OXFORD

Aim High

Student's Book 6



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1 Beginnings

THIS UNIT INCLUDES

Vocabulary • prefixes • adjectives describing emotional states • time expressions • similes
Grammar • talking about habitual actions • phrasal verbs
Speaking • talking about inherited characteristics • talking about childhood memories
Writing • a description of an event

Sporting origins

BEFORE READING

Work in pairs. How many of the different sports in the photos can you name? Do you know where they come from? Do you know the history of any other ball sports?

READ

1 Read the *Reading tip* and look at the questions while skimming the texts.

Reading tip

When answering general context questions like those in exercise 2, you don't need to read the whole text in detail. Skim it quickly and pick out the key points that you need.

2 Read the texts quickly. What are the three sports, and in what chronological order were they invented?

3 1.02 Now read and listen to the texts again. Choose the best answers.

1 At the beginning of the 19th century, football was played
a as a global sport.
b with both the hands and the feet.
c with clear game guidelines.
d in the same way as rugby.

2 The game of rugby
a was definitely invented by William Webb Ellis.
b was originally played only in Rugby School.
c became a national sport in 1823.
d was invented because there were no rules for football.

3 Naismith's new ball game
a was not intended to be played outside.
b demanded higher ball skills than other games.
c was actually the same game he played as a boy.
d was designed to be played by religious young men.

A A public school product

A new form of football originated in England during the 19th century, taking its name from the place where it was supposedly invented: Rugby School. In the early 1800s, football was played throughout England (and in many other countries too) but there were no standard rules, and in most versions of the game, the ball could be caught as well as kicked. However, running with the ball was largely outlawed. Legend has it that in 1823, a student at Rugby School called William Webb Ellis picked up the ball during a football match and ran with it towards the opposing goal line. This illegal action caused a permanent change in the rules of the game, or so the story goes, and from that day onwards, Rugby School played its own version of football which became known as Rugby Football. (The more familiar kind of football is officially known as Association Football to distinguish it from Rugby Football.) To this day, there is an inscription at Rugby School celebrating William Webb Ellis and his actions, and although the historical truth of the events is highly questionable, the story endures. The plaque reads: 'This stone commemorates the exploit of William Webb Ellis who with a fine disregard for the rules of football as played in his time first took the ball in his arms and ran with it thus originating the distinctive feature of the Rugby game.'


A


B


C


D


E

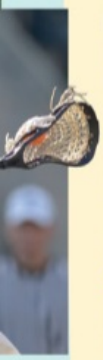

F

B A Canadian invention

James Naismith was a Canadian physical education instructor who worked at the YMCA (Young Men's Christian Association) training school in Springfield, Massachusetts, in the USA. In 1891, he was asked to devise a new sport which the students could play indoors during the winter to stave off boredom. Naismith came up with a game which involved two teams of nine players trying to throw a ball into peach baskets which were fixed to the wall at either end of the gym. It was loosely based on a game from his own childhood called 'Duck on a rock'. On 15 January 1892, he published the rules of his new game, which he called basketball. Naismith's handwritten diaries, which were discovered by his granddaughter in 2006, reveal that he was anxious about the new game and thought it would prove a failure, like many other attempts at inventing new indoor sports. On the contrary, the game was a huge success and rapidly became very popular throughout the USA, spreading across the country through the network of YMCA gyms and beyond. (Ironically, the YMCA banned the game from its gyms a few years later because it was too rough.) In 1893, iron hoops with nets were introduced to replace the original baskets. However, it was another ten years before open-ended nets were developed; prior to that, players had to climb up and retrieve the ball from the net whenever a basket was scored.

C An all-American sport

In 1905, a famous sportswriter named Henry Chadwick wrote an article suggesting that baseball evolved from the old English game of rounders. This upset Albert Spalding, one of the game's earliest players and a manufacturer of sports equipment. He resolutely refused to accept that the great American game did not originate in America. So Spalding organized a commission of seven prominent and patriotic men to determine the 'true origin' of baseball. The project was widely reported in the newspapers. In charge of the commission was Colonel Mills of New York. He had played baseball before and during the Civil War and was the fourth president of the National League in 1884. The commission's investigations were essentially at a dead end until Abner Graves, a mining engineer from Denver who was travelling through Ohio at the time, happened to see a newspaper article about it. He sat down in his hotel room and wrote a long letter to the Mills Commission. In the letter, Graves stated categorically that at Cooperstown in 1839 he had watched a US army officer called Abner Doubleday scratching out a baseball pitch on the ground and instructing other young men how to play baseball with teams of eleven players and four bases. Graves described how the ball that they used was made of roughly-stitched horse-hide and stuffed with rags. The Mills commissioners and Spalding were elated. They promptly proclaimed baseball was invented by an American army officer, Abner Doubleday, in Cooperstown in 1839. The only evidence for this was the testimony of Graves, who was perhaps not the most reliable of witnesses. A year later, he murdered his wife and was committed to an asylum for the criminally insane.



4 Basketball was
   a forcibly promoted by the YMCA throughout the whole organization.
   b later prohibited by the organization where it was invented.
   c not quite as successful as its originator had hoped for.
   d only played for a decade before it was completely changed into today's game.

5 The game of baseball
   a was most certainly first played in England.
   b had a special group of experts set up to uncover its origins.
   c had press coverage from politicians to discover the first baseball game.
   d wasn't played in the USA until the late 1880s.

6 The commission
   a received detailed accounts of baseball having been played in the USA.
   b employed Abner Graves to research the history of baseball.
   c officially declared baseball to have been invented by the armed forces.
   d officially published the eyewitness account of a known criminal.

UNDERSTANDING IDEAS

1 **Which sport do you think is the cleverest invention?**

2 **Read the quotation from British actor, Robert Morley. What do you think it means? Do you agree with it? Give reasons.**

'The ball is man's most disastrous invention.'

3 **If you could 'un-invent' one sport so that it no longer existed, which would you choose and why?**

VOCABULARY

Sporting origins

Match the highlighted words in the text with these definitions.

1 Prevent.
2 Continues to exist.
3 Showing firm determination.
4 Denoting an unexpected or contradictory situation.
5 According to what is generally believed (often used to indicate doubt in the truth of the statement).
6 A notable or heroic deed.
7 Came about by chance.
8 Made illegal.
9 Absolutely and unconditionally.
10 Evidence in support of a fact, often in a legal situation.
11 Forwards.
12 A short text written or carved on a surface.
13 Invent.
14 Before.
15 Overjoyed.

●●●●● Workbook: page 4

VOCABULARY

Sporting origins

ACTIVATE

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

categorically devise elated endure exploit happen to inscription ironically outlawed onwards prior to resolutely stave off supposedly testimony

1 She had always had a real fear of the water since childhood, but she _____ signed up for swimming lessons to conquer this.
2 The practice of drug taking for performance enhancement by Olympic athletes was _____ in 1968 by the International Olympic Committee.
3 Throughout his distinguished cycling career, he _____ denied taking drugs, which he now confesses was untrue.
4 Her last _____ saw her kayaking 2,000 miles down the Amazon River to raise a huge amount of money for charity.
5 They ran out of food during the week-long trek through the mountains and were chewing leaves and stones to _____ hunger pangs.
6 The practice of taking drugs to enhance athletic performance _____ began in ancient Greece.
7 The _____ on the base of the trophy read: 'This trophy is awarded to the Champion of Champions.'
8 From 1930 _____, the first amphetamines were produced, although they were not widely available until a few decades later.
9 In 1991, twenty ex-East German swimming coaches admitted in a _____ to giving anabolic steroids to their athletes during the 1970s.
10 In 1774, a group of golfers in Edinburgh, Scotland decided to _____ the first standardized rules for the game as we now know it.
11 _____ 1750, an early version of golf was played by hitting a stone with a stick in the sand dunes on the Scottish coast.
12 When Diana Nyad finally achieved her lifelong ambition of swimming the 110 miles from Florida to Cuba at the age of 64, she was completely _____.
13 Although the vast majority of people remain firmly opposed to the use of drugs in sport, the problem of detection _____.
14 At the 1952 Olympics, several skaters who had taken amphetamines (or 'speed') became very ill, _____ giving a whole new meaning to the expression 'speed skater'.
15 In 1843, after twenty years of experimenting, Charles Goodyear _____ discover 'vulcanized' rubber – a material which has revolutionized sports equipment.

EXTEND

Prefixes

LOOK OUT!

Negative prefixes

We can sometimes add the prefixes *un-*, *in-* (*im-*, *il-*, *ir-*) and *dis-* to adjectives, adverbs and verbs to make them negative.
impractical *unfortunately* *disappear*

1 Read the *Look out!* box. Then use a negative prefix *dis-*, *il-*, *im-*, *in-*, *ir-*, or *un-* with the words in the box to complete the sentences.

accessible ~~accurate~~ advantaged inhabitable literate partial replaceable

1 They sued the newspaper because many of the facts in the report were inaccurate.
2 Jack's chances of reaching university were slim, because of his _____ background.
3 The house has fallen into ruin and is now completely _____ .
4 The fire at the art gallery damaged a number of _____ exhibits.
5 They realized the applicant was _____ when he couldn't read the instructions to the test.
6 A chairperson has to be _____ , even when they completely disagree with one of the speakers.
7 The snow can be very deep in winter, making the village _____ .

LOOK OUT!

Prefixes with fixed meaning

1 Some prefixes have a fixed meaning, e.g.
over = too much
overcharged *overcooked* *overworked*

2 You need to check in a dictionary whether the new word is written with or without a hyphen, e.g.
anticlimax *co-educational* *self-evident* *underpaid*

2 Match the prefixes (1–8) to the meanings (a–h).

1 over	a badly
2 cross	b by itself
3 mis	c too much
4 super	d with
5 anti	e not enough
6 under	f extremely
7 co	g against
8 self	h between

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GRAMMAR

Talking about habitual actions

EXPLORE

1 1.03 Read and listen to the dialogue. What are the three friends talking about? What tenses are the sentences in red?



Tara I think physically I look like my dad, but in terms of personality, it's my mum that I take after. [1]I'll often call my mum to talk about my problems because she understands me best. [2]We usually think alike on things.

Ben Hmm, I don't think I'm particularly like either of my parents, but [3]my grandmother used to tell me that I was the spitting image of my grandfather.

Claire And was she right?

Ben Yes! I've seen photos. [4]She would get out the photo album every time I visited. I can definitely see myself in him. Weird.

Claire Well, [5]everybody is forever telling me I look exactly like my sister. I hate that. When we were younger, [6]people were always mistaking us for twins. And I'm eighteen months older!

Tara Well, you do look very similar ...

Claire Oh, thanks ... And just because we're the same size [7]she will borrow my clothes without asking. It's so annoying!

Tara Oh, I know about annoying siblings. [8]When we were younger, my brother would boast that his eyelashes were much longer than mine!

Ben But is that true?

Tara Unfortunately, yes!

2 Complete the chart for talking about habitual behaviour with the sentences (1–8) in the dialogue.

	PAST	PRESENT
neutral	a _____ b _____	c _____ d _____
expressing disapproval	e _____ f _____	g _____ h _____

3 Read the *Learn this!* box to check your answers.

LEARN THIS!

The present simple is used to talk about repeated actions, habits and routines.
I often cycle to school.

The present/past continuous is used with the adverbs *always*, *constantly*, *continually*, *forever* to talk about annoying repeated behaviour.
They were constantly shouting at each other.

Will and *would* can be used to talk about habitual actions and behaviour. When they are stressed, it implies criticism. *Would* refers to the past.
She will keep putting her dirty shoes on my new carpet.

Used to + infinitive describes past states or habits that someone did in the past but does not do now.
We used to live in New York.

Would can also be used to talk about past habits, but not past states.
We'd (We would) visit our grandparents every summer.

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EXPLOIT

1 Write five sentences comparing yourself to family members. Use expressions from the dialogue.

2 Work in pairs. Think of five examples of things which a family member often does or often used to do. Then tell your partner, using as many different verb forms as possible.

3 Prepare an interview for your partner about mental or physical traits inherited from parents or grandparents.

1 Which of your parents or grandparents do you bear the strongest physical resemblance to?

4 Work in pairs. Take turns to be A and B.

Student A: Interview B using your questions from exercise 3.
Student B: Answer A's questions. Use expressions and verb forms from the exercises above where appropriate.

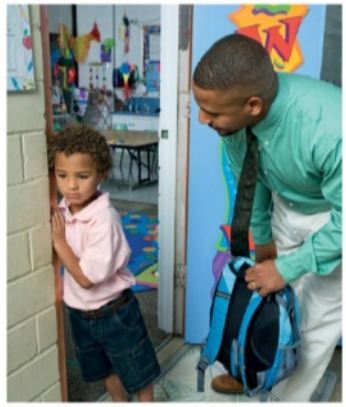
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SKILLS

Memories

VOCABULARY



Look at the photo of a child's first day at school. Answer the questions.

1 How do you imagine the child is feeling? Use the words below to describe his emotions.

bewildered circumspect disorientated distraught overawed overwhelmed preoccupied uneasy unnerved withdrawn

2 What other situations might cause similar emotions?
3 What are your own memories of your first day at school?

LISTEN

1 1.04 **Listen to four speakers talking about aspects of their childhood. Choose the topic which best matches each speaker.**

a primary school
b best friends
c family relationships
d favourites
e fears and anxieties
f special occasions

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

2 1.04 **Complete the phrases the speakers use with the words below. Listen again and check.**

call evocative hindsight ingrained picture recall recollection reminisce traumatic

1 As I _____, the trouble started when...
2 With _____, I suppose it was...
3 I found the whole thing quite _____.
4 I can still _____ it clearly.
5 ... until it became completely _____ in my memory.
6 Christmas is a very _____ time for me.
7 I can't _____ to mind many disappointments.
8 I still have a clear _____ of that smile.
9 It would be fun to _____ about the good old days.

3 Match the expressions (1–10) with the synonymous words and expressions below.

all the time finally for now immediately occasionally never never-ending repeatedly then very soon

1 time after time
2 at the time
3 for the time being
4 any moment now
5 the whole time
6 endless
7 once in a while
8 not for a moment
9 at once
10 in the end

4 Complete the text with words and expressions from exercise 3.

A childhood memory



I grew up in central London, where it took two hours to escape from the city by car or bus. [1]_____, dad used to take us for a drive in the countryside but most of the time, we stayed close to home. So the first time I visited my grandparents' house on the coast, I fell in love with the seaside [2]_____. [3]_____, my grandparents were in their sixties and quite fit and healthy, so they would come with us to the beach every day. I have such vivid memories of those [4]_____ afternoons that my sisters and I spent playing in the sea. The water was freezing, but [5]_____ did that put us off! Neither did the large and powerful waves, which used to knock me off my feet [6]_____. I would laugh, jump up and rush back into the waves [7]_____. We wouldn't want to leave the beach, but [8]_____, sunset would force us to return to my grandparents' house for the night.

SPEAK

1 Choose one topic from Listen exercise 1 to talk about. Think of three memories to include.

2 Work in pairs. Take turns to be A and B.

Student A: Tell your partner about your memories. Include as many words and expressions from the Vocabulary exercise and Listen exercises 2 and 3 as possible. Then try to answer B's questions.
Student B: Listen carefully. Then ask your partner three questions about his or her memories.

GRAMMAR

Phrasal verbs

EXPLORE

1 Read the text and explain the question in the title. Then sum up the answer the text gives.

What makes you you?

Why do some people back down when faced with a threat, while others stand up to it? When given a difficult task, why do some people see it through, while others give up? It all comes down to personality. But where does that come from? Some scientists believe that most traits are inherited. Others take the opposite view: personality, they say, is formed by our environment and parents do not pass it on to their children.

The truth is probably somewhere in between. Some traits are clearly determined by your environment: whatever your genetic background, if you grow up in Sweden, you'll probably speak Swedish. On the other hand, when it comes to traits like the colour of your eyes or your blood type, it is clear that genetics alone accounts for them. There are also traits which are partly inherited but partly shaped by environment: your weight, and even your height and skin colour, are examples.

Of course, genetics and the environment together are not the full picture. Your free will – your ability to take decisions – is also a factor in shaping your identity, but how big a factor? You'll have to make your own mind up about that!

2 Read the *Learn this!* box below and match one, two or three examples (a–h) with each type of phrasal verb.

a How well do you **get on with** your siblings?
b **Put** your jacket **on**, we're going outside.
c Who is going to **look after** me when I'm old?
d It's nine o'clock – time to **get up**!
e I don't think many guests are going to **turn up**.
f Don't forget to **take off** your shoes.
g How can you **put up with** that noise?
h I'd like to **think it over** for a while.

LEARN THIS!

Phrasal verbs

A phrasal verb is when a verb combines with an adverb or preposition (or sometimes both) to create a new meaning. Phrasal verbs can be divided into four main types:

1 Two-part verbs with no object. **Example(s):** _____
2 Two-part verbs whose object can come between OR after the two parts. (However, when the object is a pronoun, it must come between the two parts.) **Example(s):** _____
3 Two-part verbs whose object cannot come between the parts. **Example(s):** _____
4 Three-part verbs whose object cannot come between the parts. **Example(s):** _____

●●●●● Grammar Reference: page 94

EXPLOIT

LOOK OUT!

When phrasal verbs are used in passive structures, the two or three parts stay together.
All the lights had been switched off.
The same is true for infinitive structures unless the phrasal verb belongs to type 2.
Jane is not easy to get on with. *I need to look it up in a dictionary.*

1 Read the *Look out!* box. Then find phrasal verbs (1–8) in the text in Explore exercise 1 and decide:

a what each phrasal verb means.
b whether they are type 1, 2, 3 or 4.
c whether they are active, passive or infinitive structures.

1 back down 3 see through 5 pass on 7 account for
2 stand up to 4 give up 6 grow up 8 make up

2 Read the text in exercise 3 below, ignoring the mistakes. What can identical twins tell us about the effects of genetics and environment?

3 Find and correct seven more mistakes with the word order of phrasal verbs.



Most people would agree that human behaviour is made ~~of up~~ up of a mixture of genetics and environment. The question is: can we break down it into its constituent parts and decide which influence is stronger in certain situations? It's an intriguing question, and one which will certainly have important consequences for our society if the scientists who have been looking it into for many years suddenly come with up a definitive answer.

If a man is destined to be a criminal because of his DNA, is it morally right to punish him for his crimes, or should society allow him to get them away with?

