3 Read the *Writing tip*. Write your review in 200 words using your notes from exercises 1 and 2 and the useful phrases to help you.

Workbook: page 73

REVIEW

Literature

LANGUAGE SKILLS

1 3.12 **Complete the dialogue with the words from the box. Then listen and check your answers.**

bestsellers browse glossary from cover to cover look up pace paperback plot relevant review

Emily So which book are you going to write a [1]_____ about for the school magazine?
Anne *Jane Eyre* by Charlotte Brontë. I read it [2]_____ last weekend.
Emily Oh, a classic. That's a bit boring isn't it?
Anne Of course not! Classics are classics because they're great books! The [3]_____ is excellent. None of the stories in this week's list of [4]_____ will be remembered by anyone in a few years' time.
Emily That's true, but *Jane Eyre* was written in the 19th century. It's hardly [5]_____ today, is it?
Anne Well, it deals with human hypocrisy, something that is still around!
Emily Yes, but the language! You need to [6]_____ the meaning of half the words in the [7]_____!
Anne Not at all! Reading classics improves your vocabulary, especially if you read at a fast [8]_____.
Emily You're quite convincing!
Anne And classics are cheap to buy too, because they're all available in [9]_____.
Emily And it's even cheaper to go to the library! OK, I'll [10]_____ the large classics section next time I go there.
Anne Good idea!

2 **Decide if the sentences are true or false. Correct the false sentences.**

1 Anne started and finished *Jane Eyre* in two days.
2 Anne doesn't think any of the current bestsellers will become classics.
3 Anne thinks people have changed a lot since the 19th century.
4 Emily thinks that 19th century vocabulary is interesting.
5 Anne thinks the pace at which you read affects your vocabulary.
6 The library has a lot of classics.

3 **Rewrite the sentences as reduced relative clauses where possible.**

1 Is that the person who you lent the books to?
2 Only writers who are on the shortlist have a chance of winning the Nobel Prize.
3 There's a bookshop in town which is selling classics at half price this week.
4 Charles Dickens wrote about places in which he had worked during his childhood.
5 Khalil Gibran was the poet who I liked best.
6 This is the anthology of poetry which was found in the library storeroom.

DICTIONARY CORNER

Writing style

1 **Good writers use a wide range of vocabulary. Match the words on the left with the more common synonyms on the right and say whether they are verbs, nouns or adjectives.**

1 agony	a search
2 ecstasy	b develop
3 flourish	c sadness
4 hideous	d attractive
5 linger	e pain
6 melancholy	f stay
7 quest	g ugly
8 stunning	h happiness

1 e noun

2 **Read the following lists of related words and say what the connection between them is.**

1	2	3	4
acquaintance	ballad	appliance	account
colleague	company	device	anecdote
mate	gig	gadget	tale
neighbour	recital	utensil	yarn

The words in column 1 all describe people you know..

3 **Answer the questions about the words in exercise 2.**

1 Find one word in each list that is informal. mate...
2 Which word can be used to describe freezers, cookers and fridges?
3 What do you call people who work with you?
4 Which word is an amusing description of something that really happened?
5 Which two words are related to music and poetry?

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 read a text on literature.			
I can tell the difference between subject and object relative clauses.			
I can talk about different types of publications.			
I can form reduced relative clauses.			
I can write a book review.			

Workbook: Self check pages 74–75

10 Body language

THIS UNIT INCLUDES

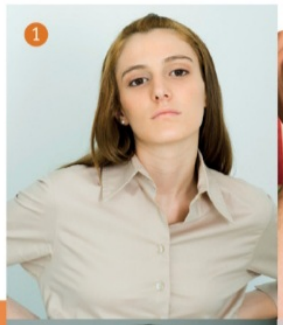
Vocabulary • facial expressions • *face* idioms • collocations with *research* • formal and strong adjectives
Grammar • determiners • verb patterns: *-ing* or infinitive form?
Skills • talking about fashion and brands • discussing what clothes can tell us about people
Writing • an email or informal letter

What are you thinking about?

BEFORE READING

Match the emotions in the box with the facial expressions. What do you think the people in the photos are thinking about?

anger contempt excitement fear sadness











Reading tip

When you read an article that you will have to answer questions on, underline or note down the key words that appear in each paragraph.

READ

1 **Read the *Reading tip*. Read the text. Which of the following topics are mentioned in the article?**

1 Training police officers to use face reading when dealing with the public.
2 Research on the recognition of emotions.
3 The manipulation of emotions and feelings.
4 Learning how to control the emotions you show in public.
5 Documenting the expressions used by humans to show emotion.
6 Films made by Ekman.

It's written all over your face!

We have all developed ways of hiding our true feelings. Who hasn't answered the question 'How are you?' with a forced smile and a 'Fine, thanks' when the opposite is the case? In fact, most of us think we can keep our feelings to ourselves by using a few appropriate words which will stop further questioning. Furthermore, people who frequently appear in public often receive training on how to make their body language support, rather than contradict what they are saying. However, there are a few people who have an innate ability to notice the difference between the words a person uses, and what is written on their face. What's more, with a little patience, we can all learn to detect the inconsistencies between a speaker's words and what they really feel.

Until the 1960s, it was believed that facial expressions differed from culture to culture. Psychologist Paul Ekman, from California University, decided to test this theory by travelling the world with photos of men and women displaying different emotions. He met people such as tribes in the jungles of Papua New Guinea and stressed commuters in Tokyo but found that everybody agreed on what emotions were shown on the faces in his photos. An angry face to a Libyan was also an angry face to an Argentinean. But his research also led to another conclusion: there are people who can tell if someone is lying or

2 3.15 **Read the text again. Then choose the best answers.**

1 Only a small number of people
   a naturally detect how people really think or feel.
   b automatically match their body language to their words.
   c don't believe what public speakers say.
   d always use forced facial expressions.
2 Psychologist Paul Ekman from California University
   a proved that people use different facial expressions in different countries.
   b travelled the world to take photos of people making different expressions.
   c carried videos with him on his travels.
   d disproved an accepted theory.
3 People from very different cultures
   a know when someone is lying or telling the truth.
   b recognize the same facial expressions.
   c could identify what someone had done from a photo.
   d agreed with Ekman's theory.
4 Paul Ekman's 500-page document
   a is a secret document.
   b shows how the face expresses emotion.
   c contains pictures of thousands of facial muscles.
   d is kept in a library.
5 Ekman used the word 'microexpressions' to name expressions which
   a are used deliberately by speakers.
   b are only used by trained speakers.
   c can contradict what the speaker wants to express.
   d can only been seen on video film of speakers.
6 The results of Ekman's studies have
   a helped people develop their emotions.
   b been applied in a number of very different fields.
   c reduced the number of mental and heart patients needing treatment.
   d been criticized by psychiatrists.

telling the truth, or if someone is unpleasant or friendly, just by looking at their face. The big question, of course, was how.

In an attempt to answer that question, Ekman decided to study the human face in great detail. Over the next seven years he examined every facial expression that the muscles could make. He then created a library of thousands of facial expressions. Each expression was associated with a human emotion and he catalogued them all in a 500-page document. It contains descriptions and illustrations of all the different human emotions that the face can show.

Then Ekman made an important discovery. He found that it's impossible for people to always hide their true feelings. He spent hours watching video film of people speaking in public and discovered that even the best prepared speakers were not always able to control their facial expressions. He saw that when people deliberately try to hide their emotions, a very brief facial expression lasting less than a second, flashes across their faces. These expressions, named 'microexpressions' by Ekman, are the ones that reveal a speaker's real feelings. Ekman realized that if a person was trained to look out for these microexpressions they could learn more about the speaker's emotions. The secrets that only naturally-gifted face readers had been able to detect, could now be studied by everybody.

Since then, lots of practical applications have been found for Ekman's painstaking research. Psychiatrists use it to help them detect the true mental state of their patients, cardiologists use it to check on how their heart patients really feel, and police forces use it when interrogating suspects. It has even been used by the makers of computer-created cartoon films such as Shrek and Toy Story to make sure their characters' faces reflect real human emotions. Ekman's work has shown that when we are in a conversation we should watch as well as listen carefully to what people are saying. That way we can perhaps learn even more than we expected.

UNDERSTANDING IDEAS

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

1 Do you think you can tell when a person says one thing but feels another? How can you do this?
2 The article gives an example of when people prefer not to reveal exactly how they feel. Can you think of any other situations like this?
3 The end of the article lists some fields in which face-reading is useful. Can you think of any others?

VOCABULARY

It's written all over your face!

Match the highlighted words in the text with these definitions.

1 Doctors who study and treat heart disease.
2 Lasting a short time.
3 To make something known that was secret or unknown before.
4 Connected with a person's face.
5 Caused something to happen or exist.
6 Suitable or right for a particular situation, person, use, etc.
7 Needing to take a lot of care and pay a lot of attention.
8 Arranged a list of things in order.
9 Appears for a very short time.
10 To say that something is wrong or not true.
11 Parts of a statement or a fact that don't match, so that one thing must be wrong or not true.
12 To try to notice someone or something.
13 Asking someone a lot of questions over a long period of time.
14 Intentionally.
15 To notice or discover something that is difficult to see or feel.

●●●●● Workbook: page 76

VOCABULARY

It's written all over your face!

ACTIVATE

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

appropriate brief cardiologist catalogue contradict deliberately detect facial flash inconsistency interrogate lead to look out painstaking reveal

1 The _____ expressions he was making _____ his true feelings, even if he said he was happy to be here.
2 The police _____ the bank robber all morning and his answers _____ the arrest of the other gang members later the same day.
3 There are a lot of _____ in what you say. You _____ yourself when you said you were at your office all morning but then you told us you had met Mr Murray at the bank.
4 Before a _____ enters an operating theatre, he or she makes a long and _____ study of all the problems the patient has.
5 We spent the first day on safari _____ for leopards and we finally _____ one as it quickly climbed a tree, but unfortunately we didn't have time to take a photo.
6 Mr Baines said I hadn't presented my essay in the _____ manner and that the right way to do it was to organize and _____ everything first so that my material was in a logical order.
7 It wasn't an accident. He did it _____!
8 He gave me a _____ false smile and said 'yes' when I asked for permission to leave early. However, I had definitely seen a look of anger quickly _____ across his face.