Calculating the relative importance of genetics and environment is difficult, but in some situations, it is possible to work out it. Of particular interest to researchers are identical twins who have been brought in different families up. It's the differences between these twins which provide the key: only their environments can account them for because identical twins share exactly the same DNA.

4 Work in pairs. Discuss these questions.

1 What kind of people do you get on with best?
2 Which famous people do you look up to, and why?
3 Which of your personality traits were passed on by your parents and which can be accounted for by your experiences?

●●●●● Grammar Builder: page 95

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WRITING

Describing an event

READ

Read the description of an event and answer the questions.

1 What event did the author go to, and at what age?
2 How did he feel about the performance? What effect did it have on him?
3 How important was this experience for him and why?



My first trip to the theatre

I first went to a live theatre performance when I was ten years old. My aunt and uncle got tickets for a famous London production, and they invited me. *The Mousetrap* by Agatha Christie is the longest-running show worldwide today, although at ten, I wasn't to know this. I had heard of Agatha Christie though, as she is one of the most famous mystery writers in Britain, or indeed the world. I was thrilled!

I remember the buzz of excitement inside the theatre as we all found our seats. After a while, the lights went down and everybody became quiet. I could barely make out the stage. We waited. Finally, the curtains lifted, but the stage was still as dark as night. We could only hear voices. Then in the darkness a murder was committed and everyone gasped. My heart was beating like a drum and I was completely captivated from then on.

The next scene opened on an old-fashioned guesthouse. Our seats were very close to the stage – it felt so real, as if we were in the same room as the actors. I was glued to my seat throughout the whole of the first act, and had to force myself back to reality when the house lights came on. During the interval, my cousins and I excitedly chatted about our theories as to who the murderer might be, while we gave our attention to a chocolate ice cream.

The second act built up the suspense, where everyone was a suspect and no one was exactly as they seemed. Then there was a thrilling twist in the plot which brought the play to an extremely satisfying end. As we spilled out onto the pavement, my eyes and ears were still full of everything I had seen and heard. I credit that first visit to the theatre with my love of plays and drama in general, as I am now a keen amateur actor with a local theatre company.

PREPARE

Writing tip: Using short sentences

You can improve the style of your writing by using sentences of different lengths. Very short sentences can be effective if used occasionally to create emphasis or build suspense or tension.

1 **Read the *Writing tip*. Then underline two very short sentences in the model description. Which is used for emphasis and which is used to build suspense?**

2 **Rewrite the sentences (1–3) to include at least one short sentence. Say whether the effect is:**
(a) building tension or suspense
(b) adding emphasis.

1 When we arrived at the hotel, I went straight to our room. I looked out of the window and there was the sea!
2 As Ben approached the door, he could hear footsteps inside the room. He turned the handle, the door swung open and he finally came face to face with the man who had been following him.
3 The playground was huge and I had never seen so many other children in one place. They were running to and fro, shouting and bumping into each other and it was terrifying.

3 **Complete these sentences from the model description.**

1 My heart was beating _____ a drum and I was completely captivated from then on.
2 Finally, the curtains lifted, but the stage was still _____ dark _____ night.
3 Our seats were very close to the stage – it felt so real, _____ we were in the same room as the actors.

4 **Use your answers to exercise 3 to complete the information about similes.**

LEARN THIS!

Similes
Writers often use similes to make their writing more descriptive. A simile makes a comparison using *like* or *as*.

1 We use _____ + noun to express a general similarity between two things.
The hospital was _____ a maze.
2 We use _____ + adjective + _____ + noun/*-ing* form to compare a specific aspect.
Her face was _____ white _____ snow.
3 We use _____ _____ to introduce a comparison with a complete clause.
The runner fell to the ground _____ _____ he'd been shot.

5 **Work in pairs. Invent similes to complete these sentences.**

1 My sister covered her mouth with her hand, as if ...
2 The water in the lake where we used to go swimming was like ...
3 When I lost my teddy bear, I cried and cried as if ...
4 I crept downstairs as quietly as ...
5 My mother suddenly began sniffing the air like ...
6 The two men stared at each other as if ...

6 Look at the adjectives for describing emotional states below and find pairs with similar meanings. Then say when you might experience these states.

~~annoyed~~ apprehensive baffled disenchanted disillusioned eager elated enthusiastic ~~irritated~~ nervous perplexed petrified reluctant remorseful repentant tense terrified thrilled unwilling uptight

annoyed – irritated
You might feel annoyed or irritated if your brother played loud music while you were trying to revise.

Writing tip: Using synonyms

Use synonyms (words with the same meaning) to avoid repetition. A good dictionary may provide information about synonyms.

7 Read the *Writing tip*. Then look at the extract from the *Oxford Advanced Learner's Dictionary* and answer the questions below.

SYNONYMS

angry

mad • indignant • cross • irate

All these words describe people feeling and/or showing anger.

angry feeling or showing anger: *Please don't be angry with me.* ◇ *Thousands of angry demonstrators filled the square.*

mad [not before noun] (*informal, especially NAmE*) angry: *He **got mad** and walked out.* ◇ *She's **mad at me** for being late.* NOTE **Mad** is the usual word for 'angry' in informal American English. When used in British English, especially in the phrase *go mad*, it can mean 'very angry': *Dad'll go mad when he sees what you've done.* 'Go mad' can also mean 'go crazy' or 'get very excited'.

indignant feeling or showing anger and surprise because you think that you or sb else has been treated unfairly: *She was very indignant at the way she had been treated.*

cross (*rather informal, especially BrE*) rather angry or annoyed: *I was quite cross with him for being late.* NOTE This word is often used by or to children.

irate very angry: *irate customers* ◇ *an irate letter* NOTE **Irate** is not usually followed by a preposition: ~~*She was irate with me/about it.*~~

Which of the four synonyms of *angry* are you most likely to use:

1 if you're six years old?
2 if you're from New York?
3 if you're describing unfair treatment?
4 if you're describing an extreme feeling?

8 Rewrite the sentences using synonyms to avoid repetition. Use a dictionary to help you, if necessary.

1 The room was very large with very large windows.
2 She was a thin woman with a thin face.
3 My clothes were wet and my hair was wet.
4 I could see the beautiful mountains and beautiful lakes.
5 When the phone rang, I answered it immediately and knew immediately that something was wrong.

WRITE

1 You have been asked to write an article for your school magazine. Choose one of the events below. Then answer the questions (1–4) and make notes.

- your first day at a new school
- your first trip abroad
- your first visit to a large city
- the first time you met your best friend

1 When and where did it happen? How old were you? Who else was there?
2 What are your strongest memories? What happened? How did you feel?
3 What other memories do you have of the occasion? How did it end?
4 What happened afterwards? How do you feel about it now, looking back?

2 Work in pairs.

1 Look at your partner's notes from exercise 1 and write down three questions to ask.
2 Ask and answer the questions you wrote down.
3 Use your answers to your partner's questions to add more details to your plan.

3 Write an article (200–250 words) following your plan. Remember to use synonyms to avoid too much repetition and to include at least one simile and a short sentence.

4 Check your work using the list below.

CHECK YOUR WORK

Have you:

- ☐ followed the plan correctly?
- ☐ used synonyms?
- ☐ included at least one simile?
- ☐ used at least one short sentence to add emphasis or build suspense?
- ☐ checked the spelling and grammar?

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 the origins of different sports.			
I can talk about childhood memories.			
I can talk about habitual actions.			
I can use phrasal verbs correctly.			
I can write a description of an event.			

●●●●● Workbook: page 9

●●●●● Workbook: Self Check pages 10–11

2 Stories

THIS UNIT INCLUDES

Vocabulary • compound adjectives • compound nouns • verb-noun/adjective-noun collocations • aspects of films • adjectives describing films • modifying adverbs
Grammar • *like*, *unlike* and *as* • narrative tenses • present simple • participle clauses
Speaking • talking about characters in films and books • talking about TV viewing habits • reacting to literary texts
Writing • a film review

Lord of the Flies

BEFORE READING

Work in pairs. Imagine you and a group of friends were marooned on a small island in the middle of the ocean.

1 What would you do in order to a) survive? b) get rescued?
2 What rules, if any, would you establish? How would you agree on them?

READ

Reading tip

When reading an extract from literature, try and decide what you think the age and style of the writing is. An extract from a classic novel will tend to have a more complex style with more formal and old-fashioned vocabulary. Also, try to assess the type of novel it is, its themes and genre.

1 **Read the *Reading tip*, then read the extract quickly and assess what type of literature it is. Answer the questions.**

1 How modern do you think the writing is from the language used?
2 What genre do you think the book is?
3 Do you imagine the story will have a happy or unhappy ending?

2 🎧 1.05 **Read and listen to the extract. Choose the best answers.**

1 Piggy gave the smaller boy the conch shell to
a let him have something to play with.
b distract him from his tears.
c give him a turn to speak to the whole group.
d amuse the audience.

2 The small boy believes that
a he saw a fierce animal.
b Ralph will save them from danger.
c he is telling the boys a funny story.
d all the other boys believe him.

3 Ralph
a is very gentle and consoling to the younger child.
b laughs to convince the audience that the boy's fears are groundless.
c worries that the boy will frighten the others.
d is grateful that Jack agrees with him.

4 Jack obviously
a supports Ralph over the building of the fire.
b is annoyed because the fire is his idea.
c likes working in a team.
d wants to lead the boys to do something too.



A group of boys have been marooned on a desert island, following a plane crash, and are waiting to be rescued. In this extract Jack and Ralph, both strong characters, are fighting for leadership of the group.

'Let him have the conch!' shouted Piggy.
'Let him have it!'
At last Ralph induced him to hold the shell but by then the blow of laughter had taken away the child's voice. Piggy knelt by him, one hand on the great shell, listening and interpreting to the assembly.
'He wants to know what you're going to do about the snake-thing.'
Ralph laughed, and the other boys laughed with him. The small boy twisted further into himself.
'Tell us about the snake-thing.'
'Now he says it was a beastie.'
'Beastie?'
'A snake-thing. Ever so big. He saw it.'
'Where?'
'In the woods.'
Either the wandering breezes or perhaps the decline of the sun allowed a little coolness to lie under the trees. The boys felt it and stirred restlessly.
'You couldn't have a beastie, a snake-thing, on an island this size,' Ralph explained kindly. 'You only get them in big countries, like Africa, or India.'
Murmur; and the grave nodding of heads.
'He says the beastie came in the dark.'
'Then he couldn't see it!'
Laughter and cheers.
'Did you hear that? Says he saw the thing in the dark—'
'He still says he saw the beastie. It came and went away again an' came back and wanted to eat him—'
'He was dreaming.'
Laughing, Ralph looked for confirmation round the ring of faces. The older boys agreed; but here and there among the little ones was the dubiety that required more than rational assurance.
'He must have had a nightmare. Stumbling about among all those creepers.'
More grave nodding; they knew about nightmares.
'He says he saw the beastie, the snake-thing, and will it come back tonight?'
'But there isn't a beastie!'
'He says in the morning it turned into them things like ropes in the trees and hung in the branches. He says will it come back tonight?'
'But there isn't a beastie!'

There was no laughter at all now and more grave watching. Ralph pushed both hands through his hair and looked at the little boy in mixed amusement and exasperation.

Jack seized the conch.

'Ralph's right of course. There isn't a snake-thing. But if there was a snake we'd hunt it and kill it. We're going to hunt pigs to get meat for everybody. And we'll look for the snake too—'

'But there isn't a snake!'

'We'll make sure when we go hunting.'

Ralph was annoyed and, for the moment, defeated. He felt himself facing something ungraspable. The eyes that looked so intently at him were without humour.

'But there isn't a beast!'

Something he had not known compelled him to make the point, loudly and again.

'But I tell you there isn't a beast!'

The assembly was silent.

Ralph lifted the conch again and his good humour came back as he thought of what he had to say next.

'Now we come to the most important thing. I've been thinking. I was thinking while we were climbing the mountain.' He flashed a conspiratorial grin at the other two. 'And on the beach just now. This is what I thought. We want to have fun. And we want to be rescued.'

The passionate noise of agreement from the assembly hit him like a wave and he lost his thread. He thought again.

'We want to be rescued; and of course we shall be rescued.'

Voices babbled. The simple statement, unbacked by any proof but the weight of Ralph's new authority, brought light and happiness. He had to wave the conch before he could make them hear him.

'My father's in the navy. He said there aren't any unknown islands left. He says the Queen has a big room full of maps and all the islands in the world are drawn there. So the Queen's got a picture of this island.'

Again came the sounds of cheerfulness and better heart.

'And sooner or later a ship will put in here. It might even be daddy's ship. So you see, sooner or later, we shall be rescued.'

He paused, with the point made. The assembly was lifted towards safety by his words. They liked and now respected him. Spontaneously they began to clap and presently the platform was loud with applause. Ralph flushed, looking sideways at Piggy's open admiration, and then the other way at Jack who was smirking and showing that he too knew how to clap.

Ralph waved the conch.

'Shut up! Wait! Listen!'

He went on in the silence, borne on his triumph.

'There's another thing. We can help them to find us. If a ship comes near the island they may not notice us. So we must make smoke on top of the mountain. We must make a fire.'

'A fire! Make a fire!'

At once half the boys were on their feet. Jack clamoured among them, the conch forgotten.

'Come on! Follow me!'

The space under the palm trees was full of noise and movement. Ralph was on his feet too, shouting for quiet, but no one heard him. All at once the crowd swayed towards the island and were gone – following Jack. Even the tiny children went and did their best among the leaves and broken branches. Ralph was left, holding the conch, with no one but Piggy.

Piggy's breathing was quite restored.

'Like kids!' he said scornfully. 'Acting like a crowd of kids!'

Ralph looked at him doubtfully and laid the conch on the tree trunk.

'I bet it's gone tea-time,' said Piggy. 'What do they think they're going to do on that mountain?'

He caressed the shell respectfully, then stopped and looked up.

'Ralph! Hey! Where are you going?'

Ralph was already clambering over the first smashed swathes of the scar. A long way ahead of him was crashing and laughter.

Piggy watched him in disgust.

'Like a crowd of kids—'

He sighed, bent, and laced up his shoes. The noise of the errant assembly faded up the mountain. Then, with the martyred expression of a parent who has to keep up with the senseless ebullience of the children, he picked up the conch, turned towards the forest, and began to pick his way over the tumbled scar. A long way ahead of him was crashing and laughter.

Piggy watched him in disgust.

'Like a crowd of kids—'

UNDERSTANDING IDEAS

1 **How would you define the character of each of these boys?**

Ralph *Jack* *Piggy*

What qualities does each one represent?

2 **What points do you think the author of *Lord of the Flies* might be making about society and human nature with this story?**

VOCABULARY

Lord of the Flies

Match the highlighted words in the text with these definitions.

1 Smiling in an irritating, silly or self-satisfied manner.
2 Made a slight physical movement.
3 Forced.
4 Being unsure about something.
5 Not able to be understood.
6 Serious.
7 Succeeded in persuading someone to do something.
8 As if sharing a secret.
9 Having made sacrifices or suffered for others.
10 A feeling of aggravation and annoyance.
11 Without respect, in a contemptuous manner.
12 A lingering mark of damage or injury.
13 Shouted loudly and insistently.
14 Overflowing with eager enjoyment and enthusiasm.
15 Stopped understanding what you were doing or saying through lack of concentration or complication.

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VOCABULARY

Lord of the Flies

ACTIVATE

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

clamour compel conspiratorial dubiety ebullience exasperation grave induce lose his thread martyred scar scornfully smirk stir ungraspable

1 The delighted audience _____ for an encore from the wonderful comedian.
2 The politician spoke _____ of the journalists who were gathered outside waiting to interview him.
3 Where the plane crashed, it left a huge _____ of broken trees and ripped earth through the forest.
4 A warm breeze _____ the trees as the group walked through the forest.
5 The girls huddled together and whispered in a _____ manner.
6 He crumpled the paper and threw it on the floor in _____ after trying to come up with an ending for his story.
7 Their faces became _____ as they listened to the tear-jerking tale.
8 The young mother sighed with a _____ expression as she bent to pick up all her children's clothes off the floor yet again.
9 He started telling us a funny story about what happened that day, but then the phone rang and he _____.
10 He was _____ by a strong feeling of injustice to write the newspaper article about factory employees working in terrible conditions.
11 After a morning sitting in class concentrating, the young children's _____ reappeared as they ran excitedly around the playground.
12 She was struggling to follow what he was saying, and her _____ was written all over her face.
13 We finally _____ him to wear the new outfit by telling him how good it looked.
14 They tried to understand the novel but found the intricacies of the plot _____ and impossible to follow.
15 We couldn't stand her, because, as always, she couldn't stop _____ at the rest of the class when she had the best exam results yet again.

EXTEND

Compound adjectives

1 Use the present or past participle of the verbs in the box to complete the compound adjectives in the sentences.

behave catch equip keep make raise reach sound

1 The United Nations has sent a peace-_____ force to the area to deal with the rebels.
2 I think my GP must be foreign as he has such a strange-_____ name.
3 The expedition was extremely ill-_____, and so they had to turn back just three days after they had left.
4 The store had an eye-_____ window display, which attracted many customers.
5 We arrived home absolutely petrified after our hair-_____ drive through the blizzard.
6 I don't mind baby-sitting for my nieces and nephews because they're very well-_____.
7 The best thing about visiting my grandmother is her home-_____ bread.
8 The government has proposed some far-_____ changes which will affect the whole population.

Compound nouns

LOOK OUT!

Compound nouns

1 Compound nouns are formed by joining an adjective and a noun
romantic comedy *special effects*
or by joining two nouns.
box office *love story*
In the second case the first noun defines the second noun so it functions as an adjective.

2 You need to check in a dictionary whether a compound noun is written as one or two words.

2 Match 1–8 with a–h to make compound nouns related to the film industry.

1 feature	a buster
2 shoe-string	b thriller
3 opening	c buff
4 heart	d sequence
5 block	e movie
6 road	f film
7 psychological	g budget
8 film	h throb

3 Match the compound nouns in exercise 2 with the definitions. Use your dictionary to help you write the words correctly.

1 A blockbuster is a very successful film.
2 In a _____ the main characters undertake a journey.
3 A _____ is a full-length film with a story.
4 A film made on a _____ has had very little funding.
5 A _____ is an expert on cinema.
6 The first scene is known as the _____.
7 In a _____ there is a mental or emotional conflict between the main characters.
8 A _____ is a famous actor who a lot of women find attractive.