EXTEND

Idioms: *face*

1 Match the idioms in bold with the definitions.

1 If someone **loses face**
2 If you have to **keep a straight face**
3 If you are **face-to-face** with someone
4 If you **put on a brave face**
5 If you say something **to someone's face**
6 If you **pull faces**

a you make rude expressions with your face.
b you are close to them and looking at them.
c you do it when that person is with you.
d you want to laugh but you can't because of the situation.
e they lose the respect of other people.
f you pretend you feel confident when you really don't.

2 Complete the sentences with the idioms from exercise 1.

1 He lost face when the teacher found him cheating in an exam.
2 I'm afraid we can't talk about this on the phone. We'll have to meet _____.
3 Jack's comment was so funny that I couldn't _____ in class and the teacher got angry.
4 The children are always _____ at each other.
5 She's having a difficult time at the moment but she's _____.
6 You're always complaining behind his back but you never say anything _____ his _____.

Facial expressions

3 Match the verbs with the facial expressions.

beam ~~frown~~ grimace sneer blink

1 frown



Collocations with *research*

4 Choose the correct words.

I've just finished my final year at university as a medical student and now I hope to do my doctorate. I want to [1] **undertake** / **undergo** extensive and [2] **deep** / **in-depth** research into children's illnesses but I'm still waiting to hear if I will get a research [3] **loan** / **grant** to [4] **fund** / **charge** my work and pay for my accommodation. When I've finished I'll have to publish a research [5] **book** / **paper** giving a detailed report on my [6] **findings** / **find**. I hope that my research will [7] **open** / **reveal** ways in which preventive medicine for children can be developed further. It's an [8] **area** / **zone** of research that will be challenging but I'm looking forward to it!

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GRAMMAR

Determiners

EXPLORE

1 Look at the photos (A–B). Where do you think the people come from and what are they doing? Read the text and check your answers.





In today's world of global travel you need to be a good student of both English and international body language. Although someone may understand every word you say, a gesture that is acceptable in your culture might cause problems in theirs. Here are a few tips for when you go abroad.

- Although moving your head up and down means 'yes' in many countries, the same movement in Bulgaria and Nepal means 'no'.
- Eye contact can cause different problems in different cultures. In both North and South America good eye contact is important. Avoiding eye contact suggests lack of interest. However, in several Asian and some African countries, continuous eye contact is considered a sign of a lack of respect.
- When you pass something to someone in the Middle East, do it with your right hand. In Japan, use both of them to pass each object, even small ones such as business cards.

LEARN THIS!

Determiners and quantifiers

Determiners come before nouns and they include the articles *a*, *an* and *the*:
A bow is made when Japanese people greet visitors.
The Chinese point at things with their hands.

Some determiners, known as quantifiers, tell us how much or how many. Some examples are *each*, *every* (singular nouns), *few*, *many* and *several* (plural nouns)
In Spain and several South American countries, many people point with their chins.

We use these quantifiers, except for *every*, with the preposition *of* when they come before pronouns:
Don't use gestures such as pointing with a finger or a thumb. Both of them are considered rude.

2 Read the *Learn this!* box. Match the blue determiners in the text with the definitions below.

1 a small number of something
2 a large number of people or things
3 the things, people, etc. in a group of two or more considered separately
4 the members of a group of three or more considered in general
5 an amount that is not exact, but fewer than *many*
6 two people or things together

●●●●● Grammar Reference: page 112

EXPLOIT

1 Choose the correct quantifier in each sentence.

1 **Every** / **Many** international travellers need to be aware that gestures have different meanings in different countries.
2 **Each** / **Both** culture has its own rules, and you should study them before visiting them.
3 Speaking **several** / **each** languages is useful, but people should learn about cultural differences too.
4 Eye contact is considered essential in a conversation in **many** / **every** European and Arab countries.
5 **Every** / **Each** adult in Korea avoids smiling in public because it indicates embarrassment.
6 **Many** / **Few** Scandinavians will like it if you stand very close to them. It is the region of the world where people need the most personal space.

LOOK OUT!

Definite article *the*

We use some words with the definite article *the* when they are being used to describe a place or an object:
The university is located in the centre of the town.
However, we don't use *the* with a place or object when they are being used to describe an activity:
He's been studying at university for three years.

2 Complete the following sentences with *the* where necessary.

1 The school is too small for all the students that want to go there.
2 I'm always late for _____ school!
3 The children go to _____ bed later during the holidays.
4 _____ bed in my room is very uncomfortable. Can you give me another room, please?
5 We visited _____ town where our parents got married.
6 My sisters spent all afternoon shopping in _____ town.
7 Mike's been recovering in _____ hospital since the accident.
8 There was a fire at _____ hospital last night.

●●●●● Grammar Builder: page 113

●●●●● Workbook: page 78

SKILLS

Making an impression

VOCABULARY

1 Complete the texts with the words in the box.

creased dishevelled inappropriate matching neat respectable scruffy ~~well dressed~~



This candidate is [1] well dressed for the interview in his [2]_____ jacket and trousers. His hairstyle is [3]_____ and tidy and he looks as if he has made an effort for the interview. His appearance is very [4]_____ and I imagine he'll make a good first impression.



This candidate looks like he didn't get enough sleep last night and his [5]_____ hair suggests he has just got out of bed. His clothing is [6]_____ for an interview and to make matters worse his shirt hasn't even been ironed and is incredibly [7]_____. In general, his appearance is very [8]_____ and communicates a total lack of interest in the post.

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2 Match the adjectives with the definitions.

1 aimless	a having one clear aim or goal which you are determined to achieve
2 industrious	b not wanting to work hard
3 single-minded	c giving or showing great attention to detail; very careful
4 idle	d not having a plan or goal
5 sloppy	e showing a lack of care, thought and effort
6 meticulous	f always working hard

3 Look at the adjectives in exercise 2 again and form three pairs of antonyms.

aimless – single-minded

4 Look at the photos in exercise 1. Which adjectives from exercise 2 would you use to describe each person?

LISTEN

1 3.16 Listen and say which three things about interviews are mentioned.

appearance asking questions body language CVs facial expressions punctuality

2 3.16 Listen again and answer the questions.

1 What does the way we dress for an interview communicate?
2 What can happen in the first five minutes of an interview?
3 What can be difficult to correct?
4 What does the interviewer know about the candidate before the interview?
5 What should you do the night before an interview?
6 Why should you visit the place where the interview will be held?

SPEAK

Answer the following questions and then compare your answers with your partner's.

1 What is fashionable where you live now? Do you follow fashion?
2 Do you think that it's important to wear clothes made by famous brands? Why / Why not?
3 Which of the following things do you think clothes can tell us about people?
   - their wealth and social position?
   - their personality?
   - their current job?
   - their nationality?

GRAMMAR

Verb patterns: *-ing* or infinitive form?







EXPLORE

1 **Look at the pictures (1–3). Which person do you think has the best chance of doing well in the interview? Why? Read the text and find out if your answer is correct.**

You have to remember to prepare carefully for an interview, but few candidates stop to think about their body language. However, the ability to control it can help you. First, study the interviewer's gestures and mirror them. When two people get on well they copy each other's movements subconsciously. In an interview, by intentionally making the same gestures as the interviewer, you can improve your connection with them. However, if you try copying them too quickly, they will feel uncomfortable. Secondly, show that you are listening carefully by adopting certain positions. Sit up straight, lean forward slightly and nod occasionally. Furthermore, avoid crossing your arms as it will seem that you don't accept what the interviewer is saying. Finally, practise good body posture before you go to the interview. You won't regret doing it when you go on to get what you hope for!

LEARN THIS!

Some verbs can be followed by both the gerund and the infinitive form.

- With some verbs, the gerund refers to an action earlier than the main verb and the infinitive refers to an action at the same time or a later time than the main verb:
  *He **remembers playing** against our team last year.*
  ***Remember to phone** your dad this evening.*
  *I'll never **forget flying** for the first time when I was a child.*
  *He's **forgotten to bring** his books for the next class.*
  *I **regretted telling** him what I'd said in the interview.*
  *I **regret to tell** you that you won't be working with us.*
  *My mum **stopped working** last month.*
  *They **stopped to have** a break before revising maths.*
- With other verbs there are other differences:
  Go on + gerund means 'continue'. *Go on* + infinitive means 'change'.
  *She asked them to be quiet, but they **went on chatting**.*
  *After leaving university, he **went on to do** research.*
  Try + gerund means 'do something to see what will happen'. *Try* + infinitive means 'make an effort'.
  ***Try copying** the interviewee's gestures.*
  *I **tried to study** but I was too tired and I fell asleep.*

2 **Read the *Learn this!* box. Find five examples of the verbs in the text. Are they followed by gerunds or infinitives?**

●●●●● Grammar Reference: page 112

EXPLOIT

1 **Complete the sentences with the gerund or infinitive forms of the verbs.**

1 Don't forget to return (return) my DVDs tomorrow.
2 Halfway up the mountain they stopped _____ (have) a short rest.
3 He went on _____ (talk) about his holiday all evening! It was so boring!
4 Alice doesn't remember _____ (lend) me £10 last week.
5 We regret _____ (tell) you that you haven't won the competition.
6 Did he try _____ (speak) in a calm, relaxed voice in the interview?

LOOK OUT!

The verbs *hate*, *like*, *love*, and *prefer* can be followed by the gerund or the infinitive with no difference in meaning. However, when they are used with *would*, they are followed by an infinitive:
I like reading science fiction novels.
We'd like to go and see that new science fiction film.
The verbs *begin*, *continue* and *start* can also be followed by gerunds or infinitives with no difference in meaning. However, when they are used in a continuous form, they are followed by an infinitive:
It began raining this morning and it still hasn't stopped.
We're starting to organize this year's poetry competition.