●●●●● Workbook: page 14

GRAMMAR

like, *unlike* and *as*

EXPLORE

1 🎧 1.06 **Read and listen to the dialogue. Do you agree with any of the people's opinions about watching TV?**

Joanna You've got a TV in your bedroom?
Chris Yeah, and mum comes in and she's like, 'Why are you watching that rubbish?'
Steve Yeah, my parents are a bit like that, too.
Joanna It's true that there's a lot of rubbish on TV though, don't you think?
Steve Yeah, and the world we see in TV programmes is nothing like the real world.
Joanna Stories are always like that, whether on TV or in books or whatever. I like a bit of escapism. It helps me unwind. Do you watch a lot of telly then, Steve?
Steve I suppose I watch quite a lot ... but I don't have a TV in my bedroom like Chris does. We usually sit down as a family after dinner and watch something. We like the same kinds of things, luckily.
Chris What kind of things do you watch?
Steve We watch the news – to find out what's going on in the real world! And dramas and films mainly, and history series like *The Romans*. What about you?
Joanna I like dramas and films too, but unlike you, Steve, I'm not a history buff. I prefer fantasy series like *Heroes*. The storylines are great, as are the characters. What about you, Chris?
Chris I like sci-fi and fantasy too, and action and detective stuff. But our family can never agree on something to watch. They like sitcoms and quiz shows and I don't. That's why I have my own TV!



2 **Complete these sentences from the dialogue with *like*, *unlike* or *as*.**

a And she's _____, 'Why are you watching that rubbish?'
b My parents are a bit _____ that, too.
c I don't have a TV in my bedroom _____ Chris does.
d We watch dramas and films mainly, and history series _____ *The Romans*.
e _____ you, Steve, I'm not a history buff.
f The storylines are great, _____ are the characters.

3 **Read the *Learn this!* box and match the sentences in exercise 2 (a–f) with the uses (1–6).**

LEARN THIS!

like*, *unlike* and *as

We can use *like* or *as* to describe similarities.

1 *Like* is a preposition and comes before a noun or verb.
You're like a child!

2 *As* is a conjunction and comes before a clause (subject and verb/auxiliary).
She's scared, as we all are.

We sometimes invert the subject and verb after *as*.
He's tall, as is his father.

As is used to talk about a job a person has. Using *like* instead changes the meaning.
As your teacher, I suggest you take this exam.
(= I am your teacher)
Like your teacher, I suggest you take this exam.
(= I agree with your teacher)

3 We often use *like* as a conjunction instead of *as*. It's less formal.
He fooled me, like he fooled everybody.

4 We use the preposition *unlike* to describe differences.
Unlike you, I love American comedies.

5 We use *like* to give examples.

6 In very informal examples, we can use *be* + *like* to introduce somebody's words.
He was like, 'I'm so happy!'

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EXPLOIT

Choose the correct words to complete the sentences. Sometimes both are correct.

1 My holiday was ____ yours in many ways; good weather and excellent food.
a as b like
2 The story of the film was terrific, ____ was the acting.
a as b like
3 '____ your teacher, I suggest that you spend a little bit longer on your homework,' said John's maths teacher.
a As b Like
4 I prefer cold countries, _____ Russia and Canada.
a as b like
5 I don't go away every weekend, ____ you do.
a as b like
6 ____ you, I don't like playing sports. I prefer to read a good book.
a Like b Unlike

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SKILLS

Compound adjectives

VOCABULARY

1 How many common compound adjectives can you make by matching the adjectives and nouns below? You can use words more than once. Put them in the correct column.

big broad cold dark kind long narrow quick single thin
blood eye hair head heart leg mind shoulder skin wit

Appearance	Character (positive)	Character (negative)
dark-haired		

2 Describe the people in the photos and try to guess their personality. Use compound adjectives from exercise 1 and any more you can think of.







LISTEN

1 1.07 Listen to three people describing the kind of films they like. Match the films to the photos above. What aspects of the films do the people particularly like?

2 Complete the compound adjectives that the speakers use with the words below. Listen again and check.

action cool engineered far heart man moving narrow raising run self super time witted

1 genetically-_____
2 _____-packed
3 _____-warming
4 slow-_____
5 _____-made
6 quick-_____
7 _____-headed
8 all-_____
9 _____-down
10 hair-_____
11 _____-minded
12 _____-assured
13 _____-distant
14 _____human

3 Which adjectives in exercise 2 can be used to describe: (a) a character? (b) aspects of films?

LEARN THIS!

Compound adjectives

Many compound adjectives consist of:

- a noun, adjective or adverb plus present participle
  thirst-quenching *easy-going* *never-ending*
- a noun, adjective or adverb plus past participle.
  tongue-tied *left-handed* *well-paid*

When the first element of the compound is an adjective, the past participle can be formed from a noun rather than a verb.
thick-skinned *tight-fisted* *thin-lipped* *flat-footed*

Another common pattern is adjective/number + noun. The noun is always singular.
deep-sea *last-minute* *ten-storey*

SPEAK

1 Work in pairs. Think of someone or something that can be described using the compound adjectives below, and explain why.

1 cold-blooded
2 absent-minded
3 light-hearted
4 long-lasting
5 remote-controlled
6 time-consuming
7 cut-price
8 thirst-quenching

2 Make notes under the headings below about a character in a book, film or TV programme that you know. Use compound adjectives from this page.

1 Type of book, film or programme
_____
2 Character: appearance
_____
3 Character: positive aspects
_____
4 Character: negative aspects
_____

3 Work in pairs. Describe your character and the type of film, book or TV programme to your partner. Can your partner guess who it is?

GRAMMAR

Narrative tenses

EXPLORE

1 1.08 **Read and listen to the Aesop's fable and choose the moral (a–c) which you think best fits the story.**

a Don't try to achieve the impossible.
b It is easy to despise what you cannot have.
c Don't underestimate the difficulty of a task.



The Fox and the Grapes

There was once a fox that used to wander far and wide to find food. He would sometimes walk for days in order to find a nice meal. One day, he came across a vine branch from which were hanging bunches of ripe, black grapes which no one had yet picked. The fox had been searching for food for many days and was almost dying of hunger. He stood on tip-toe and stretched as high as he could, but he couldn't reach the grapes. He tried jumping but still without success. The fox had thought that it would be easy to reach the grapes, and to hide his disappointment he said to himself, 'What a fool I am! The grapes are sour. I was going to eat them, but I've changed my mind.' And with that, he walked off.

2 **Find examples of verb forms (1–7) in the fable in exercise 1. When do we use them?**

1 past simple
2 past continuous
3 past perfect
4 past perfect continuous
5 *would*
6 *used to*
7 future in the past

3 **Explain the difference in meaning in these sentences.**

1 a When Joe arrived, I'd made some coffee.
b When Joe arrived, I made some coffee.
c When Joe arrived, I was making some coffee.
d When Joe arrived, I'd been making some coffee.

2 a He spoke Japanese because he'd lived in Japan for two years.
b He spoke Japanese because he'd been living in Japan for two years.

3 a What was that book you read on holiday?
b What was that book you were reading on holiday?

4 a George used to smoke in the office.
b George would smoke in the office.

5 a Kim and Ben met in 2010 and were to get married in 2012.
b Kim and Ben met in 2010 and were to have got married in 2012.

●●●●● Grammar reference: page 96

EXPLOIT

1 **Complete the fable with the correct form of the verbs in brackets. Sometimes two answers are possible. Justify your choices. Then in pairs, write a moral for the fable.**

The Hare and the Tortoise

One day a hare [1]_____ (run) along a path when he [2]_____ (come) across a tortoise. The hare [3]_____ (follow) the same route every day and [4]_____ (never come) across a tortoise before. The tortoise [5]_____ (walk) slowly and the hare [6]_____ (begin) to laugh at her. Irritated by the hare, the tortoise [7]_____ (challenge) him to a race. The hare [8]_____ (never have) any doubt that he was the fastest animal around, so he [9]_____ (accept) the challenge. After the hare [10]_____ (run) for a while, he realized that he [11]_____ (leave) the tortoise far behind, and [12]_____ (sit) down under a tree to relax for a while. It wasn't long before he [13]_____ (fall) asleep. Although the tortoise [14]_____ (not hurry), she overtook the hare. When the hare [15]_____ (wake up), he [16]_____ (realize) that the tortoise [17]_____ (beat) him to the finishing line. The hare [18]_____ (remember) this experience for the rest of his life.

2 **Use the notes below to write the fable *The Boy Who Cried Wolf*. Use a variety of narrative tenses and make any necessary changes to the text. Begin *There was once ...* .**

The Boy Who Cried Wolf

A shepherd boy lived in a village. His family lived there for many years. He looked after a flock of sheep. Every day he went to the hillside above the village. He was bored. He left his sheep. He ran to the village. He shouted, 'Wolf! Wolf!' The villagers heard his cries. They ran to help him. They wasted their time. He laughed at them. He did this two or three times. A wolf really did come. He shouted 'Wolf! Wolf!' The villagers ignored him. The wolf killed the whole flock of sheep. The boy didn't cry wolf again.

3 **Complete these sentences in your own words. Use as many verb forms as you can from Explore exercise 2.**

1 ... because it had been raining.
2 I'd had a terrible day at school ...
3 When I last spoke to you ...
4 I hadn't been feeling well ...
5 I'd never thought ...
6 As I was walking through the park, ...
7 I was to have ...

4 **Work in pairs or small groups. Invent a fable to illustrate one of these sayings. Tell it to the class.**

Make hay while the sun shines. Look before you leap.
Don't judge a book by its cover. A stitch in time saves nine.

●●●●● Grammar Builder: page 97

●●●●● Workbook: page 16

WRITING

Review

READ

1 **Work in pairs. Discuss the questions.**

1 Have you seen any films recently, in the cinema or on the TV? Did you enjoy them? Why? / Why not? Use the ideas below to help you.

acting locations soundtrack special effects
storyline screenplay

2 Who are your favourite film stars? What do you like about them?

2 **Read the film review. How would you describe it? Find evidence in the text for your opinion.**

1 very positive
2 fairly positive
3 lukewarm
4 negative



FILM Review

A I am a big fan of the James Bond movies, so I was first in the queue at the box office when *Skyfall* was screened at our local cinema. It is directed by Sam Mendes and, like its two immediate predecessors, *Casino Royale* and *Quantum of Solace*, it stars Daniel Craig as the British secret agent and Judi Dench as the enigmatic spy-chief, M.

B Set in the present day, the action takes place in locations as far apart as Istanbul, Shanghai and the Scottish Highlands. The plot revolves around the race to prevent the chilling arch villain Silva (Javier Bardem) from revealing the identities of undercover NATO agents. Needless to say, at the end of the film Bond triumphs and Silva gets his come-uppance.

C Under the extremely stylish direction of Sam Mendes, Craig, Dench and Bardem give superb performances. As you'd expect, the film is thrilling, fast-moving and visually spectacular, with state-of-the-art special effects, hair-raising chases and jaw-dropping stunt scenes. A bonus is the superb new Bond theme song from Adele. However, like all Bond films it has one weakness: the rather convoluted and far-fetched plot, which begins to unravel in the final quarter of the film.

D That said, this is the best Bond movie for many years, and far more entertaining than its pretty powerful immediate predecessor, *Quantum of Solace*. If it is pure escapism you're after and you love action spectaculars, this film is definitely for you.

3 **In which paragraph (A–D) does the writer:**

1 talk about the film's strengths?
2 give a brief summary of the plot?
3 give background detail about the film?
4 give his/her overall verdict on the film?
5 talk about the film's weaknesses?

4 **Complete the sentences with the words below.**

adaptation box-office delivered enhanced gross
location miscast sequence setting twists unfolds

1 As the story _____, the pace of the action quickens.
2 The film is an _____ of Ian Fleming's best-selling novel.
3 There is a car chase in the opening _____ of the film.
4 The film was shot on _____ in the mountains of Scotland.
5 Keira Knightley was badly _____ in the role of the villain.
6 An instant _____ hit when it was released, the film went on to _____ over $200 million.
7 After numerous _____ and turns, there's a nail-biting finale.
8 The back streets of New York provide the perfect _____ for this *film noir*.
9 Brad Pitt _____ a fine performance in the leading role.
10 The movie is beautifully filmed and _____ by digital technology.

5 **What is the function of the sentences in exercise 4? Put them under the correct heading.**

1 describing the plot
2 describing the acting
3 describing the filming and how the film looks
4 giving general information about the film

PREPARE

Writing tip: Using the present simple

In a review, we use the present simple tense to describe the plot of a film, book or play.

1 **Work in pairs. Read the *Writing tip*, then describe the plot of a film to your partner, without using the names of any of the characters or actors. Can your partner guess the film?**

2 **In pairs, look at the adjectives for describing films. Which aspects of films (1–5) can they be used to describe? (Some adjectives can describe more than one aspect.)**

Adjectives for describing films
big-budget disappointing edgy epic far-fetched
fast-moving flawed frightening gripping light-hearted
low-budget moving powerful predictable serious
third-rate thought-provoking violent wacky

1 the performance of the actors
2 the story
3 the film in general
4 the screenplay
5 special effects

Writing tip: Modifying adverbs

You can describe aspects of a film more accurately by combining adjectives with modifying adverbs such as:
a (little) bit not particularly quite not very fairly pretty rather extremely very
Remember that the adverb *quite* comes before the indefinite article:
*It's **quite a** slow-moving film.*

3 **Read the *Writing tip* and rank the modifying adverbs in order, from the strongest to the weakest. Then find examples of some of them in the text on page 18.**

4 **Work in pairs. Think of a film that you have both seen. Talk about the film using adjectives and modifying adverbs.**

Writing tip: Participle clauses

We can use participle clauses to improve our writing style.
This film was released in 2002 and was an instant success.
→ *Released in 2002, this film was an instant success.*
'Hancock' stars Will Smith and is a superhero adventure that left me cold.
→ *Starring Will Smith, 'Hancock' is a superhero adventure that left me cold.*

5 **Use participle clauses to rewrite these sentences that introduce films.**

1 *Saving Private Ryan* was directed by three-time Academy Award winner Steven Spielberg and is one of the most gripping war films ever made.
2 *Titanic* is one of the most successful films of all time, and won eleven Oscars.
3 *Forrest Gump* features Tom Hanks in the title role and is my favourite movie of all time.
4 *The Mist* was adapted from the Stephen King novel and is a terrifying horror film.

6 **Match 1–7 with a–g to make sentences that give overall opinions of films. Which ones are (+) positive? (–) negative? (L) lukewarm?**

1 If you have an aversion to pointless special effects, b –
2 Not the greatest film ever made, ___
3 For hardcore fantasy fans, ___
4 There are some nice moments, ___
5 If, like me, you are a lover of feel-good movies, ___
6 The film is well worth seeing, ___
7 Despite being a low-budget art-house film, ___

a this is one of the most impressive movies you'll see.
b this film is not for you.
c but it's marred by a poor performance from the lead.
d this film won't live up to all the hype surrounding its release.
e if only for the dazzling special effects.
f then you won't regret going to see this film.
g but worth the price of admission.

WRITE

1 **Make notes about a film that you have seen. Follow the plan below.**

1 Background information about the film (title, genre, director, based on a book? date? other interesting facts?).
2 A brief summary of the plot.
3 The film's strengths and weaknesses.
4 Your overall verdict on the film and a recommendation (positive or negative).

2 **Write your review (200–250 words). Use the notes you made in exercise 1. Remember to use the present simple tense to describe the plot, and to include at least one modifying adverb and one participle clause.**

3 **Check your work using the list below.**

CHECK YOUR WORK

Have you:
- ☐ followed the plan correctly?
- ☐ used the present tense to describe the plot?
- ☐ included at least one modifying adverb?
- ☐ used at least one participle clause?
- ☐ checked the spelling and grammar?

I CAN ...

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

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

	*	**	***
I can understand and react to an extract from a novel.			
I can talk about various aspects of stories.			
I can discuss opinions about watching TV.			
I can use a variety of narrative tenses.			
I can write a book review.			

●●●●● Workbook: page 17

●●●●● Workbook: Self Check pages 18–19

LITERATURE CORNER 1

William Shakespeare

1 Work in pairs. What do you know about Shakespeare? Can you name any of his plays?

2 Read the Fact file. Compare your ideas from exercise 1. Is there anything that surprises you?

FACT FILE

- Born 23 April 1564. Died 23 April 1616.
- Married at eighteen and had three children.
- Wrote 37 plays: history plays (e.g. *Julius Caesar, Henry V*), tragedies (e.g. *Hamlet, King Lear, Othello,*) and comedies (e.g. *As You Like It, Twelfth Night*).
- Regarded as the greatest writer in the English language.
- Many of his plays were first performed at the Globe Theatre, London. The theatre was destroyed by fire in 1613 - and reconstructed in 1997!
- Few records of Shakespeare's private life survive.

3 Read the information about *Romeo and Juliet*.

The play is set in Verona in Italy. Romeo, from the Montague family, and Juliet, who is a Capulet, have fallen in love, but their families are sworn enemies and would never consent to their marriage. They can't see each other openly, so Romeo comes at night to Juliet's balcony ...

4 🎧 1.09 **Listen to a modern version of part of a famous scene from *Romeo and Juliet*. Choose the correct words to complete the summary.**

Juliet is [1]**aware / unaware** that Romeo is there. She wishes that Romeo could change his [2]**name / family**. She wishes that names were [3]**more / less** important and reasons that if a rose were given another name it [4]**would still be a rose / would be quite different**. Romeo is [5]**unwilling / willing** to reveal his identity to Juliet, but in any case she recognizes his [6]**voice / face**.

5 🎧 1.09 **Now read the original text and match the underlined words and phrases with the modern English equivalents below. Then listen and read again.**

from now on hidden I don't know if he weren't if I had it is only private thoughts remove speech why are you will young woman you your yourself

6 **Match the phrases to make famous Shakespeare quotes. Then translate and explain them.**

1 To be, or not to be:	a nor a lender be.
2 All the world's a stage	b never did run smooth.
3 Neither a borrower	c that is the question.
4 Love is blind	d Parting is such sweet sorrow.
5 The course of true love	e and lovers cannot see.
6 Good night, good night!	f and all the men and women are merely players.