2 **Read the *Look out!* box. Choose the correct verb form for each sentence, or choose both options if both are possible.**

1 What would you like **to do** / **doing** this weekend?
2 You prefer **to travel** / **travelling** alone, don't you?
3 Dad hates **to listen** / **listening** to pop music.
4 We love **to cook** / **cooking** Italian dishes.
5 I'd prefer **to go** / **going** to the theatre.
6 They were beginning **to work** / **working** when I arrived.

●●●●● Grammar Builder: page 113

●●●●● Workbook: page 80

WRITING

An email or informal letter

READ

Read the letter and identify three characteristics of Londoners mentioned by the writer.

Send | Save | Insert File... | Priority | Options...

Hi Ahmed,
Thanks for your email. Great to hear that you're coming over to study in London next year. Of course I'll give you a hand to settle in. In fact, my mum has told me to tell you that we'll give you a roof over your head until you find somewhere to live near the university.
I also thought it might be a good idea to give you the low-down on what to expect from Londoners when you get here. Although London is a very cosmopolitan city, everybody seems to conform to the London way of doing things. That means that even if many of the passengers on the packed tube come from all over the world, there is total silence and they all seem to be hiding behind their newspapers!
Another thing is the language. I'm sure your teachers have taught you that the English really appreciate polite expressions such as 'please' and 'after you'. That's true, but by and large the most important word is 'sorry'! Londoners use it constantly, but not only to apologize – they also use it when someone does something bad to them! I stood on someone's foot in a queue (Londoners' favourite activity!) the other day and in a flash they moved it and said 'Sorry'! In a nutshell, Londoners will seem strange at first, but you'll soon get used to us!
Anyway, I've got to finish now. Writing this email has helped me put off doing my exam revision for a while but I can't avoid it for ever! I'll be in touch with more info on Londoners soon! Say 'hi' to your folks for me!
Catch up soon!
Simon



PREPARE

1 **Read the *Writing tip*. What do you notice about the underlined words and phrases?**

Writing tip: informal language

In informal writing we use informal words and expressions more frequently.

2 **Match the informal words and expressions from the email with the words on the right. Use the context of the email to help you.**

1 give someone a hand	a parents
2 a roof over someone's head	b very quickly
3 to give someone the low-down	c the underground
4 to get somewhere	d accommodation
5 the tube	e in general
6 in a flash	f in contact
7 in a nutshell	g to arrive
8 by and large	h help
9 in touch	i to sum up
10 folks	j to inform someone

3 **Replace the formal words and expressions in bold with the correct forms of the informal words and expressions in the box.**

boss foot the bill for get off ~~get on~~ in cash kids
off the beaten track pull up ~~to hand~~ up to your neck in

1 Please have your tickets **available for inspection** as you **board** the coach.
Please have your tickets to hand as you get on the coach.
2 The **head of the company** will not **fund** staff expenses on the trip.
3 The **children** can't go out because they're **very busy with** school work.
4 The village was **very isolated** and all purchases had to be paid for **with money** and not credit cards.
5 Do not **alight from** the bus until it **comes to a halt** in front of the school.

WRITE

1 **A friend is going to visit your home town. Make notes on the typical characteristics of the people in your home town.**

2 **Organize your notes into four paragraphs.**

Paragraph 1	Begin by responding to the last letter / email from your friend.
Paragraph 2	Describe a local characteristic that you think will interest visitors.
Paragraph 3	Describe another local characteristic that you think will interest visitors.
Paragraph 4	Finish by saying what you're going to do when you've finished writing to your friend and mention your friend's family.

3 **Write an email or an informal letter about your home town to your friend. Use your notes from exercises 1 and 2 and informal words and expressions to help you.**

●●●●● Workbook: page 81

REVIEW

Body language

LANGUAGE SKILLS

1 3.17 **Complete the dialogue with the words from the box. Then listen and check your answers.**

dishevelled face idle impression inappropriate industrious kids large touch track

Joe You look a bit [1]_____ this morning. What's up?
David I didn't sleep well. I was preparing for my exchange trip to Spain all night. I was studying the local customs because I don't want to do anything [2]_____ and lose [3]_____ when I'm there.
Joe It's not that different, is it?
David By and [4]_____, no. But I'm going to a town off the beaten [5]_____ in the Pyrenees mountains and I want to make a good [6]_____.
Joe What's the biggest difference then?
David The daily timetable for a start. The [7]_____ have to stay in school until 5.30 in the evening.
Joe Wow, that's two hours later than here! What time do they start?
David At 8.30.
Joe At 8.30! They sound really [8]_____! I don't think you'll survive so much hard work!
David Well, they have a two-hour lunch break.
Joe A two-hour lunch break!
David Yes, but I'm not going to be [9]_____. I'm going to use the time to study the local languages.
Joe Languages? How many languages do they speak?
David Two, Catalan and Spanish. With a long day like that I'll have to go to bed early!
Joe You certainly will! Well, I hope you keep in [10]_____ and let me know how it's going.
David Of course I will, if I've got the time!

2 **Decide if the sentences are true or false. Correct the false sentences.**

1 David was studying Spanish last night.
2 Life in Spain isn't very different from life in Britain.
3 The school day in Britain is longer.
4 David will have time to study at lunch time.
5 David thinks he'll be tired at the end of the day.
6 David will study three languages.

3 **Six of the following sentences contain mistakes. Find them and correct them.**

1 We'd love seeing your sister's new baby.
2 Do you remember to do that course on body language last year?
3 She goes to the school every day by bus.
4 Each face shows a different expression.
5 The students study English but few them have the opportunity to speak it.
6 Hospital was only built five years ago.
7 I regret telling you that you won't be going on the trip.
8 It's beginning to snow in the Pyrenees.

DICTIONARY CORNER

Formal adjectives

1 **Find the following formal adjectives in your dictionary and put them into the correct groups.**

~~derisory~~ erroneous essential flawed flawless fundamental impeccable trivial

necessary	perfect	unimportant	imperfect
_____	_____	derisory	_____
_____	_____	_____	_____

Strong adjectives

2 **Some adjectives have similar meanings but they have different strengths. Put the following adjectives in the correct order according to their strength.**

1 furious ~~dissatisfied~~ angry
2 scared terrified worried
3 happy pleased delighted
4 dejected fed up unhappy
5 damp soaked wet

a little	normal	very
dissatisfied	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 text with a lot of detail.			
I can use determiners correctly.			
I can describe how to make a good impression on somebody.			
I can understand the difference between the *-ing* form or infinitive form of a verb.			
I can write an informal letter or email using the correct expressions.			

●●●●● Workbook: Self check pages 82–83

LITERATURE CORNER 5

The Smile

by William Blake

Biography

William Blake was born in 1757 in London. He never went to school and was educated at home by his mother. At the age of 14 he was sent to work at an artist's studio and he then went on to study art at the Royal Academy. Blake used his artistic skills to illustrate books and he also wrote his own books of poetry. Although today he is considered one of the greatest artists and poets that Britain has ever produced, he died a very poor man.

There is a smile of love,
And there is a smile of deceit,
And there is a smile of smiles
In which these two smiles meet;

And there is a frown of hate,
And there is a frown of disdain,
And there is a frown of frowns
Which you strive to forget in vain,

For it sticks in the heart's deep core,
And it sticks in the deep back bone,
And no smile that ever was smil'd,
But only one smile alone

That betwixt the cradle and grave
It only once smil'd can be,
But when it once is smil'd,
There's an end to all misery.



1 🎧 (3.20) **Read the poem. What is it about?**

2 **Read the poem and find words or phrases which have the same meaning as the words in the box.**

centre contempt dishonesty try unhappiness unsuccessfully

3 **Answer the questions about the poem. Check the meaning of the words in *italics* before you answer them.**

1 How many *stanzas* does the poem have?
2 In the first stanza the words 'deceit' and 'meet' *rhyme* with each other. Which words at the end of the lines in the other stanzas rhyme with each other?
3 Does the poet use *repetition*? Give examples.
4 What do you think the *theme* of the poem is?
5 What do you think the *tone* of the poem is?

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

1 William Blake used short words and lines to write this poem. Why do you think he did this?
2 What are 'a smile of smiles' and 'a frown of frowns'?
3 What type of smile do you think can be an 'end to all misery'?
4 What does the expression 'betwixt the cradle and the grave' mean?
5 Do you think the poem is positive or negative about human feelings? Why?

5 **Write a short paragraph that answers these questions about poetry. Compare your answers with a partner's.**

Why do you think some people prefer poetry to other forms of writing?
What do you think poetry is good at expressing?
What do you think it isn't good at expressing?
Do you like reading poetry? Why / Why not?

SKILLS ROUND-UP 9–10

Native Americans

READ

1 Read the text quickly. What problems did the Arapaho have with the European settlers?



THOSE WHO FLY

The Arapaho people have always hunted buffalos. When they detected the animals in their area, they quickly packed their belongings and the whole tribe was hunting in less than an hour. Among the Arapaho there was a special group of young men who had to carry messages between the members of the tribe during hunting expeditions. They ran so fast, it was said, that their feet didn't touch the ground. They were called 'those who fly'.

The arrival of European immigrants on the lands of the Arapaho, however, soon slowed the tribe down. The Europeans killed the buffalo and left them without their main source of food and clothing. The Arapaho chiefs, desperate to find food for their people, made peace with the settlers and agreed to go and live on a reservation, an area of land that the Native Americans had to stay on.

Life on reservations has been hard for all the Native Americans tribes. They were nomadic people, and they found it difficult to have to stay in one place. And although they have managed to preserve their customs, they have had problems adapting to a new way of life. As a result, many young people today leave school with no qualifications and there are a lot of unemployed young adults. However, despite the difficulties, there is one group of young Arapaho men that are flying again.

This group of Arapaho flyers are all members of the Wyoming Indian High School basketball team. The team has been state champions a record seven times and won a record 50 consecutive matches. Such success came to the attention of the media and a film, *Chiefs*, was made about the players and their lives on the reservation. The fastest members of the tribe have become messengers once again. This time, however, the message is not about hunting, but about hope for the future. If young Arapaho Native Americans can find success in school sport, they can find it in all types of school activities.

2 Read the text again. Are the sentences true or false?

1 The Arapaho were messengers for other Native American tribes.
2 The buffalo provided the Arapaho with food and clothing.
3 The Arapaho went to live on the reservation so that they could eat.
4 Most Native American tribes adapted quickly to life on the reservations.
5 Native Americans didn't use to stay in the same place.
6 Many young Native Americans prefer to continue their studies instead of looking for work.
7 Some young Arapaho Native Americans attend the Wyoming Indian High School.
8 The members of the basketball team are a positive example for other Native Americans.

3 Answer the questions. Use your own words and ideas.

1 Why do you think life on a reservation was difficult for people who had been nomads?
2 How do you think success at sport can help young people do well in life in general?
3 Do you think people are usually good at adapting to new situations? Give some examples to support your answer.

LISTEN

1 3.21 Listen and choose the correct answers.

1 Chief Iron Eye was the last chief of **all the Native Americans / the Omaha tribe.**
2 Chief Iron Eye wanted his children to learn the traditional ways of **the settlers / the Native Americans.**
3 At the age of 18, Susan returned to the **reservation / boarding school.**
4 Susan helped Alice Fletcher to **get better / study medicine.**
5 Susan finished her studies **after / before** the other students in her class.
6 Susan gave medical attention to **everybody / Native Americans only.**

2 3.21 Listen to the talk again and put the events in Susan's life in the correct order.

a Susan became a teacher.
b Susan saw a Native American woman die.
c Susan studied in Pennsylvania.
d Susan opened a hospital.
e Susan met Alice Fletcher.
f Susan went to boarding school.

WRITE AND SPEAK

1 Find out about an important person in the history of your town. What was their childhood like? What did they do? When did they do it? Did any events have an effect on them?

2 Explain to your class what you have learnt about the person you have researched.

GRAMMAR REFERENCE 1

Present tense contrast

We use the present simple

- for permanent situations.
  Pierre lives in Paris. It's his home town.
- for habits and routines.
  They often go to school on the bus.
- for general truths or facts.
  Water boils at 100°C.

We use the present continuous

- to talk about things that are happening at the moment of speaking.
  He's studying at the moment. Can you call back later?
- for situations or activities that are temporary or changing.
  Internet use is increasing quickly.

We use the present perfect

- with *for* and *since* to describe activities and situations that started in the past and continue now, especially with verbs that aren't usually used in a continuous form.
  We've known each other since we started school together.
- for recent past events that are now complete and have a present result.
  You've finished doing your homework so I can use the computer now.

We use the present perfect continuous

- to describe activities and situations that started in the past and that are still in progress now.
  The sales of laptops have been increasing for the last five years.
- to answer the question *How long...?*
  My dad's been working at the company's factory in Manchester for years.

Talking about the past and the present

We use the past simple

- for actions and events that started and finished in the past.
  I sent an email to all my friends about next week's match.
- for actions and events that took place at specific times in the past.
  The new computers arrived yesterday.

We use the present perfect simple

- to show the connection between past actions and events and the present.
  I've left my book at home. Can you lend me yours?
- for situations that started in the past and that continue now.
  She's always wanted to study biology.

GRAMMAR BUILDER 1

1 **Complete the sentences with the correct present or perfect form of the verbs in brackets.**

1 How long _____ your sister _____ abroad? (work)
2 Frank often _____ late at the weekends. (get up)
3 We _____ Brian's birthday present and now we're going to make him a cake. (buy)
4 The moon _____ 27 days to travel around the earth. (take)
5 We _____ with my grandparents while our house is being decorated. (stay)
6 They _____ their car for about five years. (have)
7 Tom _____ lunch at the moment. He'll be finished in five minutes. (eat)
8 The climate _____ gradually _____ over the last fifty years. (change)

2 **Choose the correct tense.**

1 Lots of people **visit** / **have visited** the museum this week.
2 We **are working** / **have been working** on this project for weeks and we still haven't finished.
3 Jack **is** / **has been** from Manchester.
4 We **have made** / **are making** our beds and now we'll tidy up.
5 Louise **has been studying** / **studies at** university for two years now.
6 Ann **has been waiting** / **is waiting** for you in the classroom now.
7 I **am knowing** / **have known** Lisa since we went to primary school.
8 The first bus **leaves** / **is leaving** at 6 am every morning.

3 **Complete the text with the correct form of the verbs in brackets.**

The use of computers in schools [1]_____ (grow) quickly in recent years and it won't stop until every student has one on their desk. A lot of students [2]_____ (do) Information technology classes two or three times a week and they [3]_____ (use) computers more and more frequently for their school work. Lots of students also [4]_____ (have) computers at home for a long time and a lot of them [5]_____ (write) their homework on them every evening. But is this always a good thing? Computers automatically correct our writing mistakes but students [6]_____ (learn) from their own mistakes since the first schools started. Will computers stop this important learning process?

4 **Choose the correct tense.**

1 Their plane **has taken** / **took** off at 4.30 a.m. yesterday morning.
2 I **read** / **have read** that book. You should read it. It's really good.
3 My brother **was always** / **has always been** interested in football. He plays every weekend.
4 We **drove** / **'ve driven** to Berlin from Paris in about six hours.
5 Last Friday's game **has been** / **was** really entertaining.
6 Can I borrow your pen? **I've lost** / **lost** mine.

5 **Complete the sentences with the correct present perfect and past simple forms of the verbs in brackets.**

1 When _____ he _____ (arrive) at school?
2 Amy _____ never _____ (eat) Chinese food.
3 We _____ (travel) in the Sahara desert last year.
4 Laura _____ (buy) a new laptop yesterday.
5 We _____ (see) the play last week.
6 I _____ always _____ (like) modern art.
7 We _____ (wait) for half an hour and he's still not here.
8 Andy _____ (not finish) washing up yet.

6 **Complete the text with the correct present perfect and past simple forms of the verbs in brackets.**

I'm only 21 but I [1]_____ (travel) a lot. I [2]_____ (go) to Egypt last March to see the pyramids. I like the Middle East and I [3]_____ (visit) a lot of countries there. I [4]_____ (stay) in Jordan a year ago and I [5]_____ (be) in Syria last summer. Now, I want to visit Asia. I [6]_____ never _____ (see) India and I'm going there next month. I can't wait!

GRAMMAR REFERENCE 2

Past tenses

We use the past simple

- to talk about situations and events completed at a specific time in the past.
  She left the office at 6p.m. yesterday evening.
- to talk about a sequence of actions in the order that they happened.
  After I got home, I had a shower.

We use the past continuous

- to describe a longer action that was interrupted by shorter action (past simple).
  We were travelling in Kenya when we saw some lions.
- to talk about situations and events that were in progress around a specific time in the past.
  It was raining hard and the wind was blowing yesterday lunchtime.

We use the past perfect

- to talk about an event that happened before another event in the past.
  I read the first five pages and then remembered that I had read the book before.

We use the past perfect continuous

- to talk about something that was in progress before another event in the past.
  She had been waiting for over two hours when I arrived.

Past habits and situations

We use the past simple

- to talk about repeated or frequent past habits and actions. We often use an adverb of frequency such as *always*, *often*, *every day* etc. with these sentences.
  My mum walked to school every day when she was a child.

We use *used to*

- to talk about permanent situations in the past.
  We used to have a summer house on the coast.
- to talk about habits in the past.
  I used to play for the school team on Saturday mornings.
- to talk about states in the past.
  My sister used to be a teacher.

When we use *used to* in the interrogative and negative forms we drop the final *–d*.

- *I didn't use to like studying English, but I love it now.*
- *Did you use to have a mountain bike?*

We use *would*

- to talk about habits in the past. We often use *would* to talk about a number of related habits.
  At weekends my dad would go and buy a newspaper and he would also buy me a comic. Then we would sit and read together before lunch.

We use *be used to + ing*

- for situations that we were familiar with or that we are now familiar with.
  After six months in Dublin I was used to living in a wet country. We've lived in Spain for five years and now we're used to eating dinner at 10p.m.

GRAMMAR BUILDER 2

1 **Four of the sentences contain mistakes. Find them and correct them.**

1 I saw Alice again yesterday. I met her last week at the conference.
2 When I looked out of the window it rained.
3 We were very hot because we had been running.
4 I was writing an email when the electricity was going off.
5 After I did my homework, I had watched TV for an hour.
6 We finally arrived at the hotel after we had been travelling for 10 hours.

2 **Write sentences using the past simple and past perfect simple.**

1 When / we / get / to the bus stop / the bus / go.
2 Alice / be / angry / because / someone / steal / her backpack.
3 Sara / no come / on the trip / because / Jane / not tell / her about it.
4 When / I / get / to school / the class / start.
5 We / be / late / because / there / be / a car accident.
6 When / we / arrive / at the camp / the others / go / to bed.
7 We / not hand in / the project / because we / not finish / it.
8 They / be / exhausted / because / they / travel / by kayak for hours.

3 **Choose the correct answer.**

1 They wanted to rest because they **were** / **had been** travelling through the jungle all day.
2 Although the sun was shining, it **rained** / **was raining** at the same time.
3 While we **were travelling** / **travelled** through the jungle, we heard the sound of monkeys in the trees.
4 Sam walked 15 kilometres every day when he **had crossed** / **crossed** Spain on foot.
5 I got into the kayak and then remembered that I **had left** / **was leaving** the paddle in the tent.
6 We **had been climbing** / **climbed** for four hours when we meet another group of climbers.
7 The wind was blowing harder and harder when suddenly a sandstorm **was starting** / **started**.
8 After we put up the tent, we **had had** / **had** dinner.

4 **Complete the sentences with one word.**

1 I didn't _____ to like vegetables, but now I love them.
2 After three years in London, I'm _____ to speaking in English.
3 We _____ spend our summers at the seaside every year.
4 Dad _____ in a factory in Liverpool when he was a teenager.
5 We _____ used to living in Rome now. It's great!
6 I _____ to have a moped but now I drive a car.