7 Act out the extract from *Romeo and Juliet*.



Juliet O Romeo, Romeo! [1]Wherefore art thou Romeo?
Deny [2]thy father and refuse thy name.
Or, if thou [3]wilt not, be but sworn my love,
And I'll no longer be a Capulet.

Romeo [*aside*] Shall I hear more, or shall I speak at this?

Juliet [4]'Tis but thy name that is my enemy.
Thou art [5]thyself, though not a Montague.
What's Montague? It is nor hand, nor foot,
Nor arm, nor face, nor any other part
Belonging to a man. O, be some other name!
What's in a name? That which we call a rose
By any other word would smell as sweet.
So Romeo would, [6]were he not Romeo called,
Retain that dear perfection which he owes
Without that title. Romeo, [7]doff thy name,
And for that name, which is no part of [8]thee
Take all myself.

Romeo I take thee at thy word.
Call me but love, and I'll be new baptized.
[9]Henceforth I never will be Romeo.

Juliet What man art thou that, thus [10]bescreen'd in night,
So stumblest on my [11]counsel?

Romeo By a name [12]I know not how to tell thee who I am.
My name, dear saint, is hateful to myself
Because it is an enemy to thee.
[13]Had I it written, I would tear the word.

Juliet My ears have not yet drunk a hundred words
Of that tongue's [14]uttering, yet I know the sound.
Art thou not Romeo, and a Montague?

Romeo Neither, fair [15]maid, if either thee dislike.

SKILLS ROUND-UP 1–2

A job interview

READ

1 **Look quickly at the four extracts written by four different people and decide:**

a what type of text they are all from.
b what the topic of each paragraph is.

A

I consider myself to be a self-starter who can show initiative when appropriate. I am also a team player with excellent communication skills and a sense of humour. As my references will indicate, I am well-organized in my approach to work and have the ability to manage large and complex projects with the minimum of fuss. I have a pragmatic approach to problem-solving and believe that almost nothing is impossible, given the right attitude and abilities.

B

Having worked at a comparably-sized logistics company in Riga for more than three years, I firmly believe that I have the necessary programming skills for this position at InterPost. I am familiar with all of the programming languages most widely-used in this field, including XHTML, CSS2/3 and JavaScript. I have also acquired a good understanding of how the logistics and distribution industry functions. As well as being a fluent English-speaker, I am also fluent in Latvian (my mother tongue) and Russian, and I have a sound knowledge of French.

C

Although my current job offered a degree of challenge at the start, I have now reached a stage where I need to broaden my professional horizons in order to develop my skills further. That is why I am keen to move to a larger company. In addition, I am aware that a high level of fluency in English is a great asset professionally, which is why I intend to spend a minimum of two years in an English-speaking country to perfect my language skills.

D

After graduating with a degree in Computer Science from Vilnius University in my home country of Lithuania, I completed a post-graduate diploma in web design at the University of Manchester. This led to a teaching post at the same institution. After four years in academia, I decided on a change of direction and applied for various jobs in the commercial sector. I relocated to Madrid to work for a large advertising agency as their head of web development, a position I found both challenging and enjoyable.

2 **For questions 1–8, choose the correct extract (A–D).**

Which writer says that he or she:

1 responds well in difficult situations?
2 does not find his/her current job demanding enough?
3 has lived in several different countries?
4 has the technical skills necessary?
5 co-operates well with other workers?
6 initially worked in education?
7 is keen to raise his/her level of English?
8 has a good knowledge of the business as a whole?

LISTEN



1 🎧 1.10 **Listen to a job interview. Which of the extracts in exercise 3 did Edgars write?**

2 🎧 1.10 **Listen again. Answer the questions.**

1 What is the main purpose of Edgars's visit to the UK?
2 What joke does the interviewer make when they're talking about visits to Edgars's homeland?
3 Why does the interviewer continue the interview when the fire alarm first sounds?
4 Why does the interviewer offer Edgars the job and press him for a response, rather than waiting for a letter to be sent?
5 What assistance does the interviewer offer Edgars in relation to accommodation?

WRITE AND SPEAK

1 **Imagine you are Edgars. Write an account of your job interview as part of an email to a friend. Write about:**

- your feelings before the interview.
- what happened during the interview.
- what happened at the end of the interview.
- how you feel about it now, looking back.

2 **Imagine you are Edgars. Using any visual support you find appropriate, give a presentation to the class on how you prepared for your interview.**

3 Partners

Keeping it in the family

THIS UNIT INCLUDES

Vocabulary • verb (+ adjective) + noun collocations • set phrases • phrases related to partnership • adjectives for describing places • dependent prepositions (1)
Grammar • contrast: present perfect simple and continuous • verb patterns
Speaking • talking about relationships
Writing • an article about a place

BEFORE READING

Work in pairs. Look at the photos. Can you name the products? What do you know about them? Make notes. What do you think of them?







READ

1 **Read the *Reading tip*. Follow the suggestions, looking at the texts and making some predictions. Then read the texts quickly and check your ideas.**

Reading tip

When reading parallel texts on a topic, look at the titles, photos and introductory paragraphs of each. Try to work out why the texts have been put together and how they might compare and contrast with each other. Making predictions while reading is active reading, and aids the process of understanding.

THE McDONALD BROTHERS

Richard (Dick) and Maurice (Mac) McDonald were brothers with a vision – to earn a million dollars before they were fifty. Their business idea, born during the Great Depression in America when poverty and unemployment were high, would eventually become one of the biggest global franchises in the world.

In the 1930s, Dick and Mac McDonald were in their twenties and struggling to make a living running a cinema in California. They noticed however that the hot dog stand outside didn't seem to have the same problem. So they borrowed $5,000 and set up the Airdrome hot dog stand in 1937, moving it to San Bernardino and changing the name to McDonald's in 1940. Over the next seven years, McDonald's Drive-in became the most popular spot in town, with waiters (called bellhops) serving food to over 100 cars a night. Although they were pleased with their initial success, the brothers wanted to try something new. So in 1948, they took a huge risk and closed their thriving restaurant.

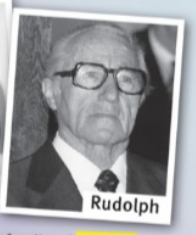
The brothers had looked at and discussed every aspect of the business and decided to try a radical experiment. Although there were over 25 items on the menu, burgers and soft drinks were by far the most popular and profitable. They decided to limit the menu and find a way to produce these items more cheaply and really fast. They took advantage of the innovations that had revolutionized the car industry and used an assembly line to produce the food. Drivers would come to the order window and be served their food in minutes in takeaway boxes, obviating the need for plates, cutlery and bellhops.

But the self-service idea didn't catch on immediately, as people were confused by the new system and resented the lack of choice and waiter service. The brothers stuck to their guns, emphasizing their motto of quality, cleanliness and efficiency at a low price, and finally, in 15 months, sales were equalling the previous restaurant's. After three years, crowds formed car queues of 200 or more and were still served in minutes. The brothers had revolutionized the fast food industry.

From here on, Dick designed their own restaurant style including the trademark 'golden arches' with an eye to franchising the whole business, thus allowing other McDonald's Drive-ins to be set up across the country. After five years, with 30 more outlets to their name, they hired Ray Kroc to sell franchises for them, and in five more years there were 200 McDonald's all over America. When in 1961 they sold the business to Ray Kroc, they had earned much more than a million dollars each.

THE DASSLER BROTHERS





This was a family business partnership with a difference, as it ended in a family feud. Often feuds destroy businesses, but this one had quite the opposite effect, catapulting the competing rivals to global success.

Brothers Adi and Rudolph Dassler were born into a family of cobblers in the small town of Herzogenaurach, Southern Germany. After the First World War, when they were in their twenties, they began making sports shoes in their mother's washroom. By 1924 they were working side by side in their Dassler Brothers Shoe Factory, designing and perfecting footwear. They built a reputation as sports specialists, creating a spiked running shoe that then offered unrivalled comfort and grip. Adi was the shy, retiring one who would spend ages in the workshop, experimenting with and testing the footwear, whereas Rudolph was the outgoing extrovert who excelled at marketing and organizing the business. Together they made a harmonious team, complementing the other's skills. In 1936 they persuaded Jesse Owens to try a pair of the company's spikes in that year's Olympic Games. The American won four gold medals in Dassler shoes and the company's future was assured.

2 **Who are these statements true for? Write the correct names: Richard, Maurice, Adi and/or Rudolph.**

1 They were responsible for design elements of their business. _____
2 They began working together as young men. _____
3 They were innovative in their chosen field. _____
4 They worked well together for the length of their career. _____
5 Their main spur for success was to outdo the other in business. _____
6 They sold their business after decades of success. _____

3 🎧 1.11 **Read and listen to the texts again. Choose the best answers.**

1 Richard and Maurice McDonald knew
  a exactly what they wanted to do as a career.
  b that they were going to work as hard as they could to become rich.
  c that America's economic climate would improve.
  d they were going to be millionaires.
2 The McDonald brothers wanted to
  a make a success in the movie business.
  b find a project that would be profitable.
  c buy the hot dog stand outside their cinema.
  d gain experience in the catering business.
3 Their radical new idea for catering
  a took off instantly.
  b provided jobs for more staff.
  c required perseverance and belief to see it through.
  d wasn't able to cope with demand.
4 Adi and Rudolf Dassler were
  a initially unfamiliar with their chosen trade.
  b still young when they decided what business they would like to set up.
  c well-known in the shoe trade from the beginning.
  d of similar temperament when it came to business.
5 The Dassler brothers
  a enjoyed a couple of decades of good sales together.
  b found that the war destroyed their business.
  c started arguing about war politics.
  d decided to split the company because of the war.
6 The two new businesses
  a found equal success in the sports market.
  b united the town in the production of sports shoes.
  c drove the fashion for celebrity product endorsement.
  d finally united against the threat of another competitor.

Despite twenty years of success, the brothers seriously fell out during the Second World War and divided up the company five years later. Adi named his side of the business Adidas (from Adi Dassler) while brother Rudolph opted for Puma. Adi, with the technical skills, continued to pioneer new shoes and his business grew first, but Puma worked hard to catch up. They moved to opposite sides of their hometown across the river from one another, and the small population was equally divided by its loyalty to one or other of the two major local employers. The two groups had different shops, pubs and cafés. Puma people did not speak to Adidas people, let alone marry them!

The brothers' businesses grew global as their feud intensified. They can be held responsible for much of the present-day marketing hype surrounding sports brands, as they spent ridiculous amounts of money competing with and outbidding each other for endorsements from star players and athletes. For example, David Beckham was signed by Adidas, whereas Usain Bolt was claimed by Puma. Unfortunately, both were so consumed by their domestic rivalry that neither company was quick to react to the threat of Nike, which would come to outsell both of them together at one point. Only in 2009, the brothers having died, did the companies signal the end of the feud by having their employees play a charity football match against each other.

UNDERSTANDING IDEAS

Answer the questions. Use your own words and ideas.

1 What do you think of the behaviour of the Dassler brothers? How do they compare with the relationship of the McDonald brothers?
2 What can you say about these famous siblings? Do you know any others? What's their relationship with each other?

The Warner brothers *The Wright brothers*
The Williams sisters *The Schumacher brothers*

VOCABULARY

Keeping it in the family

Match the highlighted words in the text with these definitions.

1 Launching, moving quickly.
2 Become popular.
3 Licences that allow you to trade under an established company's brand name.
4 Obsessed.
5 Growing vigorously, prospering.
6 An arrangement of workers, machines and equipment in which a product passes from operation to operation.
7 Annoyed about something thought to be unfair.
8 Having no equal.
9 Giving public approval to something.
10 A symbol, design or words legally registered as representing a company or product.
11 Long and bitter hostility, often between families or clans.
12 Shoe makers and menders.
13 Be the first to do something.
14 Offering to pay a higher price than someone else.
15 Eliminating, making something unnecessary.

●●●●● Workbook: page 20

VOCABULARY

Keeping it in the family

ACTIVATE

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

assembly line catapult catch on cobbler consumed
endorsements feud franchise obviate outbid
pioneer resent thriving trademark unrivalled

1 Costa Coffee has been one of the fastest growing _____ in the world, with retail outlets opening up in hundreds of countries.
2 Henry Ford revolutionized the manufacture of cars by introducing an _____ in his factories, thereby increasing production phenomenally.
3 He _____ being spoken to in such a disrespectful manner by somebody so much younger than himself.
4 The new passion for skateboarding _____ quickly around the world and became a global phenomenon.
5 Through hard work and fundraising, they turned the run-down village hall into a busy and _____ community centre for local families.
6 His health improved dramatically after he lost 20 kilos and started going to a gym regularly, thereby _____ the need for a heart operation.
7 The Nike 'Swoosh' is one of the most recognizable _____ around the globe.
8 Shakespeare's famous play *Romeo and Juliet* is played out against the backdrop of a bitter _____ between the Montague and Capulet families in renaissance Verona.
9 Beating her rival in the tennis final _____ her to the world number one position at the age of 15.
10 His skill at goal scoring was _____, which made him the most highly-paid football player of the decade.
11 The technique was _____ by a Swiss surgeon in the 1970s and is now standard practice in most hospitals.
12 She was furious when she found out that her neighbour had _____ her offer to buy the house next door.
13 The athlete was highly paid to do _____ of sports equipment and clothing for a new manufacturer.
14 He was _____ by jealousy when he saw his brother's expensive new sports car.
15 The _____ repaired the damaged heel on my new boots perfectly.

EXTEND

Set phrases

LEARN THIS!

Collocations
In English, some collocations are so strong that they have become set phrases.
boiling hot *freezing cold*

1 **Match 1–10 with a–j to make set phrases.**

1 boiling	a new
2 wide	b asleep
3 fighting	c dry
4 bone	d hot
5 soaking	e open
6 bone	f fit
7 sound	g awake
8 brand	h idle
9 pitch	i wet
10 wide	j black

2 **Complete the sentences with the set phrases from exercise 1.**



1 After such an eventful day, the children were soon sound asleep.
2 When the lights went out, it was _____ – we couldn't see a thing!
3 It was _____ last Saturday, so we spent the whole day at the pool.
4 After months without any rain, the ground in my garden is _____ .
5 It started to rain when we were walking back to the car, so we got _____ .
6 They left the back door _____, so the thief walked straight into the kitchen and took her bag.
7 My dad has always bought second-hand cars, but his latest car is _____ .
8 My sister's friend is _____ – he never does any work.
9 After drinking so much coffee, I was still _____ at 3 a.m.
10 My grandmother's _____ after her heart operation – it was a complete success.

Workbook: page 22

GRAMMAR

Present perfect simple and present perfect continuous

EXPLORE

1 Read the text. Which of these words could you use to describe Jane, and why? More than one answer may be correct.

an acquaintance a bosom pal a colleague a soul mate
a childhood friend



I went for a coffee with my friend Jane yesterday. As friends, Jane and I go back more than ten years and we've known each other even longer than that. I wouldn't say that the friendship has always run smoothly but we know each other inside out. As a matter of fact, we fell out quite badly just a couple of months ago, but we soon made up and we've been getting on fine since. Anyway, she's been having problems at work recently and it's been getting her down, so she wanted a chat. She's just changed jobs, and her new boss has been making life difficult for her, micro-managing her work and constantly checking up on her. She asked me for advice. I didn't really know what to suggest, as I work for myself and so have never experienced problems like that. Anyway, I think it did her good just to talk about it with someone sympathetic. I hope so, anyway.

2 Read the *Learn this!* box. Then underline all the examples of the present perfect simple and continuous in exercise 1. Try to explain the choice of the simple or continuous form.

LEARN THIS!

Present perfect simple and present perfect continuous

1 a We use the present perfect continuous for a recent action that is still in progress.
I've been working hard all day.
b We use the present perfect simple for an action that is now complete.
My dad has worked as a lorry driver and a bus driver, but now he drives a taxi.

2 a We use the present perfect continuous, often with *for* or *since*, to say how long an action has been in progress.
I've been living in London since 2009.
b We use the present perfect simple with verbs which aren't usually used in the continuous form to say how long an action has been in progress.
I've had this watch for ages.

3 a We use the present perfect continuous for something that has been happening repeatedly in the very recent past.
I've been playing a lot of football recently.
b We use the present perfect simple to say how often an action has been repeated.
I've played football a dozen or so times in the past couple of weeks.

Grammar Reference: page 98

EXPLOIT

1 Complete the sentences with the present perfect simple or the present perfect continuous and the verbs in brackets. Explain your choice. Sometimes both answers are possible.

1 Janice _____ at the supermarket since last summer. (work)
2 My uncle _____ a corner shop since 1995. (own)
3 My hands are muddy because I _____ some flowers. (plant)
4 Josh is only two and he _____ already _____ to write his name. (learn)
5 Who _____ all the fruit? (eat)
6 How long _____ you _____ for the bus? (wait)
7 I _____ the washing up every day this week. It's your turn now. (do)
8 I _____ all the Harry Potter books. (reread)

2 Complete the two sentences in each pair with the present perfect simple and the present perfect continuous form of the verbs given. Use contractions where possible.

1 SWIM
a William _____ 50 lengths today.
b We _____ in a mountain stream and now we're frozen.

2 SEE
a I _____ all of Woody Allen's films.
b Lily _____ Adam for over two years now.

3 STAY
a Daisy _____ in rented accommodation since she arrived in London.
b We _____ at this guesthouse a few times before.

4 DISAPPEAR
a My car isn't where I parked it. It _____!
b Bags _____ from the changing rooms for several weeks now.

5 STOP
a Now you _____ arguing perhaps you can tell me what happened.
b The police _____ pedestrians to ask them about the burglary.

Grammar Builder: page 99

Workbook: page 23

SKILLS

Partnerships

VOCABULARY

Work in groups. Look at the photos and answer the questions.

1 What kind of partnership does each photo show?
2 What qualities are needed to make each partnership successful?
3 What other kinds of partnership can you think of? What qualities do they require to be successful?







●●●○○ Workbook: page 22

LISTEN

1 🎧 1.12 **Listen to five people talking about their partners. Match the speakers (1–5) with the kinds of partnership (a–e) they are describing. Which words gave you a clue?**

a co-presenters of a news programme ☐
b joint owners of a clothes shop ☐
c a composer and a lyricist ☐
d co-stars of a stage play ☐
e a rally driver and a navigator ☐

2 🎧 1.12 **Listen again. Say which speaker (1–5) mentions these things. Then answer the questions.**

a getting depressed ☐ (About what?)
b being like a married couple ☐ (In what way?)
c their different backgrounds ☐ (What are they?)
d a partner's irritating habit ☐ (What is it?)
e having to be careful about what she says ☐ (Why?)