5 **Match the words to make sentences.**

1 We used to play
2 I'm used
3 Sue would always
4 We went
5 They're still not
6 Mike used to have

a a sports car but he sold it.
b used to driving on the left.
c to see our family in Scotland every summer.
d on the school basketball team.
e bring a sandwich to school for lunch.
f to living in Tokyo.

6 **Complete the text with the words in the box.**

am	being	spoke	to	used	would

I've been studying at university for a month and I'm getting used to [1]_____ a university student. It's not very difficult, because I'm used [2]_____ studying hard. When I was in my last year at school we [3]_____ prepare and write long essays, so I [4]_____ used to writing them. We also [5]_____ to present projects in class. Each student [6]_____ about a topic in class every term, so I'm also used to speaking in public. My school gave me good training for university life!

GRAMMAR REFERENCE 3

Modals: advice, obligation and prohibition

advice

We use *should* and *ought to*
- to make recommendations and give advice.

You ought to go to the dentist. He shouldn't smoke so much.

obligation

We use *must* and *have to*
- to talk about obligation in the present. We normally use *must* when it's a personal obligation. We usually use *have to* when we are talking about rules we are obliged to follow.
  I must get fit if I want to play in the basketball team.
  We have to finish the project by Thursday.

We use *had to*
- to talk about obligation in the past.
  Ann had to speak to the boss about the accident.

We use *need to*
- to talk about necessity.
  You need to revise irregular verbs for the exam.
- We use *don't have to* and *needn't* to say there isn't any obligation to do something. You can choose to do something or not do it. We use *needn't* without to.
  We don't have to do any homework tonight so let's play tennis.
  He needn't work for his parents but he likes to help them.

prohibition

We use *mustn't*
- to say something is not allowed.
  Students mustn't eat and drink in the classrooms.

Speculating about the present and the past

speculating about the present

We use *must* + the infinitive of *to be*
- to say what we think is true in a particular situation.
  Dad's late arriving home. He must be in a traffic jam.

We use *may*, *might* or *could* + *be*
- to say what we think is possibly true in a particular situation.
  Tom may be in Jack's office. They're working together this week.
  I can't find my bag. It might be in my bedroom.
  He could be at the shops. He said he needed to buy some milk.

We use *can't* + *be*
- to say what we think is impossible in a particular situation.
  They can't be at school. It's already 7 o'clock.

speculating about the past

We use *must have* + past participle
- to say what we think was true in a particular situation.
  The plane was delayed for five hours. They must have been angry.

We use *may*, *might* or *could have* + past participle
- to say what we think was possibly true in a particular situation.
  Frank may have got lost. He never arrives late.
  I lost my umbrella yesterday. I might have left it on the underground.
  Sam could have gone home. He wasn't feeling well.

We use *can't have* + past participle
- to say what we think was impossible in a particular situation.
  It can't have been very hot. Everyone's wearing coats and scarves in the photo.

GRAMMAR BUILDER 3

1 **Choose the best answer.**

1 Excuse me! You **mustn't** / **don't have to** smoke in here.
2 I think you **should** / **must** speak to your teacher. She'll help you.
3 We **needn't** / **ought not to** work on Saturday. The boss only wants two people.
4 You **have to** / **must** have a driving licence to ride a motor bike.
5 I really **needn't** / **need to** stay in and paint my flat this weekend.
6 If you don't feel well, you **ought to** / **have to** go to bed.

2 **Complete the sentences with the words in the box.**

don't had have must mustn't needn't should to

1 I _____ pass the exam with very good marks to go to that university.
2 The teacher said we _____ to give him the projects next week.
3 You _____ have to help me, but you can if you want!
4 I'm sorry I'm late. I _____ to go the shops for my mum.
5 You _____ talk in the library. The librarian will get very angry if you do!
6 We need _____ paint the sitting room. We haven't done it for years.
7 I _____ do these exercises, but I really like doing maths problems.
8 I don't think you _____ eat so much chocolate. It's bad for you.

3 **Match the functions in the box to the sentences. Use some of the functions more than once.**

prohibition advice obligation no necessity or obligation past obligation

1 You really should see a dentist. _____
2 You don't have to return the money now. Give it to me when you can. _____
3 You have to pass a driving test if you want to ride a moped. _____
4 They needn't come to the talk this evening, but it will be interesting. _____
5 Students mustn't enter the class after it has started. _____
6 I must practice more if I want to speak good English. _____
7 You ought to wear glasses. You can't see anything! _____
8 I had to reply to all the emails that I'd received. _____

4 **Choose the best answer.**

1 Jane hasn't come to school.
2 There isn't any bread left.
3 He's speaking Arabic.
4 The car is still dirty.
5 Dad hasn't arrived home yet.
6 They look very smart.

a They might be going to a wedding.
b They can't have cleaned it.
c He might have left the office late.
d Sam must have eaten it all.
e She must be ill.
f He could be Egyptian.

5 **Write sentences with *must be*, *could* (*may*, *might*) *be* and *can't be*.**

1 I'm sure Olga is Russian. Olga must be Russian.
2 I think Sara is from Liverpool.
3 I'm sure Anne isn't on the course.
4 I'm sure they aren't in the library.
5 I'm sure Ray knows the answer!
6 I think they're students.
7 I think they're David's parents.
8 I'm sure Mike isn't a teacher.

6 **Complete the sentences with the correct past form.**

1 He must _____ (leave) school. Classes finished an hour ago.
2 Anne might _____ (stay) at home. She didn't feel well yesterday.
3 Tom could _____ (lose) his mobile. He's not answering his phone.
4 She can't _____ (meet) her sister. She's in London at the moment.
5 They may _____ (walk) home. They weren't on the bus.
6 Sara must _____ (take) the bag. It isn't here.
7 She can't _____ (see) the film. She didn't know what happens at the end.
8 She might _____ (do) the exercises. She said she had no homework.

GRAMMAR REFERENCE 4

Future time

Will

We use *will*

- to make offers and promises to do something.
  I'll take you to the airport tomorrow.
- to make decisions at the moment of speaking.
  It's hot in here. I'll open the window.
- to make predictions about what you think will happen.
  I'm sure Dave will win the final.

Going to future

We use the *going to* future

- for plans we have already decided to do before the moment of speaking.
  We've already decided on our holiday destination. We're going to spend two weeks in Turkey.
- for predictions about the future which are based on present evidence.
  Simon's going to fail his maths exam! He hasn't studied at all.

Present continuous

We use the present continuous

- for arrangements we have already made for a specific time in the future, usually with other people.
  Mary, Susan and I are meeting at 4 o'clock on Monday afternoon to discuss the plans.

Present simple

We use the present simple

- for timetabled activities and events in the future:
  The meeting is next Monday at 10 o'clock in the morning.

The future continuous and the future perfect

Future continuous

We use the future continuous

- to talk about actions and events that will be happening at a specific time in the future. These future actions and events are often planned.
  We'll be meeting the director in the morning and then we'll be visiting the new factory in the afternoon.

Future perfect

We use the future perfect

- to talk about completed actions and events in the future.
  Sara will have finished all of her exams by Friday.

GRAMMAR BUILDER 4

1 **Complete the sentences with the correct future form of the verbs in brackets. In some cases, more than one answer is possible.**

1 We _____ in the manager's office at 1 p.m. on Tuesday to discuss the new situation. (meet)
2 William _____ the race. He's 500m ahead of the others and there's only one lap to go. (win)
3 That suitcase looks really heavy. I _____ you carry it. (help)
4 We've been to the travel agents and we've decided we _____ Paris next month. (visit)
5 'I've found Alan's keys.' 'Good. I _____ him when I see him.' (tell)
6 Our train _____ at 6 a.m. next Monday morning. (leave)
7 I don't think humans _____ on other planets. It's impossible. (live)
8 The conference _____ on Monday and lasts three days. (start)

2 **Match the sentences with the responses.**

1 What time does the train go?	a I'll answer it.
2 Look at those clouds.	b Don't worry. I won't say a word.
3 The phone's ringing.	c Yes, it's going to rain.
4 I'm just going to the shops.	d Yes, I'm meeting the boss in his office in five minutes!
5 Please don't tell anyone.	e I'm not sure, but I think he'll be angry.
6 You're in a hurry!	f It leaves platform four at 3 o'clock.
7 What are your plans for next year?	g Really? I'll come with you.
8 What will your dad say?	h I'm going to travel around the world.

3 **Complete the text with the words in the box.**

are aren't be coming leaves will

We are going on holiday to Dubai tomorrow and we're really looking forward to it. The flight [1]_____ at 6 o'clock in the morning, so I don't think we [2]_____ sleep much tonight. My parents have arranged to finish work early and they are [3]_____ home straight after lunch to start packing. We [4]_____ going to take any jackets or coats because we think the weather will [5]_____ good when we get there. We [6]_____ taking a taxi to the airport and we've already booked it. I just hope we wake up on time!

4 **Write sentences about Peter in the future continuous and future perfect forms.**

It will soon be lunch time at Peter's school. Which activities will be in progress and which will he have already done?

1 He / sit / in the school canteen with his classmates.
2 He / have / breakfast.
3 Peter / give / his homework to his teacher.
4 Peter / chat / about the weekend.
5 He / cycle / to school.
6 Peter and his classmates / eat / lunch.

5 **Complete the text with the correct future perfect or future continuous forms of the verbs in brackets.**

I'm going to study in London in September. I [1]_____ (finish) my final school exams by the beginning of July and I [2]_____ (leave) my school by the end of July. Soon I [3]_____ (start) my new life as a university student and I [4]_____ (live) in one of the world's most interesting cities! Until then I have to find a place to live. A flat agency has told me they [5]_____ (find) me one near the university by the end of August. I hope so because I'm really looking forward to going to university!

6 **Choose the correct answer.**

1 I'll **be sending** / **have sent** all the letters by the time I leave the office.
2 We'll **have played** / **be playing** tennis at 5 o'clock tomorrow afternoon.
3 Laura won't **have heard** / **be hearing** the news yet.
4 You'll **be enjoying** / **have enjoyed** your holiday this time next week.
5 We'll **be doing** / **have done** our projects all next week.
6 Will they **be working** / **have worked** on the new road tomorrow?
7 I'll **be studying** / **have studied** at this school for six years when I leave.
8 I'll **have read** / **be reading** this book by Friday.

GRAMMAR REFERENCE 5

The passive

We make passive forms with the verb *be* + the past participle. The tense of a passive sentence is formed by the verb *to be*.
The site is protected by the National Museum.
The buildings have been restored.

We use the passive

- to say what the result of an action is. We are not interested in who did it or we don't know who did it.
  Nokia mobile phones are made in Finland.
- to describe a process. It is also used in formal documents.
  The monuments were taken down brick by brick and then they were rebuilt on the new site.
  A new law has been introduced to regulate the traffic in the historic area of the city.
- when it's obvious who did something
  He was operated on at Walsgrave Hospital.
- with an agent when we think it is important to say who did something or what caused something to happen. The agent is introduced at the end of the sentence with the preposition *by*.
  The second goal was scored by Klose.
  The trees have been blown down by the wind.

The impersonal passive

We make impersonal passive forms with *It* followed by verbs such as *believe*, *consider*, *estimate*, *expect*, *feel*, *know*, *report*, *say*, and *think* in the passive form. The passive form is followed by *that* and a clause.
It's estimated that the new library will open next year.

We use the impersonal passive

- in formal language to introduce an idea, opinion or belief that a lot of people have or had.
  It was believed that the Earth was flat.

Get / have something done

To form this structure we use the verbs *get* or *have* followed by an object and a past participle.
I got my hair cut yesterday.
We'll have our house decorated next month.

We use get / have something done

- to say that we arrange for somebody to do something for us. We don't do it ourselves.
  I had my moped repaired.
  Alice gets her shopping delivered to her flat.

GRAMMAR BUILDER 5

1 **Rewrite the sentences using the passive. Include the agent if you think it is important.**

1 Someone has stolen all the computers from our office.
2 My dad designed the new hospital building.
3 The storm destroyed all the crops.
4 They will deliver our new furniture at the weekend.
5 I realised that someone had opened my emails.
6 The President gave a speech on TV last night.

2 **Use the passive to write answers to the questions.**

1 When was basketball invented? (1891)
Basketball was invented in 1891.
2 Where is paella eaten? (Spain)
3 Where will a new museum be built? (in Alexandria)
4 Who has the prize been given to? (Julie Bridges)
5 When was Parc Güell built? (between 1900 and 1914)
6 When is the meeting being held? (this afternoon)

3 **Complete the text with the correct passive form of the verbs in brackets.**

Our house [1]_____ (decorate) at the moment, so we've gone on holiday to Italy. When we arrived at Naples airport we discovered that one of our suitcases [2]_____ (leave) in London! At the hotel our room [3]_____ (clean) at that moment so we couldn't use it. Then we wanted to go for a swim but we couldn't because the pool [4]_____ (close) for repairs the week before. So we went to the restaurant to eat but it was full because it [5]_____ (use) for a wedding! It was worse than being at home!

4 **Rewrite the sentences using an impersonal passive structure with the verbs in brackets.**

1 They say that the school will have a new headmaster. (expect)
2 People say that the company has problems. (believe)
3 A lot of people said that prices would go up. (estimate)
4 They say that he is from a very rich family. (know)
5 A lot of newspapers said that they were a good team. (report)
6 People said that the man had robbed three banks. (think)

5 **Put the words in the correct order to form sentences.**

1 that / next week / It / the president / reported / would / was / visit
2 It / old buildings / that / known / is / damages / pollution
3 would / was / the stars / It / that / fall / from the sky / believed
4 is / sings / that / she / very well / said / It
5 the headmaster / that / It / resign / thought / is / will
6 temperatures / would / It / estimated / was / fall / that

6 **Rewrite the sentences using the get / have something done structure.**

1 Someone cleaned my car.
2 Someone will install my new computer.
3 Someone has built my house.
4 Someone cuts my grass.
5 Someone is painting my bedroom.

GRAMMAR REFERENCE 6

Reported speech

We use reported speech

- when we want to report something that another person has said.
  'I've had a really fantastic day!' He said he had had a fantastic day.

When we use reported speech

- we usually change the tense of the verb.

direct speech	reported speech
present simple	past simple
present continuous	past continuous
present perfect simple	past perfect simple
present perfect continuous	past perfect continuous
past simple	past perfect simple
past continuous	past perfect continuous

- we often change pronouns, personal, possessive and demonstrative adjectives and time adverbs.
  'I returned from holiday last week' John told me he had returned from holiday the week before.
  'This book is mine.' She said that book was hers.

- some auxiliary verbs change form and some don't.

direct speech	reported speech
will	would
can	could
may	might
must	had to
have to	had to
might	might
could	could
would	would
ought to	ought to
should	should

We don't change the tense in reported speech

- when we are reporting something that is always true.
  'The temperature drops quickly in the desert at night.'
  The teacher said the temperature drops quickly in the desert at night.
- when we are reporting a habit.
  'My brother's always criticising what I do.'
  Sharon told me her brother's always criticising what she does.
- when we are reporting a future event that hasn't taken place yet.
  'I'm going to study at Oxford University next year.'
  She said she's going to study at Oxford University next year.

Reported questions

In reported questions

- the subject comes before the verb as in a normal sentence. We don't use question marks.
  'What time is it?' Mike asked me what time it was.
- we don't use auxiliary verbs at the beginning of questions that give a *yes / no* answer. We introduce the questions with *if* or *whether*.
  'Do you like painting?' She asked me if I liked painting.
  'Is it raining?' He asked us whether it was raining.
- we repeat the question words used in the original questions.
  'Where did you see Ruth?' Mum asked us where we had seen Ruth.

Reporting verbs

We can use other reporting verbs to introduce reported statements. These verbs are used with different structures and some verbs can be used with more than one structure.

- verb + infinitive with *to*: *agree*, *ask*, *decide*, *offer*, *promise*, *refuse*, *threaten*
  He refused to get up.
- verb + object + (not) infinitive with *to*: *advise*, *beg*, *encourage*, *invite*, *order*, *remind*, *warn*
  He invited us to dinner at a French restaurant.
- verb + *that* + clause: *admit*, *agree*, *claim*, *demand*, *explain*, *recommend*, *request*, *suggest*
  She explained that we have to leave early.
- verb + object + *that* + clause: *assure*, *convince*, *inform*
  They convinced me that I need to buy a new phone.
- verb + gerund: *admit*, *deny*, *mention*, *recommend*, *report*, *suggest*
  She suggested speaking to the manager.
- verb + object + preposition + gerund: *accuse sb of*, *blame sb for*, *congratulate sb on*, *warn sb about*
  He accused me of stealing the books.
- verb + preposition + gerund: *accuse of*, *apologise for*, *admit to*, *confess to*, *insist on*,
  She apologised for breaking the glass.

We can also use other reporting verbs to introduce reported questions apart from ask. These verbs are used with the same structures.

Frank	wanted to know enquired wondered	where we were going on Friday night.	
Alice	wanted to know enquired wondered	if whether	I had already seen the film.

GRAMMAR BUILDER 6

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

1 'We've finished the report.' They said _____
2 'This bag is mine.' Tom said _____
3 'Eating vegetables is good for you.' The professor said _____
4 'We have to get a visa to visit China.' Jane said _____
5 'My sister always drinks tea.' Sam said _____
6 'You ought to read websites in English.' Pat _____
7 'He might come to the meeting.' Mark said _____
8 'They must be here at 8 a.m.' The trainer said _____

2 **Complete the table.**

direct speech	reported speech
will	
can	
may	
must	
have to	
might	
could	
would	
ought to	
should	

3 **Correct the mistakes in the reported questions.**

1 Lisa asked me what time did the play start.
2 The teacher asked us we had done the homework.
3 I wanted to know whether had he brought the DVDs.
4 Steve asked me do I knew Andy Gray.
5 The man enquired me when the bus arrived.

4 **Complete the sentences with the words in the box.**

if know said told wondered

1 Lisa _____ me she was going on holiday.
2 Mike wanted to _____ where the library was.
3 Ann _____ she would be late.
4 Jack enquired _____ Tom was working late.
5 Ann _____ whether Jane had phoned.

5 **Complete the sentences with the correct form of the verbs in the box.**

agree congratulate deny inform order recommend want wonder

1 The boss _____ me that I have to move to another office.
2 My sister _____ going to see the film.
3 My parents _____ me on my good exam results.
4 The police _____ to know where he had been the night before.
5 He _____ stealing the money from my desk.
6 Sara _____ if I was going on holiday the following week.
7 My teacher _____ to give me another week to finish my project.
8 The soldiers _____ us not to move.

6 **Use the verbs in brackets to rewrite the direct speech as reported speech.**

1 The man said,'No, I didn't take the bicycle'. (deny)
He denied taking the bicycle.
2 Andy said to his brother, 'Have lunch at my house'. (invite)
3 Sara told me, 'You should read this book'. (recommend)
4 Dave said, 'Why don't we visit the museum?' (suggest)
5 Sam said, 'Kevin took the money!' (accuse)
6 Katie told us, 'I'm late because the bus didn't arrive'. (explain)
7 Alice said, 'I'm sorry, I forgot the books'. (apologise for)
8 Laura said, 'I'll give you the money tomorrow'. (promise)

GRAMMAR REFERENCE 7

Subject and object questions

When the question word at the beginning of a question

- is the object, it is followed by a verb in the interrogative form.
  Who do you play tennis with? (I play tennis with) Julia.
  Which CD did you buy? (I bought) a classical music CD.
- is the subject, it is followed by a verb in the affirmative form.
  Who played tennis last night? Julia and Ann (played tennis last night).
  Which CD sells the most? A traditional music CD (sells the most).

Reply questions

We use reply questions

- to ask for more information about something we've heard. They are very short and formed by a question word or a question word and a preposition or an object pronoun, an adverb or a negative word (not).
  Tom is coming round. When?
  We're going to the cinema. Who with?
  You've got to wash up the dishes. Why me?
  We're going to have the meeting in this office. Why here?
  I can't help you with your homework. Why not?