3 **Match the verbs (1–9) with the nouns (a–i) to form common expressions.**

Collocation: verb + noun

1 voice	a a friendship
2 form	b your mind
3 offer	c a dispute
4 pay	d the favour
5 take	e a setback
6 resolve	f attention
7 return	g advice
8 speak	h control
9 suffer	i an opinion

LEARN THIS!

Some verb + adjective + noun collocations are also common. Look for these in your dictionary and in texts you read.
Over the years, they suffered some major setbacks.
Pay close attention to what I'm about to tell you.

4 **Read the *Learn this!* box. Then complete the sentences with expressions from exercise 3.**

1 It's impossible to _____ a close _____ with somebody unless you have a lot in common.
2 In any friendship, one partner is always stronger and tends to _____ _____ of the relationship.
3 If you're with a friend, it's always OK to _____ an honest _____ .
4 A friendship that has _____ a major _____ is stronger than one which has not.
5 A friend will never get annoyed or upset with you for _____ constructive _____ .
6 The easiest way to _____ a _____ is to ignore it and pretend that nothing is wrong.

SPEAK

Work in pairs. Do you agree or disagree with the statements above? Give reasons and examples.

I disagree with number one. I think it's perfectly possible to form a close friendship with somebody who is very different from you. In fact, some people say that 'opposites attract'!

GRAMMAR

Verb patterns

EXPLORE

1 When you work closely with someone, what kind of person do you work better with? Give reasons.

a a family member
b a close friend
c an acquaintance
d a stranger

2 Complete the text with the infinitive, base form (infinitive without *to*), past participle or *-ing* form of the verbs in brackets. Then describe the twins' working relationship in your own words.



Like many identical twins, Helen and Morna Mulgray are used to [1]_____ (do) things together. They have always enjoyed [2]_____ (watch) the same television programmes and have tended [3]_____ (read) the same books too. They even chose [4]_____ (pursue) the same career as teachers. Now, at the age of 73, being retired has allowed them [5]_____ (focus) on a mutual hobby: writing.

'We both spent 31 years [6]_____ (work) as English teachers, so we've always been keen on [7]_____ (write),' said Morna.

It took the twins five years [8]_____ (get) their novel, which is entitled *No Suspicious Circumstances*, [9]_____ (accept) by a publisher, although they have since had three further novels [10]_____ (publish).

Morna, who is the elder by ten minutes, said: 'We both sit at the laptop, and whoever happens [11]_____ (be) closest to the computer or feels like [12]_____ (type) just starts.' Helen added: 'Occasionally there are small disagreements over the text but ... ' She lets her sister [13]_____ (finish): 'It rarely happens.'

3 Find one verb in the text for each verb pattern (1–5). Use the verb to make your own example sentence.

1 verb + infinitive
decide: *We decided to get married in June.*
_____ : _____

2 verb + object + infinitive
persuade: *My sister persuaded me to take up aerobics.*
_____ : _____

3 verb + object + base form
make: *My parents made me learn the piano.*
_____ : _____

4 verb (+ object) + *-ing* form
imagine: *I can't imagine (my brother) becoming rich.*
_____ : _____

5 verb + object + past participle
have: *She had her car stolen last weekend.*
_____ : _____

Grammar Reference: page 98

4 Look at the dictionary entry. Is the verb *postpone* followed by an infinitive or *-ing* form? How do you know?

post·pone /pəˈspəʊn; *NAmE* pəʊˈspoʊn/ *verb* ~ **sth** (**to/until sth**) to arrange for an event, etc. to take place at a later time or date SYN PUT OFF: [VN] *The game has already been postponed three times.* ◇ *We'll have to postpone the meeting until next week.* ◇ [V **-ing**] *It was an unpopular decision to postpone building the new hospital.*—compare CANCEL ▶ **post·pone·ment** *noun* [U,C]: *Riots led to the postponement of local elections.*

5 Use a dictionary to find out if the verbs below:

1 are followed by an infinitive.
2 are followed by an *-ing* form.
3 are followed by either, with no difference in meaning.
4 are followed by either, but with a difference in meaning.

claim demand fail guarantee hate love refuse remember risk stop try

EXPLOIT

LOOK OUT!

Verb patterns can include passive, perfect and continuous forms of the infinitive or *-ing* form.
She claims to have met Leona Lewis. (perfect infinitive)
The window appears to have been broken deliberately. (passive perfect infinitive)

1 Read the *Look out!* box. Then complete the text with the infinitive or *-ing* form of the verbs in brackets. You may need to use passive and/or perfect forms.

Sam and Dave were one of the most popular singing duos of the 1960s. Their live performances were so good that some other stars of their day refused [1]_____ (book) on the same bill in case they were made [2]_____ (look) second-rate. In his autobiography, the boss of Atlantic Records remembers [3]_____ (impress) by Sam and Dave's 'harmony and goodwill' on stage. In fact, the two performers were only pretending [4]_____ (have) a good relationship. Off stage, they were hardly managing [5]_____ (stay) on speaking terms. When Dave shot and injured his own wife in a domestic dispute, Sam gave up [6]_____ (try) [7]_____ (maintain) any kind of relationship with his partner. Although Dave seems [8]_____ (forgive) by his wife shortly after the shooting, Sam recalls [9]_____ (disgust) so much by the event that he told Dave: 'I'll sing with you but I'll never speak to you again.' And although they went on [10]_____ (perform) together, he claims [11]_____ (not speak) a word to Dave for the next twelve years.

2 Work in pairs. Tell your partner something that you:

1 regret not having done.
2 can imagine having been said about you.
3 were taught to do by a relative.
4 would hate being made to listen to.
5 hope to be doing in five years' time.

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WRITING

An article

READ

1 Look at the photos in the article. Which town would you prefer to visit? Give reasons.

2 Read the article. For each town, say which of the topics below are mentioned.

a eating out
b architecture
c nightlife
d shopping
e sport
f excursions
g culture and arts
h surrounding landscape

PREPARE

Writing tip: Using elaborate language

You can liven up a description by going beyond basic vocabulary and using more elaborate words and phrases. This also helps to avoid repetition. Compare:
There are a lot of shops in the town centre.
The town centre boasts an impressive array of shops.

1 Read the *Writing tip*. Then look through the article and find:

1 at least four different ways of saying that there is/are a lot of something.
2 as many different adjectives as possible which have a base meaning of 'attractive'.

2 Work in pairs. Using a dictionary to help you, decide which synonym (a–c) is least likely to be applied to a town or city. What else might it describe?

1	interesting:	a captivating	b fascinating	c gripping
2	large:	a considerable	b immense	c vast
3	old:	a ancient	b antique	c historic
4	modern:	a up-to-date	b current	c contemporary

3 Rewrite the sentences, going beyond basic vocabulary. Try not to use the same phrase more than once.

1 There are a lot of old, attractive buildings on the High Street.
2 There are a lot of large, modern buildings in the financial district.
3 The port has a lot of interesting history.
4 There's a lot for young people to do in the town centre.
5 There are a lot of modern Internet cafés near the station.
6 A lot of culture is on offer in the theatre district.

4 Work in pairs. Describe some of the attributes of your own town or city, or a place you know well, using these expressions from the article.

1 If _____ is your thing, then ...
2 If _____ is/are more your scene, then ...
3 For those seeking _____, ...

Come to the Cotswolds!

The Cotswolds region in the centre of England boasts some of the most exquisite scenery in the country, as well as some of the quaintest villages, renowned for their golden Cotswold stone. Alternatively, if shopping and nightlife are more your scene, both are readily available in some of the larger towns. Why not base a visit around two contrasting towns? They make perfect partners for the ideal holiday!

Burford

Rich in history, Burford is situated twenty miles north of Oxford and is reminiscent of a town from a storybook. The High Street, which slopes gently down to the willow-fringed River Windrush, is lined on either side with golden stone houses, some of which date back to the fifteenth century.

Often described as the southern gateway to the Cotswolds, Burford is ideally placed for excursions, whether it be on foot, by car or by bicycle. Explore the picturesque countryside of central England, where idyllic villages tucked away in wooded valleys are waiting to be discovered.


Burford

Cheltenham

If shopping is your thing, then Cheltenham, on the western edge of the Cotswold region, has a great deal to offer, from fashion to furniture and from accessories to antiques. The Beechwood Shopping Centre, a stone's throw from the train station, has a wealth of well-known stores, while for those seeking a more individual purchase, Suffolk Street has a parade of small, independent shops.

By night, the streets of Cheltenham are teeming with life, and thanks to the wide variety of venues offering after-hours entertainment, clubbers are well provided for. The town also caters for couples, and whether you wish to dine at a romantic hide-away or a busy bistro, you'll find yourself spoiled for choice.



Cheltenham

5 Work in pairs. Look at the adjectives for describing places. Divide them into two groups: positive and negative. Which adjectives could go in either group, depending on your opinion?

Adjectives for describing places
affluent bustling cosmopolitan crowded deprived desolate high-rise hilly historic industrial isolated picturesque remote run-down sprawling thriving touristy vibrant well-connected

6 Compare and contrast the two photos using adjectives from exercise 5. Answer questions 1–4 below.





1 Which place would you prefer to visit? Give reasons.
2 Which place would you prefer to live in? Give reasons.
3 What do you imagine would be the advantages and disadvantages of living somewhere isolated?
4 What do you imagine would be the advantages and disadvantages of living somewhere touristy?

Study tip

A dictionary entry will often include information about prepositions that go with that word. Try to learn the word and the preposition together as a phrase. Make a note of them as you come across them. Writing an example sentence can help to fix it in your memory.

7 Read the *Study tip*. Then complete this sentence using information from the dictionary entry below.

Cheltenham benefits _____ excellent transport connections.

bene·fit /ˈbenɪfɪt/ *noun, verb*

■ ***verb*** (-t- or -tt-) **1** [VN] to be useful to sb or improve their life in some way: *We should spend the money on something that will benefit everyone.*

2 [V] ~ **(from/by sth)** to be in a better position because of sth: better position because of sth: *Who exactly* ***stands to benefit*** *from these changes?*

8 Find expressions 1–12 in the article on page 28 and write the missing preposition.

1 renowned _____
2 rich _____
3 reminiscent _____
4 lined _____
5 to date back _____
6 ideally placed _____
7 a stone's throw _____
8 teeming _____
9 thanks _____
10 well provided _____
11 to cater _____
12 spoilt _____ choice

9 Complete these expressions with a preposition. Use a dictionary.

1 buzzing with
2 to play host _____
3 steeped _____
4 to hark back _____
5 to be home _____
6 blessed _____
7 to date _____
8 to take pride _____

WRITE

1 Read the task below. In pairs, choose the two towns you are going to write about and make notes. Use the topics in Read exercise 2 on page 28 for ideas.

> Write an article for an in-flight magazine promoting two contrasting towns in your country or region.

2 Work in pairs. Write your article (200–250 words).

1 Use your notes to write about one town each. Try to go beyond basic vocabulary.
2 Swap your work and make suggestions for improving your partner's writing.
3 Work together to write the introduction.

3 Check your work using the list below.

CHECK YOUR WORK

Have you:
- ☐ mentioned a range of features for each town?
- ☐ written the correct number of words?
- ☐ gone beyond basic vocabulary?
- ☐ used the correct prepositions?
- ☐ checked the spelling and grammar?

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 talk about different kinds of relationships.			
I can use a variety of verb patterns.			
I can write an article about popular tourist destinations.			

●●●●● Workbook: page 25

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

4 Changes

THIS UNIT INCLUDES

Vocabulary • expressions with change • word formation • synonyms of *change* • linking words • speculating (degrees of probability)
Grammar • comparative and superlative forms • conditionals
Speaking • talking about change • discussion: life in the future
Writing • a discursive essay

A new direction

BEFORE READING

Read the quotation. Do you agree with it? Give reasons.

'Ability is what you're capable of doing.
Motivation determines what you do.
Attitude determines how well you do it.'
Raymond Chandler

READ

Reading tip

Biographical texts do not always follow a strictly chronological order. Circling time references (years, ages, etc.) in a text can help you to keep the sequence of events clear in your mind as you read.

1 **Read the *Reading tip*. Then put these events in Andrea Jaeger's life in the correct sequence.**

a Giving up tennis.
b Losing the Wimbledon final to Navratilova.
c Arguing with her father the night before a match.
d Getting injured during the French Open.
e Visiting Wimbledon with some very ill children.
f Starting the Little Star Foundation.

2 **Read the text. Answer the questions in your own words.**

1 Why was Jaeger's childhood 'painful and all too brief'?
2 Why did she feel 'relieved' when she got injured?
3 Why was she 'pleased' to be recognized on a plane, but not as an ex-tennis player?

3 1.13 **Read and listen to the text and choose the best answers.**

1 **As a child, Jaeger played tennis because**
a she wanted to be the best in the world.
b her parents put pressure on her to play.
c she wanted to escape from her overbearing father.
d she wanted to develop a 'killer instinct'.

2 **Jaeger gave up tennis when she**
a started a children's charity.
b got fed up with the competitive atmosphere on the tennis circuit.
c suffered an injury.
d realized that she wanted to help people.

3 **When she stopped playing tennis, she was pleased because she**
a had put her amazing talent to good use.
b had achieved her ambition of beating Billie-Jean King.
c no longer enjoyed the applause.
d could do something different with her life.

Little stars



Andrea Jaeger was a tormented teenager lost in the world of professional tennis. Now she's at peace with herself.

At the age of 47 and more than two decades after her enforced retirement from the game, Jaeger now runs a charity that she set up to help children with cancer. It has been a long, sometimes tortuous, often uplifting journey of sacrifice on the road to a destiny she dimly glimpsed as an impressionable teenager lost in an adult world.

Along the way she had to reconcile a stormy relationship with her overbearing father, Roland, and admit to losing matches on purpose, among them the Wimbledon final of 1983. Through a painful and all too brief childhood, Jaeger discovered she had few equals at hitting tennis balls, but lacked the killer instinct required of great

4 **What did Andrea Jaeger keep secret for nearly twenty years?**
a her frequent arguments with her father
b the fact that she deliberately lost an important match
c a close friendship with Martina Navratilova
d her ambition to do something different with her life

5 **When Jaeger looks back at the past, she**
a believes she could have won a lot of Grand Slams.
b wonders how successful she might have become.
c has no regrets.
d wishes she hadn't been injured.

6 **When Jaeger returned to Wimbledon, she**
a was surprised that the guards didn't know who she was.
b was overwhelmed by the fact that the guards treated her like royalty.
c was bitter about the fact that she had wasted her youth.
d was delighted at the way that the guards treated the children she was with.

champions. In the women's locker room, inhabited by Chris Evert, Billie-Jean King and Martina Navratilova, the fifteen-year-old found herself out of step with a ruthlessly competitive environment.

'I didn't join the circuit to be number one', she says. 'I joined because I was good enough to.' She also played the game to please her parents. 'Kids should be driven by their own goals and their own passion, not by someone else's. That's when it becomes dangerous,' she says.

Jaeger took the first opportunity offered to her by a shoulder injury, sustained at the French Open in 1984, to pursue the life that secretly she had always been wanting to lead. She set up the Little Star Foundation – initially with her career earnings of $1.38m – to help children with cancer or at risk in the community.

'When I got injured, to be honest, I was relieved,' she explains. 'Everyone was applauding me for playing tennis, but when I was injured I thought, "Finally, I can go and be me." I was given a gift to play tennis, but it wasn't my right to say whether I had it for five years or 50 years. I beat Billie-Jean King on Centre Court at Wimbledon – how many people can even say they played Wimbledon?'

'My dad was a brilliant coach and my mum enjoyed how well we were doing. My sister was at Stanford and I was sitting in my hotel room all night, going, "Well, everybody thinks I'm great because I won the match, but what about the person I beat? How's she feeling?"' She minded losing less than her opponents did. Only in 2008, though, did Jaeger admit to deliberately losing the final of the 1983 Wimbledon Championships, a tournament she had blasted through without losing a set. On the eve of the final, after a protracted row with her father, she was shut out of the family's rented house in Wimbledon. Jaeger went to knock on the door of the only person she knew in the street, which happened to be Navratilova. The next day the three-time champion finished Jaeger off in 54 minutes.

'I never looked back on my tennis career until this year and I've never wondered how good I could have been,' she says. 'If I'd stayed out there for ten years and not been injured and won all the Grand Slams, I think I would have lost a bit of my soul. Professional tennis was my teenage calling; this is my adult calling. When my teenage years were done, it was time to move on to something else.'

Success is now measured in less stark ways than the numbers on a scoreboard. Raising money for her charity requires preparation and discipline, qualities easily transferable from the tennis court, but the sound of laughter coming from the children on holiday at the foundation's ranch near Aspen in Colorado echoes through each day. Many of them have never seen a mountain, let alone experienced rafting down the Roaring Fork River, with Jaeger as guide. Recently she was recognized by a fellow passenger on a plane not for being a former tennis champion, but for running a cancer charity. That pleased her, a sign of progress in her own life too.

A few years ago, Jaeger returned to Wimbledon with some of her terminally ill kids and the guards on the gate not only recognized her but gave the children bags of sweets. 'There were these guards all dressed in uniform practically saluting the kids. My kids thought they were the king and queen of England,' Jaeger says. 'If it took all those hours of training and discipline, all the anguish, to get to this, it was worth it. I didn't lose anything by losing a Wimbledon final.'

UNDERSTANDING IDEAS

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

1 Do you admire Andrea Jaeger? Why? / Why not?
2 Why don't more famous people devote their lives to good causes?
3 'Kids should be driven by their own goals and their own passion, not by someone else's. That's when it becomes dangerous.' To what extent do you agree or disagree with Jaeger's view?

VOCABULARY

Little stars

Match the highlighted words in the text with these definitions.

1 Easily influenced or impressed.
2 A natural talent.
3 A ruthless determination to win.
4 A career or occupation that you are destined to follow.
5 Full of twists and turns.
6 Close to death.
7 A place where people change for sport.
8 Not sharing the same ideas or attitude.
9 Blunt and simple.
10 Positive and encouraging.
11 Capable of being taken from one situation and used in another.
12 Long and drawn-out.
13 Misery and pain.
14 Wanting to control the behaviour of others.
15 A very large farm, especially in the US.