Explore exercise 1 – quiz answers (page 61)

Mostly A answers
You have linguistic-verbal intelligence. People with linguistic-verbal intelligence are able to use words well, both when writing and speaking. They are good at writing and telling stories, reading and memorising written information.
Careers: writer, journalist, lawyer, teacher

Mostly B answers
You have logical - mathematical intelligence. People with logical-mathematical intelligence are good at reasoning and analysing problems.
Careers: scientist, mathematician, computer programmer, accountant

Mostly C answers
You have visual-spatial intelligence. People with visual-spatial intelligence often think in images and pictures. They are also good with maps, charts, videos and pictures.
Careers: architect, artist, cartographer

Mostly D answers
You have musical intelligence. People with musical intelligence love music and are often good at composing music and singing and playing musical instruments
Careers: composer, conductor, musician, music teacher

Mostly E answers
You have bodily-kinesthetic intelligence. People with bodily-kinesthetic intelligence are good at sport and creating things with their hands.
Careers: sports player, joiner, sculptor, actor

Mostly F answers
You have naturalistic intelligence. People with naturalistic intelligence enjoy nature and want to conserve the environment and learn about other species.
Careers: biologist, conservationist, farmer, gardener

Mostly G answers
You have interpersonal Intelligence. People with interpersonal intelligence are good at understanding other people and communicating with them.
Careers: politician, psychologist, sales person

Mostly H answers
You have intrapersonal intelligence. People with intrapersonal intelligence are aware of their own feelings and motivations and enjoy analysing theories and ideas.
Careers: philosopher

Question tags

We use question tags

- to ask for confirmation of what we have said. When the main verb in the statement is affirmative the question tag is negative. When the main verb in the statement is negative the question tag is positive.
  George is ill, isn't he?
  Maria doesn't smoke, does she?
  If we use an auxiliary or modal verb in the statement, we repeat it in the question tag. If we don't use an auxiliary or modal verb in the statement, we use the correct form of *do* in the question tag.
  Andy can't swim, can he?
  They cooked a delicious lunch, didn't they?
  Some question tags have slightly different rules.
- If *somebody / someone* or *everybody / everyone* is used as the subject of the statement, the pronoun *they* is used in the question tag.
  Everyone likes fish, don't they?
- If *nothing*, *something* or *everything* is used as the subject of the statement, the pronoun *it* is used in the question tag.
  Everything is ready for dad's birthday, isn't it?
- If *there* is the subject of the statement, *there* is used in the question tag.
  There's some milk in the fridge, isn't there?
- If the statement begins with *Let's*, we use *shall* in the question tag.
  Let's go to see the new exhibition, shall we?
- If *I am* is used in the statement, *aren't I* is used in the question tag.
  I'm going to play in the match, aren't I?
- If *I'm not* is used in the statement, *am I* is used in the question tag.
  I'm not late for the meeting, am I?
- If an imperative is used in the statement, *will* is used in the question tag.
  Close the door when you come in, will you?

Emphatic *do*

We use emphatic *do*

- to add emphasis to a sentence. It is stressed in spoken English.
  I really did enjoy the meal.
- to contradict a negative sentence. It is also stressed in spoken English.
  They didn't tell Jack about the meeting.
  They did tell him! He's just arrived.

GRAMMAR BUILDER 7

1 **Write subject or object questions for the underlined words in the sentences.**

1 Sam and Andy went to the theatre last week.
Who went to the theatre last week?
2 Katie is buying a new computer next week.
3 A lot of car accidents have happened recently.
4 Someone is knocking on the door.
5 They ate a pizza last night.
6 My books are in the classroom.

2 **Match the reply questions with the statements.**

1 We saw Tim this morning.	a Why not?
2 We're going to eat at a restaurant.	b Why me?
3 It was really expensive.	c Where?
4 We can't leave before lunch time.	d Which one?
5 You've got to help me with the shopping.	e How much?

3 **In the following sentences, are we using 'do' to add emphasis or to contradict a negative sentence?**

1 'You don't work hard enough.' 'I do work hard enough!' _____
2 Mark does play the piano well. _____
3 Who did leave these pens and paper here? _____
4 'It doesn't rain a lot in this city.' 'It does rain a lot!' _____
5 I forgot my house keys, but I did remember to take my purse! _____
6 She doesn't read much now, but she did read a lot when she was younger. _____

4 **Add question tags to the statements.**

1 I'm invited to your wedding, _____?
2 He doesn't like coffee, _____?
3 There's a newspaper on the table, _____?
4 Let's meet at 8 o'clock, _____?
5 Come in and sit down, _____?
6 Everyone knows each other, _____?
7 I'm not supposed to leave on Monday, _____?
8 Nothing can be done, _____?

5 **Match the statements with the question tags.**

1 Let's watch the film,	a didn't they?
2 Dave enjoys running,	b isn't it?
3 Open the window,	c aren't there?
4 Somebody phoned for Jane,	d shall we?
5 Everything is in the fridge,	e doesn't he?
6 I'm on the team,	f am I?
7 There are a lot of people here,	g will you?
8 I'm not going on the trip,	h aren't I?

6 **Contradict the negative sentences.**

1 You never win at tennis.
2 Ellen didn't answer the question.
3 Alex doesn't know how to swim.
4 They didn't bring their mobile phones.

GRAMMAR REFERENCE 8

Mixed conditionals

We use mixed conditionals

- to talk about unreal situations that happen at different times. The time reference in the *if* clause is different to the time reference in the result clause.

Third conditional	Second conditional
Unreal past (past perfect)	Unreal present (*would* + infinitive)

If I had done my homework, the teacher wouldn't be angry.
If we had phoned the hotel earlier, we would have a room now.

Second conditional	Third conditional
Unreal present (past simple)	Unreal past (*would have* + past participle)

If I was a better player, the coach would have chosen me for the school team.
If they weren't on holiday this week, we would have invited them to dinner.

Might be / Might have been

We use

- *might be* to talk about less certain present results in conditional sentences.
  If you had studied harder at school, you might be at university now.
- *might have* + *past participle* to talk about less certain past results in conditional sentences.
  If he had a car, he might have given us a lift.

I wish / If only

We use

- *I wish* and *If only* with the past simple to say that we want a present situation to be different. After *I wish* or *If only* we can use *were* instead of *was*.
  I wish mum were here.
  If only I knew the answers to the questions.
- *I wish* and *If only* with the past perfect to say that we want a past situation to have been different.
  I wish they had told me about the news.
  If only you hadn't forgotten to bring the tickets!

Should have done

We use

- *should have* + past participle to talk about what would have been the right thing to do in the past.
  They got lost on the way to the hotel. They should have taken a map.

GRAMMAR BUILDER 8

1 **Complete the sentences with the correct form of the verbs in brackets.**

1 If we _____ (ask) him, we would have his address.
2 If he _____ (be) good at keeping secrets, we would have told him about our plans.
3 If they were interested in French art, we _____ (invite) them to the exhibition.
4 If our classmates hadn't made so much noise, we _____ (not have) extra homework.
5 If Mike _____ (have) a car, he would have driven to Berlin instead of taking the plane.
6 If Rachel _____ (show) an interest, she'd be in the choir too.

2 **Write mixed conditional sentences for the situations.**

1 Ray is not playing tonight because he hurt himself in training yesterday.
Ray would be playing tonight if he hadn't hurt himself in training yesterday.
2 I gave up training and now I'm unfit.
3 Tom doesn't have a bicycle so he didn't take part in the race.
4 Sue's not worried about the exam because she did a lot of revision last weekend.
5 Ann isn't at school this week because she broke her leg last Saturday.
6 We ran a marathon yesterday and we're very tired.

3 **Complete the sentences with *be* or *have been*.**

1 If you had come home earlier, your parents might not _____ so angry now.
2 They might _____ delayed by the traffic if they took the bus, so they decided to take the train.
3 He might _____ hungry if he hadn't eaten all those chips just before dinner.
4 If they liked studying, they might _____ happy to stay on at school.

4 **Write what the people say in the following situations.**

1 I can't cook very well. If only _____
2 I didn't find a new job. I wish _____
3 I smoke a lot. If only _____
4 I broke my leg. If only _____
5 I don't sleep well. I wish _____
6 I lost my MP3 player. I wish _____

5 **Match the situations with the *I wish* / *If only* sentences.**

1 I haven't got a mobile phone.	a If only I knew.
2 I forgot to bring the present.	b I wish she was.
3 I didn't know the answers.	c If only I had had one.
4 My mum isn't at home.	d If only she had been.
5 I always forget his name.	e I wish I hadn't forgotten it.
6 Jane wasn't at home when I called.	f I wish I had known.
7 I didn't have a bus ticket.	g I wish I had one.
8 I don't know where he lives.	h If only I didn't forget it.

6 **Write what the people should have done in the following situations.**

1 Oh no! It's raining. (They / take / an umbrella)
2 I've hurt my leg! (She / do / warm-up exercises)
3 I haven't got any money on me. (He / go / the bank)
4 I'm freezing! (She / put on / warm clothes)
5 I'm late! (He / leave / earlier)

GRAMMAR REFERENCE 9

Object relative clauses

We use defining relative clauses to give important information that helps identify the person, thing or place we are talking about.

That's the teacher who is going to be in charge of the English department.

I saw the bike that Mike wants to buy.

- The relative pronouns *who*, *which* and *that* can be the subject or object of the defining relative clause.
  There's the bus which goes to the stadium.
  which is the subject
  Diana's the girl who I met at the exhibition.
  who is the object. *I* is the subject
- We can leave out the relative pronouns *who*, *which* and *that* when they are the object of the defining relative clause.
  Diana's the girl (who) I met at the exhibition.
  I saw the film (which) Sandra had told me about.
  I've brought the CD (that) you wanted to borrow.

Relative clauses with prepositions

If a relative clause includes a preposition, we can often put it at the beginning or at the end of the clause. If it is used at the beginning, it sounds more formal.