●●●●● Workbook: page 28

VOCABULARY

A new direction

ACTIVATE

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

anguish calling gift impressionable killer instinct locker room out of step overbearing protracted ranch stark terminally ill tortuous transferable uplifting

1 They arrived home an hour late, after following a _____ route through the backstreets.
2 Though undeniably talented, he was regarded as _____ with other artists of his era.
3 Despite her _____ for languages, she struggled to learn Hungarian.
4 The story is ultimately very _____ , despite the tragic events at the start.
5 When he wants to get away from it all, he spends a week at his parents' _____ in Oregon.
6 I was offered a _____ choice: accept a reduction in pay or lose my job completely.
7 As she talked about the loss of her beloved pet, she tried to disguise her _____ .
8 After _____ negotiations, the two organizations agreed to merge.
9 Although she was leading 5–3, her lack of _____ cost her the set.
10 My father lost touch with his father and didn't realize that the old man was _____ until it was too late.
11 I'm afraid I didn't see your text because I left my phone in the _____ .
12 Having tried various jobs, he realized his _____ was teaching.
13 On giving up a career in medicine to become a gardener, he was amazed at how many of the skills turned out to be _____ .
14 Unable to find a job, he was forced to work in a shop owned by his _____ uncle.
15 I used to think my uncle was a hero, but I was very _____ at that age.

EXTEND

Expressions with change

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

better direction hands heart minds plan tune ways

1 His parents had a change of _____ and let him go on the school exchange after all.
2 We were considering going camping, but we changed our _____ when we saw the weather forecast.
3 Tina said she'd never get married, but she's changed her _____ since she met Steve. Yesterday I saw her looking at wedding rings!
4 My brother has changed his _____ since he found a girlfriend – he even tidies his room now!
5 Dan's decided to study music at night school. I think he's looking for a change of _____ .
6 Ellie's new job is a change for the _____ – she gets paid overtime now.
7 The stolen painting changed _____ several times before it was found in a backstreet art dealer's.
8 There's been a change of _____ . The move has been postponed until next January.

Word formation

2 **Complete the sentences with adjectives formed by adding suffixes to the words in brackets.**

1 My sister prefers travelling on her own. She's really quite _____ . (adventure)
2 Wendy's had several _____ nights because she's concerned about her daughter. (sleep)
3 Our teacher was feeling benevolent, so she said the homework was _____ . (option)
4 Harry is trying to lead a _____ life by cutting out fats from his diet and doing more sport. (health)
5 We bought the house because of its idyllic location and _____ rooms. (space)
6 Andy's ankle was so _____ he couldn't walk on it. (pain)
7 Dean and Jo are an unbearable couple. He's very arrogant and she's terribly _____ . (conceit)
8 Doctors and nurses sometimes have to face the _____ hazard of violent patients. (occupation)
9 The manager of the farm has done a three-year degree at an _____ (agriculture) college.
10 I can't stand _____ (lump) mashed potato, even if it tastes good.

●●●●● Workbook: page 30

GRAMMAR

Comparative and superlative forms

EXPLORE

1 1.14 **Read and listen to the dialogue. Explain in your own words what Luke has found difficult and not so difficult about his first year at university.**

Tom So how are you coping with your first year at university? It must be a big change from school!
Luke I'm doing OK. But it's quite a lot harder than I was expecting, to be honest.
Tom Is that because of the work? Is it much more challenging?
Luke Not really. The work itself is no more difficult than the final year at school. In fact, it's marginally less difficult, in my opinion.
Tom I'm sure that will change. The longer the course continues, the harder the work will get.
Luke I'm sure you're right. But at the moment, by far the hardest thing is living away from home.
Tom Is that because you miss your family?
Luke Well, a bit. But actually, it's rather more practical than that.
Tom What do you mean?
Luke Well, I'm easily the worst cook in the world. And the very first time I washed my own clothes, all my white T-shirts turned grey.



2 **Read the dialogue again. Underline the superlative and comparative forms and any adverbs that modify them.**

3 **Read the *Learn this!* and *Look out!* boxes. Then rewrite the phrases you underlined in the dialogue using similar expressions.**

4 **Rewrite the sentences using the words in brackets and the examples in exercise 2 to help. Don't change the meaning! Then say whether you agree or disagree with each one. Give reasons.**

1 It becomes steadily more difficult to make new friends during your teenage years. (less and less)
2 As you start to go out more, money becomes more central to your life. (the more)
3 Few things are more important to teenagers than friendship. (one of)
4 Teenagers want to have as many fashionable clothes as possible. (the better)
5 As a teenager, you are more sensitive to criticism than at any other time. (at your most)
6 As a teenager, you become a bit more unwilling to follow orders. (not quite so)

LEARN THIS!

Modifying superlatives
far and away / easily the best
the very best
the best by far / by miles / by a mile / by a long way

Modifying comparatives
no better (than ...) / only as good (as ...)
marginally / very slightly better
a little / a bit / a little bit better
rather better
not quite as / not quite so bad (as ...)
quite a lot better
much / far / a far sight / an awful lot / a good deal better

LOOK OUT!

We can only put *very* before a short superlative form, not a superlative with *most*. We also use it with *first*.
My parents walked in at the very worst moment.
It was the very first time I'd spent a night away from home.

Grammar Reference: page 100

EXPLOIT

Complete the sentences with the words in the box. Then say whether you agree or disagree with them, and try to think of examples.

better least less more more and more most quite so worst

1 Emotionally, you are probably at your _____ stable during your teenage years.
2 One of the _____ difficult things about being a teenager is leaving behind the security and comfort of childhood.
3 During your teenage years, you become _____ aware of the world around you.
4 When you're a teenager, the more friends you have the _____ .
5 As a teenager, you aren't _____ willing to involve your parents in your social life.
6 You become _____ and less likely to accept your parents' opinions without questioning them.
7 The older you get, the _____ you start to have your own opinions.
8 The _____ thing about being a teenager is that you have to work more and adults help you less.

Grammar Builder: page 101

Workbook: page 31

SKILLS

Describing change

VOCABULARY

1 Read the quotation and answer the questions.

Some people see things as they are and say, 'Why?' I dream of things that never were and say, 'Why not?'

George Bernard Shaw

1 How could you paraphrase the writer's attitude to change? Is he generally in favour of it or against it?
2 What is your own attitude to change? Which parts of your life do you prefer to remain constant?

2 Complete each pair of sentences with one verb from the box in the correct forms. Use a dictionary to help you.

adapt adjust alter ~~convert~~ evolve modify refine transform

1 a This sofa converts into a bed.
b Millions of people converted to Islam in the last decade.
2 a The novel was _____ for the screen.
b My cousin couldn't _____ to life in France.
3 a Nothing can _____ the fact that the world's population is increasing rapidly.
b When I met Harry, he had _____ beyond recognition.
4 a Yoga has _____ her life. She's become much calmer and more positive.
b For centuries, alchemists dreamed of being able to _____ cheap metals into gold.
5 a Zoologists believe that birds _____ from dinosaurs.
b American football _____ from rugby and soccer.
6 a Crude oil is _____ to make petrol and diesel.
b The law needs _____ if it's to be completely effective.
7 a This knob _____ the volume on the TV.
b It took a moment for my eyes to _____ to the bright light.
8 a In Brazil, many cars have been _____ to run on ethanol.
b It's possible to genetically _____ crops to make them more resistant to disease.

LISTEN

1 1.15 Listen to three speakers talking about things and people that have changed in some way. Say if the speakers are:

1 positive about the changes.
2 negative about the changes.
3 neutral.

2 1.15 Write nouns formed from the verbs in brackets. Then choose which collocation the speakers used. Listen again and check.

1 film/screen _____ (adapt)
2 significant/minor _____ (alter)
3 complete/radical _____ (transform)
4 slight/small _____ (modify)
5 process/period of _____ (adjust)
6 make/require some _____ (refine)

SPEAK

Work in pairs. Describe the changes that have taken place in the photos. Use verbs and nouns from the exercises above. Give your personal opinion of the changes.



GRAMMAR

Conditionals

EXPLORE

1 **Work in pairs. Try to answer the questions.**

1 Were dinosaurs warm-blooded or cold-blooded?
2 When and why did they become extinct?

2 **Read the text and find the answers to the questions in exercise 1.**



It is a scientific fact that dinosaurs suddenly became extinct about 65 million years ago. Many palaeontologists believe that the extinction was caused by a giant meteor crashing into the Earth. On the face of it, it sounds an unlikely explanation, but dinosaurs were a highly successful species that had ruled the Earth for about 160 million years, and it's difficult to account for their sudden disappearance unless something pretty drastic took place.

But an equally intriguing question is what would have happened if the meteor had missed its target? Suppose dinosaurs were still roaming the Earth today, would the human race have managed to evolve alongside them? It was thought for a long time that dinosaurs were cold-blooded and would never have survived an Ice Age. However, more recent research has revealed that dinosaurs were in fact very adaptable, and some may even have been warm-blooded. Some palaeontologists believe that, had the meteor not hit the Earth, dinosaurs would have continued to thrive, meaning it's unlikely that we'd see many of the mammals that we now rely on for food and company! And if there were no sheep, cows and dogs, we wouldn't have wool, milk or 'man's best friend'. In all likelihood, if the meteor hadn't struck the Earth, we wouldn't be around today to speculate on how things might have turned out.

3 **In the text, find examples of structures 1–5. Which refer to (a) the past (b) the present or (c) the past and the present?**

1 a second conditional
2 a third conditional
3 two mixed conditionals
4 two conditional clauses introduced by words other than *if*
5 a conditional clause where *if* is omitted and the subject and verb are inverted

●●●●● Grammar Reference: page 100

EXPLOIT

1 **Rewrite the sentences using mixed conditionals.**

1 You didn't listen, so you don't know what to do.
If you'd listened, you'd know what to do.
2 Kate failed her driving test last week so she's retaking it in July.
3 He's being prosecuted because he refuses to pay any tax.
4 I don't like him because he was rude to me.
5 His injuries are more serious because he wasn't wearing a seatbelt.
6 I forgot my keys so I can't get back into the house.

2 **Rewrite the sentences using an inversion in the conditional clause and omitting *if*.**

1 If you should need to make any photocopies, there's a photocopier outside my office.
2 Please contact head office if you should need to make a complaint.
3 If Kurt Cobain were alive today, he'd be over 40.
4 If it weren't for the fact that she's married to the boss, she'd never have got the job.
5 If I'd known it would rain, I'd have taken an umbrella.
6 If it hadn't been for my parents' generosity, I could never have afforded a new car.

3 **Complete the sentences in your own words. Compare your answers with your partner.**

1 If only I had more time, ...
2 If I hadn't studied English, ...
3 If teenagers aren't allowed enough freedom, ...
4 Unless we act now, ...
5 As long as the weather doesn't change, ...
6 How I wish ...

4 **Rewrite the sentences using the words in brackets.**

1 I'd never have finished the job without your help. (if)
I'd never have finished the job if you hadn't helped me.
I'd never have finished the job if it hadn't been for your help.
2 If we don't hurry, we won't get to the airport on time. (unless)
3 You can borrow my MP3 player, but you must give it back to me tomorrow. (provided that)
4 Even if there were intelligent life out there, how could we make contact? (supposing)
5 Follow the directions I gave you and you can't go wrong. (as long as)
6 For him to have admitted he was wrong would have been totally out of character. (if/it)

5 **Work in pairs and discuss the questions.**

How might things be/have been different if
1 we could travel back in time?
2 we stopped eating meat?
3 we could live for ever?
4 computers hadn't been invented?
5 Columbus had not discovered America?
6 dinosaurs were still alive?

●●●●● Grammar Builder: page 101

●●●●● Workbook: page 32

WRITING

Discursive essay

READ

1 Work in pairs and discuss the question. Think about the topics below.

How might the world be different a hundred years from now?

clothes communications computers education environment family life food health language leisure money politics religion transport work

2 Read the model essay, ignoring the gaps. Match paragraphs 2–4 with three of the topics from exercise 1.



1 ☐ Science and technology will continue advancing at an ever-increasing pace, and there will doubtless be inventions and discoveries every decade which will affect every aspect of our lives.

2 ☐ A hundred years from now, computers will in all probability be far more intelligent than humans. Consequently, our attitude towards them may change: we may regard them either as friends or as potential rivals! We will use them not only as sources of information, but also as sources of wisdom and advice.

3 ☐ New forms of synthetic material will no doubt have been invented, and these could revolutionize clothing in the same way that the invention of both nylon and Lycra did in the twentieth century. Having said that, designers have a habit of looking to the past for inspiration, so in the twenty-second century, people could be wearing jeans or even nineteenth-century suits and dresses.

4 ☐ Particularly popular will be vehicles which allow commuters to fly to work rather than sitting in a traffic jam. The vehicles will as likely as not be powered by magnetism or some other force which neither requires fuel nor creates pollution.

5 ☐ However, some may make it worse. It is impossible to predict the future with any certainty. There will be many unforeseen developments in the world and some of these will more likely than not be negative.

Writing tip: Topic sentences

Each paragraph in an essay should contain a 'topic sentence' which expresses the main idea of that paragraph. This usually goes at the beginning. Topic sentences make the essay easier to follow for the reader.

3 Read the *Writing tip*. Match five of sentences a–f with the gaps in the model essay. Which topic from exercise 1 does the other sentence match?

a Assuming that the processing power of computers continues to increase at its current rate, their importance in the world will also grow.
b Within a hundred years, scientists will almost certainly have eradicated most common diseases.
c The increasing congestion on our roads will have led scientists to develop new forms of transport.
d If I am still alive a hundred years from now, I imagine the world will be a very different place from how it is today.
e Broadly speaking, the kinds of changes that I envisage happening will make the world a better place to live.
f I imagine that, a hundred years in the future, fashions will have changed hugely.

4 Work in pairs. Choose three topics from exercise 1 which are not in exercises 2 or 3. Write a topic sentence to begin a paragraph for each one.

PREPARE

Writing tip: Using linking words

Make your writing more fluent by using the following linking words to join ideas together:

neither...nor...	*...or even...*
either...or...	*both...and...*
...rather than...	*not only...but also...*

1 Read the *Writing tip*. Then find an example of each expression in the model essay. Which two are similar in meaning? Explain the meaning of the others.

2 Rewrite the two sentences as single sentences using expressions from the *Writing tip*.

1 Computers are becoming more powerful. They're becoming cheaper.
2 Soon computers may be able to hold conversations with humans. Telling jokes may also be possible.
3 We may not have to use a mouse or keyboard. We may be able to control it with our mind.
4 Some people maintain that computers will never think like people. They say that computers will never have emotions.
5 Super-powerful computers will be incredibly useful. Or perhaps they'll be incredibly dangerous to mankind.

3 Work in pairs. Discuss the questions, then compare your ideas with the class.

1 If a new kind of material for clothing were to be invented, what do you think it might be like?
2 What new kind of vehicle would be most useful, in your opinion?
3 Do you think it matters if computers become more intelligent that humans? Give reasons.

4 1.16 Listen to two teenagers discussing what life might be like a hundred years from now. Number the ideas in the order that you hear them.

a Humans might have met aliens with green skin, scales and antennae. ☐
b Humans might have become extinct. ☐
c A chip in the brain might allow 24/7 Internet access in your head. ☐
d Humans might have moved to another planet. ☐
e Humans might be bald and very pale as a result of living in space. ☐
f Cars might have been banned completely. ☐
g Children might be able to plug something into their brain instead of going to school. ☐

5 Work in pairs. Decide which ideas in exercise 4 are the most and least likely to happen, in your opinion. Order them from 1 (most likely) to 7 (least likely).

LEARN THIS!

We can use a range of expressions for speculating about events in the future, depending on how likely we believe them to be.
It could/might happen.
It may well happen.
It's bound to happen.
It's very likely to happen.
It will (almost definitely) happen.
It will probably happen.
There's a (faint) chance it might happen.
There's (almost) no chance of it happening.

6 Read the *Learn this!* box. Put the phrases in approximate order of likelihood. (Some expressions are almost synonymous.)

7 Look back at the model essay on page 36. Complete these words and phrases which all mean *(very) probably*.

1 _____less
2 as _____ as _____
3 more _____ _____ not
4 no _____
5 _____ _____ probability

WRITE

1 Work in pairs. Plan the following essay:
How might the world be different a hundred years from now?

1 Use your topic sentences from Read exercise 4 on page 36.
Paragraph 1 Introduction
Paragraph 2 _____
Paragraph 3 _____
Paragraph 4 _____
Paragraph 5 Conclusion

2 Brainstorm ideas for each paragraph and add them to the essay plan. Decide how likely each event is, in your opinion.



2 Working individually, write an essay (200–250 words) following your plan. Remember to use linking words and suitable expressions from the *Learn this!* box and Prepare exercise 7.

3 Work in pairs. Swap essays and check your partner's work.

CHECK YOUR WORK

Have you:
- ☐ followed the essay plan correctly?
- ☐ used expressions from the *Learn this!* box?
- ☐ used linking words from the *Writing tip* on page 36?
- ☐ checked the spelling and grammar?

I CAN ...

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

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

	✶	✶✶	✶✶✶
I can understand and react to an article about someone who has made a radical change in their life.			
I can describe the process of change.			
I can use a wide range of conditional sentences.			
I can write a discursive essay.			

●●●●● Workbook: page 33
●●●●● Workbook: Self Check pages 34–35

LITERATURE CORNER 2

Jane Austen

1 **Think about the plots of two romantic comedies and answer the questions. Use two from the list or your own ideas.**

Definitely Maybe *Forgetting Sarah Marshall*
Hit and Run *The Five Year Engagement* *Marley and Me*

1 Is it usually clear from the start which characters will end up together? How can you tell?
2 How well do these characters get on earlier in the film? What happens between them?

2 **Read the information about Jane Austen and *Pride and Prejudice*. Complete the text with suitable words.**

Although Jane Austen (1775–1816) is one of the most famous writers in the English [1]_____, she was not regarded as a major figure in English literature until a century [2]_____ her death. Her six novels are generally regarded as romantic fiction, but they also show the reality of contemporary society and customs, particularly from a female perspective. In Austen's day, women were financially [3]_____ on men, living at home until they got married. For families with several [4]_____, it was a daunting task finding a 'good match' (that is, a suitable husband) for them all. In *Pride and Prejudice*, Austen's best-known novel, Mr and Mrs Bennet have five daughters, and [5]_____ the girls all have certain qualities, they have no private wealth to [6]_____ them more attractive to would-be husbands. So when Mr Bingley, a handsome, rich and charming bachelor, moves to the area, it naturally causes great excitement in the Bennet family. His friend, Mr Darcy, is also handsome (and even [7]_____) but his behaviour is far from charming. Elizabeth Bennet, the second eldest daughter, immediately dislikes him. This dislike grows throughout the novel – exacerbated by various deceptions and misunderstandings – until, eventally, the inevitable happens: they fall desperately in [8]_____.

3 **Read the extract from *Pride and Prejudice*. Underline parts which either show or imply that:**

1 Mrs Bennet is protective towards her daughters.
2 Jane Austen believes gossip leads to exaggeration.
3 Bingley and Darcy are close friends.
4 Darcy has a high opinion of himself.
5 Darcy is feeling particularly unsociable on this occasion.

4 🎧 1.17 **Listen to an extract from *Pride and Prejudice*. Does Mr Bennet break his word to his wife? Why?/ Why not?**

5 🎧 1.17 **Listen again. Find evidence to show that these statements are true.**

1 Mrs Bennet is very keen for her daughter to marry.
2 Mr Bennet is used to his wife being over-dramatic.
3 Mr Bennet has a low opinion of Mr Collins.
4 Mr Bennet has a close relationship with Elizabeth.

Mr Bingley had soon made himself acquainted with all the principal people in the room; he was lively and unreserved, danced every dance, was angry that the ball closed so early, and talked of giving one himself at Netherfield. Such amiable qualities must speak for themselves. What a contrast between him and his friend! Mr Darcy danced only once with Mrs Hurst and once with Miss Bingley, declined being introduced to any other lady, and spent the rest of the evening in walking about the room, speaking occasionally to one of his own party. His character was decided. He was the proudest, most disagreeable man in the world, and everybody hoped that he would never come there again. Amongst the most violent against him was Mrs Bennet, whose dislike of his general behaviour was sharpened into particular resentment by his having slighted one of her daughters.

Elizabeth Bennet had been obliged, by the scarcity of gentlemen, to sit down for two dances; and during part of that time, Mr Darcy had been standing near enough for her to overhear a conversation between him and Mr Bingley, who came from the dance for a few minutes to press his friend to join it.

'Come, Darcy,' said he, 'I must have you dance. I hate to see you standing about by yourself in this stupid manner. You had much better dance.'

'I certainly shall not. You know how I detest it, unless I am particularly acquainted with my partner. At such an assembly as this, it would be insupportable. Your sisters are engaged, and there is not another woman in the room whom it would not be a punishment to me to stand up with.'

'I would not be so fastidious as you are,' cried Bingley, 'for a kingdom! Upon my honour I never met with so many pleasant girls in my life, as I have this evening; and there are several of them, you see, uncommonly pretty.'

'You are dancing with the only handsome girl in the room,' said Mr Darcy, looking at the eldest Miss Bennet.

'Oh! she is the most beautiful creature I ever beheld! But there is one of her sisters sitting down just behind you, who is very pretty, and I dare say very agreeable. Do let me ask my partner to introduce you.'

'Which do you mean?' and turning round, he looked for a moment at Elizabeth, till catching her eye, he withdrew his own and coldly said, 'She is tolerable; but not handsome enough to tempt me; and I am in no humour at present to give consequence to young ladies who are slighted by other men. You had better return to your partner and enjoy her smiles, for you are wasting your time with me.'

Mr Bingley followed his advice. Mr Darcy walked off; and Elizabeth remained with no very cordial feelings towards him.

6 **Discuss this question: How has the relationship between men and women changed now that women can work and support themselves financially?**

SKILLS ROUND-UP 3–4

Finding somewhere to live

READ

1 Is it difficult to find somewhere to live?

2 Read the text. How are some Londoners solving the problem?

Renting:

How to find flatmates

Stuart Kelly, 31, earns £28,000 a year, yet he can't find anywhere decent to live in London. 'Back home in Edinburgh I'd be rich, but here my money goes nowhere,' he laments. 'I started out renting a grubby room with no lock in an old mansion in Lewisham, then I moved to Belgravia, where I had problems with the landlady. I am currently paying £800 per month for a rather small single room in Whitechapel. I have lost around £500 in non-returned deposits and the like. I just want to find a decent, larger room that I can afford. I'm in pretty dire straits, to be honest.' Which is why he is spending the evening at a restaurant in Leicester Square, the venue for a new and unusual type of event called Flat Night Fever.

This is the latest answer to the property crisis. People with rooms to let put on orange-coloured name badges and sit at tables labelled north, south, east or west, according to the part of town where their accommodation is located. Those who are looking for places to live (white name badges) circulate around those tables in the hope of convincing their orange-badged counterparts that they would make the ideal flatmate.

'It works both ways, of course,' explains the event's organizer, Paul Curry, of accommodation website Easyroommate.co.uk. 'The person looking for the room might not hit it off with the person offering the room, either. That is the purpose of the event: to prevent having to do the thing we've all done, which is trek halfway across London to see a flat you hate, lived in by people you wish you'd never met.'

'This isn't an evening we make any money out of,' says Easyroommate's founder Karim Goudiaby, who usually charges for the introduction service via email, with subscribers getting the contact details of the flat-seeker or flat-owner they want to see. 'This shows we are more than just a property bulletin board: we want to ensure that the people we match up are compatible. You need to choose a flatmate with great care.'

3 Say whether sentences 1–7 are true (T) or false (F).

1 Stuart could afford better accommodation in Edinburgh.
2 He used to live in a small flat in Lewisham.
3 He always gets his deposits back.
4 Stuart believes his situation is very problematic.
5 At Flat Night Fever, people with orange name badges are looking for somewhere to live.
6 Flat Night Fever is a 'live' version of a process that also happens electronically.
7 Karim Goudiaby thinks that it's important to be very selective in choosing a flatmate.

LISTEN

1 1.18 Listen to a dialogue between Edgars and two other people in his new flat. Who are they? Choose from:

a bank employee a housemate a neighbour
the landlady the letting agent the postman

2 1.18 Listen again. Are the sentences true (T), false (F) or is the answer not stated (NS)?

1 Most of Edgars's possessions are still in Latvia.
2 Tomas has been living in the house for more than a year.
3 The bank won't let Edgars open an account until he has a formal job offer in writing.
4 Edgars has to pay a larger deposit on the flat because he doesn't have a bank account.
5 Tomas has not had any problems with the neighbours.
6 The landlord sometimes calls by unexpectedly.
7 Edgars's letter is from the person who interviewed him.

WRITE AND SPEAK

1 Read the task below and make notes.

You have been asked to write a short article for a travel magazine about the different areas of your town and where the best places to rent would be.

2 Write your article. Remember to include one or two recommendations and give reasons for them.

3 Work in groups of four.

- **Students A and B:** You are flatmates, looking for one more tenant.
- **Students C and D:** You are both prospective tenants, keen to share with students A and B. You can invent new personas.
- **Students A and B:** Interview students C and D one at a time. Ask them questions about their personality, their habits and anything else that occurs to you. Then talk about the two candidates and agree which one to accept.

5 Battles

THIS UNIT INCLUDES

Vocabulary • war and war idioms • verb-noun collocations • linkers for addition
Grammar • *for* + noun/pronoun + infinitive • ellipsis (reduced infinitives, omission of verbs)
Speaking • talking about armed conflict • discussing family tensions
Writing • a description of a person

Wildlife warrior

BEFORE READING

1 Describe what is happening in the photo. Why is the man acting in this way, do you think? What do you think of his behaviour? Would you enjoy seeing a show like this at a wildlife park? Why? / Why not?

2 Do you enjoy watching wildlife programmes on TV? What do/don't you like about them?

READ

Reading tip

Scanning is looking for specific information in a text. When you scan a text, you do not read every word. First, think of key words that will help you to locate the information. As you scan the text, keep the words in mind and try to spot them.

1 Read the *Reading tip*. Match three 'key words' from the box to each question (1–3).

killed business danger dead fortune lucrative money parents retire

1 How did Steve Irwin die?
2 How did he become rich?
3 What business did he take over when his mother and father stopped working?

2 Scan the text and find the answers to questions 1–3 in exercise 1. Which key words led you to the answers?

3 1.19 Read the text again. Choose the best answers.

1 Irwin was different from many of his fellow countrymen because
a he was more attracted to animals than humans.
b he was unafraid of wild animals.
c he enjoyed going out in extremely hot weather.
d he was a keen animal rights activist.

2 Irwin died
a because medical staff arrived after midday.
b despite the attempts of his crew to save his life.
c because there weren't any rescue helicopters available.
d in spite of the fact that the emergency services arrived promptly.

3 Irwin felt that
a the uproar over the incident involving his son was justified.
b the incident involving his son was funny.
c crocodiles are not in fact very dangerous creatures.
d the crocodile posed no danger whatsoever to his son.

Steve Irwin



Unlike most Australians, who shrink from the tropical sun and shudder at the dangerous creatures that surround them, Steve Irwin was a man in tune with his surroundings. A true environmental warrior and lifelong animal rights advocate, he founded Wildlife Warriors Worldwide, which protects habitat and wildlife, sets up breeding and rescue programmes for endangered species, and leads scientific research to aid conservation.

Nothing fazed him – not the sharks or killer jellyfish, nor the man-eating crocodiles, nor the dozens of snakes and spiders capable of delivering a fatal bite. For Irwin, Australia's animals were 'like a magnet', and he acquired fame, and considerable fortune, by getting up close to them. He appeared to have no fear. And it was, perhaps, that sense of invulnerability that killed him.

The warrior who wrestled crocodiles and handled pythons without a scratch was diving in the warm waters of Queensland's Great Barrier Reef when a stingray shot its poisonous barb into his heart. According to a witness, Irwin swam too close to it. Triangular-shaped stingrays, which glide through the water on their wide, flat bodies, are usually placid, lashing out with their long tails only when they feel threatened or are trodden on. Irwin was believed to be only the third person killed by a stingray in Australian waters. Irwin, whose television show *Crocodile Hunter* made him an international celebrity and a superstar in America, was filming an underwater sequence for a documentary called *Ocean's Deadliest* at the remote Batt Reef. The crew of his boat called the emergency services and administered heart massage as they rushed to a nearby island to meet a rescue helicopter. But the 44-year-old, who is believed to have suffered an instant cardiac arrest, was pronounced dead by medical staff at about noon local time.

Animals were in Irwin's blood. At the age of six he was given a four-metre python for his birthday. When he was eight, his father, Bob, a plumber with a passion for reptiles, moved the family from Melbourne to Queensland's Sunshine Coast, where they opened a small wildlife park. By the time Irwin was nine, he was catching crocodiles, and in his twenties he worked for the Queensland government as a crocodile trapper, removing problem animals from populated areas. In 1991, when his parents retired, he took over the business – originally called the Queensland Reptile and Fauna Park, and now known as Australia Zoo – and developed it into a lucrative tourist attraction. A theme park famous around the world, it has more than 1,000 animals on 60 acres of bushland and employs 360 people.

Irwin told an ABC documentary: 'I've got animals so genetically inside me that there's no way I could actually be anything else.' Visitors came in droves to Australia Zoo to watch Irwin hover perilously close to untethered crocodiles, often leaping on to their backs. But in 2004 he went too far, cradling his baby son, Bob, in one arm while feeding a large, snapping crocodile with the other. There was an uproar and Irwin apologized. He later insisted, however, that the boy had been in no danger, and in later interviews laughed off the incident. He simply could not understand what the fuss was about. It was all about 'perceived danger' he said, claiming that 'in front of that crocodile I was in complete control, absolute and complete control.' One commentator blamed his death on the demands of an increasingly voyeuristic brand of television. But Irwin was only doing what had come naturally. He was a natural showman. Irrepressibly ebullient, he thrived on his death-defying encounters with wildlife.

The British television presenter and survival expert, Ray Mears, said his death proved that 'some things in nature should be left alone'. He said of Irwin: 'He clearly took a lot of risks, and television encouraged him to do that. It's a shame that audiences need that to be attracted to wildlife. Dangerous animals, you leave them alone because they will defend themselves.'

Mears, too, condemned some wildlife programmes as 'voyeuristic', saying: 'Television has become very gladiatorial, and it's not healthy. The voyeurism we are seeing on television has a cost, and it's that cost Steve Irwin's family are paying now.' However, scientists who study stingrays say that Irwin was extremely unlucky. Unprovoked attacks are virtually unheard of, and although a stingray's venom will cause agonizing pain, it is rarely fatal.

Although Irwin was one of Australia's most successful exports, he provoked mixed feelings at home. Like Kylie Minogue, he was not taken entirely seriously in Australia, and appeared to be more valued abroad. Urban Aussies want to shake off the image embodied by the brash, blond Irwin, and to have their modern, multicultural nation portrayed overseas in a rather more sophisticated fashion. Whatever one thought of Irwin, his passion for life could not be denied, nor the 100 per cent enthusiasm that he brought to everything he did. 'I get called an adrenaline junkie every other minute, and I'm just fine with that,' he once remarked. On another occasion, he claimed never to have experienced 'fear of losing my life'.

4 **Ray Mears believes that**
   a dangerous animals should not feature in wildlife programmes.
   b Irwin was right to put his life at risk in his television programmes.
   c Irwin was voyeuristic and gladiatorial.
   d audiences prefer to watch wildlife documentaries in which there is real danger.

5 **People were surprised that Irwin had been killed because**
   a they thought that Irwin was invulnerable.
   b stingray attacks seldom result in death.
   c he often wrestled with dangerous animals.
   d he had always been an extremely lucky man.

6 **Irwin**
   a had mixed feelings about his own success.
   b was more popular than Kylie Minogue.
   c was more popular with non-Australians than with Australians.
   d was popular with urban Australians because he was brash, blond and unsophisticated.

UNDERSTANDING IDEAS

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

1 Do you admire Steve Irwin? Why? / Why not?
2 Do you agree that TV has become 'gladiatorial and voyeuristic'? Why? / Why not?
3 Do you agree that 'some things in nature should be left alone'? Why? / Why not?

VOCABULARY

Steve Irwin

Match the highlighted words in the text with these definitions.

1 A slight injury made by something sharp.
2 Represented; shown or described in a particular way.
3 Strongly disapproved of.
4 To shake because you are cold, frightened or because you experience strong feelings.
5 Poison from an animal's bite or sting.
6 Making a lot of money.
7 Large numbers of people.
8 A person who supports a public plan or action.
9 A substance produced in the body when you are afraid, excited or angry.
10 Not easily excited or irritated.
11 A long way from where other people live.
12 Holding gently in your hands or arms.
13 Anger or complaints about something.
14 Obtained or gained.
15 Meetings, especially if unexpected.

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VOCABULARY

Steve Irwin

ACTIVATE

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

acquire adrenaline advocate condemn cradle drove encounter fuss lucrative placid portray remote scratch shudder venom

1 My uncle became rich after setting up a number of _____ businesses.
2 I recently read a story about an _____ between humans and aliens from another planet.
3 George is a strong _____ of human rights and free speech.
4 Kate loves activities like bungee jumping that get her _____ flowing.
5 The students made a big _____ about all the extra homework they'd been given.
6 Thinking about all the exams I have to take next year makes me _____ !
7 The newspapers _____ the use of violence to break up the demonstration.
8 The British are often _____ in American films as villains.
9 _____ of tourists came to see the new exhibition at the National Gallery.
10 The _____ on his hands were made by the cat's sharp claws.
11 The _____ of the black mamba snake is extremely deadly.
12 Sarah _____ her new-born baby in her arms.
13 Sam _____ a good knowledge of Arabic during his stay in Cairo.
14 This horse is extremely _____ and so is very easy to ride.
15 We visited a _____ island in the Pacific Ocean.

EXTEND

Verb-noun collocations

1 Match the verbs (1–8) with the words (a–h) to make idioms with their origins in war. Use your dictionary to help you.

1 open up	a a bombshell
2 burn	b the gun
3 fight	c old wounds
4 set	d the hatchet
5 bury	e a losing battle
6 jump	f your sights on something
7 drop	g your bridges
8 stick to	h your guns

2 Complete the sentences with the idioms from exercise 1. Use the correct form of the verb.

1 Parents are fighting a losing battle with the school governors over a reduction in school fees.
2 My sister _____ on becoming a clinical psychologist. It's what she's always wanted to do.
3 Silvia felt the argument with her brother had gone on for long enough, so she decided to _____ and invite him round for lunch.
4 The company _____ and launched the product before it had been properly tested.
5 My brother _____ at dinner by announcing he was getting married. We didn't even know he had a girlfriend!
6 The prime minister _____ although the rest of the party are against the policy.
7 When Matt saw his ex-wife at a friend's party, it _____ .
8 Ben _____ when he resigned in the middle of the project. The company will never take him back.

3 Match each verb in the box with the two nouns it collocates with. Use your dictionary to help you.

acquire administer cause laugh off pronounce provoke shake off take take over

1 _____ a country, a restaurant
2 _____ a feeling, a cold
3 _____ trouble, a fire
4 _____ sentence, the winner
5 _____ a suggestion, a claim
6 _____ advice, a chance
7 _____ a reputation, a taste
8 _____ punishment, drugs
9 _____ a quarrel, an allergic reaction

4 Complete the sentences with the verb-noun collocations from exercise 1. You may have to change the articles.

1 My father has a lot of experience in money matters, so I always _____ from him.
2 There's a group of youths on our estate who do nothing but _____ every night.
3 Despite the support of her family, Eva couldn't _____ she was making a big mistake.
4 When someone asked if she was going to resign, she tried to _____ .
5 The army is threatening to _____ by force if the government does not meet their demands.
6 Peanuts can _____ which can be life-threatening in some cases.
7 The judge is going to _____ first thing in the morning.
8 Doctors usually _____ intravenously to patients who are admitted to hospital.
9 I didn't _____ for sushi until I went to live in Japan.

●●●●● Workbook: page 38

GRAMMAR

for + noun/pronoun + infinitive

EXPLORE

1 Do you think it is good to argue? If not, why not? If so, in what circumstances?

2 Read the text. Which tip is the most important and useful, do you think? Why?



Resolving conflict

If managed well, conflict at work can improve relationships and team performance. If handled badly, it can result in intense personal animosity and teamwork can break down. Here are five tips on how to deal successfully with conflict.