That was the day which my parents got married on.

That was the day on which my parents got married.

- We replace *who* with the more formal relative pronoun *whom* when we use a preposition before it.
  Where is the man who you were speaking to earlier?
  Where is the man to whom you were speaking earlier?
- We can replace some relative pronouns with *which* and a preposition.
  That's the year in which / when the school was founded.
  Monday is the day on which / when the interview is.
  He told me the reason for which / why he didn't come.
  Manchester was an industrial city in which / where there were a lot of factories.
  Is there a shop at which / where I can buy batteries near here?

Reduced relative clauses

In a reduced relative clause we leave out the relative pronoun when it is the subject of the relative clause.

We also leave out the verb *to be*. We can't form reduced relative clauses when the relative pronoun is the object of the relative clause.

Some of the people (who were) in the shop started complaining about the service.

Someone (who has been) shopping here has forgotten their wallet.

Cars (which are) designed in Italy are usually very stylish.

Queen Victoria, (who was) Queen of England for 63 years, had nine children.

- We sometimes use reduced relative clauses with present or past participles after *there is / was* and *there are / were*.
  There's a young man (who is) riding a horse.
  There were some dirty trainers (which were) left at the door.

GRAMMAR BUILDER 9

1 **Decide if the relative pronoun is the subject or object of the defining relative clause.**

1 We went to the exhibition which is on at the Fulton Museum. subject
2 That's the teacher who will teach us English next year. _____
3 Do you know the boy who Harry is talking to? _____
4 The book which I bought was by Jane Austen. _____
5 That's the author who writes those children's books. _____
6 We stayed at a hotel which is in the centre of the city. _____
7 We went to the bookshop that John works in. _____
8 They write short stories which the teacher puts on the school website. _____

2 **Decide which relative pronouns can be left out and rewrite the sentences without them.**

1 She's the girl who is my sister's best friend.
2 Alice is the student which I sit next to in class.
3 That's the doctor who I go to see.
4 I want to read the magazine that Mary told me about.
5 Did you see the programme which was about Amsterdam?
6 We went to the shop that you bought your new suit from.

3 **Four of the sentences contain mistakes. Find and correct them.**

1 I saw him on the day at which we started our school holidays.
2 Your granddad died the year in which we got married.
3 The girl to who I was chatting is my cousin.
4 We told dad the reason for what we wanted to go to school early.
5 He lives in the town on which William Shakespeare was born.
6 We went to the museum at which there is the new exhibition.

4 **Replace each *which* and preposition combination with just one relative pronoun.**

1 It was the day on which my book was published.
2 We don't know the reason for which he didn't come.
3 This is the place in which my Dad was born.
4 It's the bookshop at which there is a discount for students.
5 It happened the year in which the war finished.
6 A horror story was the reason for which I couldn't sleep last night!

5 **Rewrite the sentences as reduced relative clauses.**

1 That man who is walking towards us is my uncle.
2 There was a camera which was left on the table.
3 Klose, who is a footballer from Poland, has spent most of his life in Germany.
4 There is a dog which is barking loudly in the garden.
5 The computer which was delivered two days ago has already broken down.
6 The customers who were in the restaurant started singing traditional songs.

6 **Join the sentences without using relative pronouns.**

1 This book is fascinating. I borrowed it from the library.
This book (which) I borrowed from the library is fascinating.
2 The play was very good. My brother performed in it.
3 The girl is very friendly. I sit next to her in class.
4 Andy is an Irish boy. I met him last week.
5 The teacher is getting married next week. I have maths lessons with him.
6 That car is very expensive. My neighbour bought it last week.

GRAMMAR REFERENCE 10

Determiners

Determiners come before a noun or an adjective + a noun and they introduce and classify them.

We saw an interesting film at the cinema last night.

- We use the indefinite article *a / an*
  to mention something for the first time.
  I got a new computer for my birthday.
  to say what someone's job is.
  My mum's a doctor at the local hospital.
  to introduce a general example of something.
  I'm hungry. Let's ask someone if there's a restaurant near here.
- We use the definite article *the*
  to mention something that has been mentioned before.
  He's going to a university in London. The university is in south London.
  to talk about something that is unique.
  Although it was late at night, I could see clearly thanks to the moonlight.
  to talk about people and things that are familiar to everybody.
  Gill saw the doctor yesterday.
- We use *the* with the names of buildings or places. We don't use *the* with these words when we refer to the activities that take place in them.
  They are going to close the school in our street.
  I'm staying late at school tonight because there is volleyball practice.

Quantifiers

Some determiners are quantifiers, words which tell us *how much* or *how many*.

- We use *all* with countable and uncountable nouns.
  All the bread and all the pizzas are included in the price.
- We use *both* with countable nouns to talk about two things.
  Both cars involved in the accident were completely destroyed.
- We use *each* and *every* with singular countable nouns. We use *each* when the people or things it refers to are seen individually. We use *every* when we see all the people or things it refers to as a group.
  Each student will be given their own locker.
  Every student must complete 10 essays in the first term.
- We use *(a) few* with countable nouns and *(a) little* with uncountable nouns.
  He says he's got a few good friends.
  Could I have a little water, please?
- We use *many* with countable nouns and *much* with uncountable nouns.
  How many days have we got to finish the project?
  There isn't much food for dinner.
- We use *several* with countable nouns.
  Several clients would like to speak to the manager.
- All of the above quantifiers, with the exception of *every*, are followed by the preposition *of* when we use them with a pronoun.
  He gave a glass of cold water to both of them.
  The interviewer asked each of us some very difficult questions.

-ing or infinitive form

A few verbs can be followed by both gerunds and infinitives, with a difference in meaning.

When we use *remember*, *forget*, *stop* or *regret* with

- an *-ing* form, the verbs refer to things we did in the past.
  He doesn't remember switching off the oven before he left home.
  I'll never forget meeting the President. It was a great honour.
  Sue stopped working at the library six months ago.
  We regret leaving the match before the end. Liverpool scored two goals in the last five minutes!
- an infinitive form, they refer to things that we have to do at the moment of speaking or in the future.
  Please remember to turn off the computer when you've finished using it.
  Don't forget to tell Mary to text me.
  Let's stop to have a coffee.
  I regret to say that the school trip has been cancelled.

When we use *go on* with

- an *-ing* form, it means to continue an activity.
  The rain started on Monday morning and it went on raining all week.
- an infinitive form, it means to change an activity.
  We discussed the company's financial situation and then went on to look at the new products.

When we use *try* with

- an *-ing* form, it means to say what will happen if you do something.
  Have you tried pushing the car down the hill? It might start then.
- an infinitive form, it means to make an effort.
  You have to try to work harder if you want to pass your exams.

We can use *hate*, *like*, *love*, and *prefer* with both *–ing* forms or infinitives with little difference in meaning.

She hates watching football. She hates to watch football.
We love climbing mountains. We love to climb mountains.

When we use *hate*, *like*, *love*, and *prefer* with *would*, they are followed by an infinitive form.

They would prefer to eat at home. We would like to go to a Chinese restaurant.

We can use *begin*, *continue* and *start* with both *–ing* forms or infinitives with little difference in meaning.

He started running marathons when he was 15. He started to run marathons when he was 15.

When *begin*, *continue* and *start* are used in a continuous form, they are followed by an infinitive form.

I was starting to cook lunch when the electricity went off.

GRAMMAR BUILDER 10

1 **Complete the sentences with *a* / *an*, *the* or no article.**

1 My brother is _____ accountant in _____ bank. _____ bank is in the city centre.
2 _____ sun is _____ star not _____ planet.
3 Jack has broken his leg and he's in _____ hospital.
4 I had to speak to _____ manager about _____ new products I was telling you about.
5 He works for _____ company in California. _____ company makes computer components.
6 Japanese students spend 10 hours a day at _____ school.

2 **Choose the correct word for each sentence.**

1 I've put **both** / **all** the food in the fridge.
2 **Every** / **Each** of them has to be given instructions.
3 We haven't got **much** / **many** time before the train leaves.
4 Would you like a **little** / **few** cheese?
5 There are **several** / **much** reasons why I don't want to go.
6 **Every** / **Both** students are in trouble because of their behaviour.

3 **Complete the sentences with the words in the box.**

each few little many both every much all

1 _____ Tom and Mark will have to do the exam again.
2 _____ the exercises were very difficult, especially number 12.
3 I like a _____ sugar in my tea.
4 I just had a _____ biscuits for breakfast.
5 _____ exercise in the test is very different.
6 There aren't _____ sandwiches left.
7 The headmaster knows _____ student in the school!
8 How _____ time have we got?

4 **Complete the sentences with the *-ing* or infinitive form of the verbs in brackets.**

1 It was starting _____ when we left the house. (snow)
2 Don't forget _____ in your car tomorrow. I need a lift. (come)
3 We regret not _____ the others about his bad temper. (warn)
4 They'd love _____ our new baby. (see)
5 I stopped _____ tennis about three years ago. (play)
6 He then changed topic and went on _____ a new theory about the planets. (explain)
7 We tried _____ sugar to the cake and it tasted much better! (add)
8 I always remember _____ the Pyramids for the first time. It was incredible! (visit)

5 **Choose the correct answers.**

1 I remember **meeting** / **to meet** him when we were in Paris last year.
2 We stopped **having** / **to have** a sandwich before continuing the walk.
3 Tom regrets **telling** / **to tell** his best friend about his idea.
4 I'd prefer **going** / **to go** shopping next week.
5 He went on **to talk** / **talking** about his holiday all night.
6 You have to try **to train** / **training** every day if you want to race in the championships.
7 It was beginning **raining** / **to rain** when we left home.
8 Don't forget **to bring** / **bringing** your books to the next class.

6 **Match (1–6) with (a–f) to make sentences.**

1 I regret
2 Try thinking
3 He really loves
4 We studied grammar and then we went on
5 I must remember to
6 We stopped eating

a sweets last year.
b to tell you that you have failed the interview.
c to practise speaking.
d of images when you learn new words.
e studying the lives and habits of birds.
f speak to Kevin when I see him.