1 Good relationships are the first priority: If you disagree with somebody, make sure that you treat him or her calmly and that you try to build mutual respect. Try your best to be rational and constructive and to remain polite and courteous to each other, even when you feel under pressure.

2 Keep people and problems separate: It's a good idea for people who are caught up in a heated argument to recognize that in many cases the other person is not just 'being difficult'. There are probably real and valid differences in your points of view. Separate the problem from the person and you'll be able to debate real issues without damaging your relationship.

3 Listen first. Talk second: To solve a problem effectively it's necessary for you to understand the other person's point of view before defending your own position. Try first to understand, then to be understood.

4 Agree exactly what the problem is: This may sound obvious, but people often perceive a problem very differently. For you both to define the problem is vital before you can reach a mutually acceptable solution.

5 Explore options together: It's important for everyone to have an input when exploring solutions. Brainstorm solutions together, and be open to all ideas including ones that you have never considered before.

3 Compare these sentences with the sentences in blue in the text. What structure is used in the text to express the same ideas? Read the *Learn this!* box to check your answers.

1 People who are caught up in a heated argument should recognize that in many cases the other person is not just 'being difficult'.
2 You need to understand the other person's point of view before defending your own position.
3 It's vital that you both define the problem before you can reach a mutually acceptable solution.
4 Everyone should have an input when exploring solutions.

Workbook: page 39

LEARN THIS!

for + noun/pronoun + infinitive

1 We use this structure when an infinitive needs its own subject.
It's important for Jane not to fail her exams. (Jane is the subject of the verb *fail.)*
2 It is frequently used after adjectives and nouns.
I'm unhappy for the children to miss school.
It's time for us to go.
3 It can be the subject of a sentence.
For him to apologize would be unthinkable.
4 It is often used in place of a *that* clause with *should* or the subjunctive and is less formal.
It's essential that Sue ring her dad.
It's essential for Sue to ring her dad.

Grammar Reference: page 102

EXPLOIT

1 Complete the sentences using the words in brackets.

1 It's important _____ (you/come home) before ten o'clock.
2 It would be a mistake _____ (him/give up) maths.
3 His parents' plan was _____ (him/take over) the day-to-day running of the business.
4 It's vital _____ (them/finish) their homework soon.
5 It's impossible _____ (me/get there) before midnight.
6 I'm keen _____ (you/see) my new apartment.
7 It's time _____ (them/finish) their exam.
8 It's rare _____ (these birds/fly) so far from the sea.

2 Rewrite the *that* clauses using *for* + noun/pronoun + infinitive.

1 It's natural that you feel disappointed.
2 It's unusual that it should rain so much in July.
3 I don't think it's necessary that we call home before we leave.
4 It's essential that they buy a new printer for their computer.
5 I'm eager that you visit the historic castle that's just outside of town.
6 John's idea was that we advertise as widely as possible.
7 It's important that they arrive as soon as possible.

3 Rephrase the sentences using *for* + noun/pronoun + infinitive.

1 It's important that she should say sorry.
2 My idea is that we should leave before dawn.
3 I was anxious that he shouldn't feel offended.
4 It would be a disaster if we lost the match.
5 It won't snow – it isn't cold enough.
6 There's nothing that we can do.
7 It's normal that students feel tired towards the end of the week.
8 Joe was eager that his dad come and watch him play football.

Grammar Builder: page 103

Workbook: page 39

SKILLS

War and peace

VOCABULARY

1 Check the meaning of the words in the box and complete the text.

anti-war movement bombing campaign casualties colony conflict insurgents occupying forces siege troops weapons withdrew



The Vietnam War

Vietnam had been a French [1]_____ for many years when, in 1954, the Vietnamese defeated France's [2]_____ and liberated their country. Fearful that Vietnam would embrace communism, the USA stepped in and Vietnam was split in two. An anti-communist state was formed in the south, armed by the USA. North Vietnam wanted to reunite the country, and they were aided by [3]_____ in the south, known as the Vietcong. The USA supplied the south with [4]_____, such as tanks and planes, and finally sent American [5]_____ to fight alongside their South Vietnamese allies. [6]_____ were high on both sides; a total of over a million Vietnamese died, including many civilians. An [7]_____ formed in the USA and put pressure on the government to end the [8]_____. In 1973 the Americans intensified their [9]_____, but failed to secure victory over the north. The Americans finally [10]_____ their forces and the North Vietnamese advanced southwards, attacking and laying [11]_____ to the capital, Saigon, and finally capturing it in April 1975. Vietnam was reunited as a communist state which survives to this day. According to Joseph Heller, author of the famous anti-war novel *Catch-22*, the Americans brought peace to Vietnam 'in the same way Napoleon brought peace to Europe: by losing.'

2 Find words in the text in exercise 1 that have the opposite meaning to the words below.

retreated disarmed defeat (n) defending enemies occupied military personnel

LISTEN

1 1.20 Listen to an account of the Battle of the Somme in the First World War. Complete the missing information with no more than four words.



Soldiers climbing out of the trenches on the first day of the battle

1 The war had started _____ years before the battle began.
2 The land between the two armies was called _____ .
3 The speaker expresses great surprise that some British and French soldiers were told _____ when they advanced towards the German lines.
4 The bombardment didn't kill many German soldiers because they had hidden _____ .
5 At first, British generals didn't know how many men they had lost because of _____ .
6 German resistance in the weeks after the battle prevented the British and French from making _____ .
7 In the autumn, the weather made it impossible to _____ .
8 _____ could say that they had won the battle.

2 Complete the collocations from the listening exercise with the verbs below.

break call up claim give grind inflict launch make put up suffer

1 _____ a breakthrough
2 _____ an attack
3 _____ the stalemate
4 _____ orders
5 _____ resistance
6 _____ casualties
7 _____ losses
8 _____ reinforcements
9 _____ to a halt
10 _____ victory

SPEAK

1 1.20 Work in pairs. Retell the story of the Battle of the Somme using the collocations above to help you. Then listen again and check.

2 Discuss the meaning of these quotations and sayings. Do you agree with them? Why? / Why not?

1 'One man's terrorist is another man's freedom fighter.'
2 'The pen is mightier than the sword.'
3 'The direct use of force is such a poor solution to any problem that it is generally employed only by small children and large nations.'
4 'We make war so that we can live in peace.'

GRAMMAR

Ellipsis

EXPLORE

1 1.21 **Read and listen to the dialogues. Why won't Harry come to the cinema? Why is Emily cross?**



George Harry, would you like to come to the cinema tonight?
Harry I can't tonight but I could tomorrow.
George The film finishes tomorrow.
Harry Oh, yes, of course it does. Look, I'd love to, but I'm going to Dan's. I said I'd help him with his maths homework.
George Oh, come to the cinema! Dan won't mind.
Harry He will.
George You can go to Dan's any day.
Harry I'm sorry. I would if I could, but I can't!

Emily Did you remember to post that letter for me?
Sally Er ... No, I forgot.
Emily Oh, Sally! You promised you would.
Sally I know I did.
Emily It's really urgent.
Sally I know it is. I'm sorry!

2 **Read the *Learn this!* box. What words have been missed out, or are understood, following the red words in the conversations in exercise 1?**

LEARN THIS!

Ellipsis
We often leave words out in order to avoid repetition.
1 We can use *to* instead of a whole infinitive (a 'reduced infinitive'), or sometimes the whole infinitive is omitted.
I love reading sci-fi stories, but I didn't use to.
Stay for lunch if you want.
2 A main verb can be omitted after a modal or auxiliary verb.
He didn't phone me, but he should have.
3 In ellipsis the pronunciation of the auxiliary/modal verbs and *to* is usually strong.

Grammar Reference: page 102

EXPLOIT

1 **Complete the sentences using a reduced infinitive and a verb from the box in the correct form. If more than one answer is possible, explain your choice.**

not be able hope intend not like love not mean want use to

1 'Do you want to join us for a bite to eat?'
'Yes, I _____.'
2 'You broke my new MP3 player!'
'Sorry, I _____.'
3 'Did you go for a stroll along the beach?'
'No, I _____, but I was feeling a bit under the weather.'
4 'I think you should apologize to Jean.'
'I _____.'
5 'Do you think you'll get the job?'
'I _____.'
6 'You could have asked Kate if she'd lend you her car.'
'I know, but I _____. I'm always asking her for favours.'
7 'I was hoping to come to your leaving do, but I'm afraid I _____.'
8 'Dave doesn't run as much as he _____.'

2 1.22 **Complete the dialogues with appropriate auxiliary or modal verbs. Sometimes you need a negative verb. Then listen and check.**

Fred Have you drunk all the Coke?
Lucy No, I [1]_____.
Fred Well, someone [2]_____. There were a couple of cans in the fridge this morning.
Lucy You can go and buy some more if you [3]_____.
Fred Why [4]_____ I? I bought the last lot!
Lucy You [5]_____! I [6]_____! It's your turn.

Sandra Who's pinched my hairdryer?
Cathy I [7]_____. Maybe Ellie [8]_____.
Sandra No, she [9]_____. She never uses one.
Cathy If you [10]_____, you can borrow mine.

3 **Prepare a conversation in which two teenagers argue about something. Avoid repetition by including a number of auxiliary verbs and reduced infinitives. Use one of the ideas below or choose your own.**

1 an argument about borrowing something and not returning it
2 an argument about breaking something valuable
3 an argument about being late for an appointment
4 an argument about what to do in the evening

4 **Work in pairs. Act out your dialogue to the class, paying attention to the pronunciation.**

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Workbook: page 40

WRITING

Article: decribing a person

READ

1 Explain this quotation about admiration. Do you agree with it? Why? / Why not?

We always love those who admire us, but we do not always love those whom we admire.

Writing tip: Writing an article

When writing an article, it is important to consider:
1 the target audience, i.e. who you are writing for.
2 the purpose of the article (e.g. to entertain, to persuade, to inform, etc).
3 the appropriate style (e.g. formal, informal, 'chatty' and personal; the use of headings, bullet points, etc.).

2 Read the *Writing tip* and the task below. What is the target audience? What is the purpose of the article? What style would be most appropriate?

> **Someone I admire**
> Write an article about someone you admire. It could be someone you know personally or a public figure.
> • Include information about their life.
> • Include information about their achievements.
> • Explain why you admire them.
> The three best articles will be published in the school magazine next month.

3 The opening of the article should grab the reader's attention and draw them in. Which of these openings works least well? Why?

(a) There are a number of people I admire, but one person stands out from all the others.

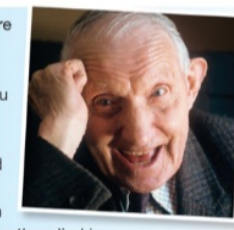
(b) Patience, wisdom and generosity are three qualities that I value greatly, and my friend Susan has all three in abundance.

(c) The person I admire most is my elder brother, Joseph. He's a really admirable person.

(d) If there's one person that embodies all that I admire in a human being, it's my Aunt Linda.

(e) What makes us admire people? Often it is because they have admirable qualities which we don't ourselves possess.

4 Read the article. Find passages where the writer has:
1 addressed the reader.
2 used a rhetorical question.
3 used (a) a chatty, personal style and (b) a more formal style.



Top of the list of people I greatly admire comes my great-grandfather, who, at the age of 97, is still living a full and active life. If you were to meet him, you wouldn't believe he's only three years short of a hundred.
Throughout his long life he has battled against adversity and misfortune. He lost both his parents before his twelfth birthday, and on top of that his elder brother died in the First World War. As a young man in the 1930s he was out of work for long periods and really struggled to support his young family. Then, just as things began to go better for him, he was called up to fight in the Second World War. He joined the RAF and was shot down over France in 1944. Not only was he badly injured, but he was also captured and spent the rest of the war in a prisoner-of-war camp.
After the war, he opened a small garage, doing repairs and servicing, and selling second-hand cars, and through sheer hard work built it up into a successful business. However, the business ran into difficulties during a recession and he went bankrupt.
All this was long before I was born, of course. But what's he really like as a person? In the years that I have known him he has shown other great qualities besides the courage and determination which helped him through the difficult times. He's kind, willing to listen and offer a word of advice – but he never forces it on you. What's more, he's great fun to be with and very witty.
He's one of the wisest and most tolerant people I know, and I'm very lucky to have him as my great-grandfather.

5 An article needs a good title. Choose the best title for the article in exercise 4.

1 A long life
2 A lovely old man
3 Battling against adversity
4 My great-grandfather
5 Someone I admire

6 In the article, find two of the nouns below and three adjectives formed from the nouns below.

altruism amiability charm courage determination devotion generosity honesty intelligence loyalty patience reliability sensitivity sincerity tolerance trustworthiness wisdom wit

7 Form adjectives from all the other nouns in the box.

PREPARE

1 Work in pairs. Make a list of five well-known people whom you admire. What are the qualities and achievements that you find admirable? Use the nouns and adjectives in Read exercises 6 and 7 to help you.

2 Look at the pictures. What achievements are the people famous for? What difficulties did they have to overcome?


1 Beethoven


2 Nelson Mandela


3 Emmeline Pankhurst

3 Check the meaning of the words and phrases used to express addition in the *Learn this!* box. Which two would you only expect to see in a formal context? Find four more in the article on page 46 and put them in the correct place in the *Learn this!* box.

LEARN THIS!

Linkers for addition

Preposition + noun	Adverbs/adverbial phrases
alongside	*besides, ...*
along with	*furthermore*
apart from	*... into the bargain*
as well as	*moreover*
1 _____	2 _____
in addition to	*... to boot*
plus	3 _____

Preposition + gerund	Paired conjunctions
apart from	*both ... and ...*
as well as	4 _____
besides	
in addition to	

4 Complete the second sentence so that it means the same as the first.

1 Wendy is very determined and she's also very ambitious.
Besides _____ .
2 Henry travelled up the Amazon, and some of his friends went with him.
Henry _____ along with _____ .
3 Liam is a fine painter and he's a good pianist too.
Liam _____ to boot.
4 My mum has a full-time job and does all the housework.
My mum _____ as well as _____ .
5 Jake has got both a great sense of humour and a great deal of charm.
In addition to _____ .
6 My grandmother looked after five children and she looked after her own sick mother.
My grandmother _____ plus _____ .
7 Pete owns a flat in London as well as a house in the country.
Apart from _____ .

WRITE

1 Read the task. Plan an article, making notes for the sections below.

> **Heroes**
> Write an article about someone you admire because they have overcome adversity. It could be someone you know personally or a public figure. Describe the problems they faced and the qualities that make them special.

Opening paragraph: Introduce the topic. Grab the reader's attention. Refer to the question, but do not copy it.

Main part: Adversities they have overcome and the qualities that make them special – one or two paragraphs.

Final paragraph: Briefly sum up.

2 Work in pairs.

1 Look at your partner's notes from exercise 1 and write down at least three questions which you'd like to ask about the person.
2 Ask your partner the questions you noted down.
3 Use your answers to your partner's questions to add more details to your article plan.

3 Think of a good title for your article.

4 Write a first draft of the article (200–250 words) following your plan. Remember to grab the readers' attention in the first paragraph and use some linkers for addition.

5 Check your work using the list below.

CHECK YOUR WORK

Have you:
- ☐ followed the plan correctly?
- ☐ grabbed the readers' attention in the first paragraph?
- ☐ used some linkers for addition?
- ☐ checked the spelling and grammar?

I CAN ...

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

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

	✶	✶✶	✶✶✶
I can understand and react to an article about a naturalist.			
I can talk about conflicts.			
I can use devices to avoid repetition.			
I can write an article describing someone I admire.			

●●●●○ Workbook: page 41

●●●●○ Workbook: Self Check pages 42–43

6 Dreams

THIS UNIT INCLUDES

Vocabulary • synonyms of *predict* • dependent prepositions (2) • expressing hope/doubt for the future
Grammar • phrasal verbs: particles and their meanings • reporting structures
Speaking • talking about sleep and dreams • talking about personal ambitions
Writing • a story

Sleep-deprived teenagers

BEFORE READING

Describe the photos. Then ask and answer these questions.

1 What time do you usually go to bed?
2 Do you have a computer or a TV in your bedroom?
3 Do you go straight to sleep? If not, what do you do?
4 Do you ever lie in at weekends? Until what time?

READ

Reading tip

Sometimes the title of the article and the photos accompanying the text can give you clues as to the attitude of the writer to the subject. Before you read, look carefully at both to see if there are any clues that will help you with understanding the writer's viewpoint.

1 **Read the *Reading tip*, then look at the title and photos and decide if the writer of the article is going to be supportive or critical of teenagers and their sleeping habits.**

2 **Read the text quickly and check your ideas. Which explanation for teenagers not getting enough sleep does the writer favour?**

1 Teenagers think they catch up with sleep at weekends.
2 Teenagers' bodies do not produce a hormone that makes them sleepy until the early hours of the morning.
3 Teenagers engage in late-night activities such as playing computer games and watching TV instead of going straight to sleep.

3 2.01 **Read the text again. Choose the best answers.**

1 A new report suggests that
a teenagers nowadays aren't sleeping as many hours as their parents did when they were young.
b teenagers are suffering serious health problems through lack of sleep.
c teenagers use up all their energy playing computer games and so they don't have enough energy for school.
d teenagers' parents don't realize that children need more sleep than adults.

2 Scientists have shown that
a only when people lose a lot of sleep are they affected badly.
b you don't need to lose much sleep to feel the effects the next day.
c children need half an hour extra every night to do better at school.
d the more sleep you get, the better you concentrate.

Let sleeping teenagers lie

Why is it that many teenagers have the energy to play computer games until late at night but can't find the energy to get out of bed in time for school? According to a new report, today's generation of children are in danger of getting so little sleep that they are putting their mental and physical health at risk. Adults can easily survive on seven to eight hours' sleep a night, whereas teenagers require nine or ten hours. According to medical experts, one in five youngsters gets anything between two and five hours' sleep a night less than their parents did at their age.

This raises serious questions about whether lack of sleep is affecting children's ability to concentrate at school. The connection between sleep deprivation and lapses in memory, impaired reaction time and poor concentration is well established. Research has shown that losing as little as half an hour's sleep a night can have a profound effect on how children perform the next day. A good night's sleep is also crucial for teenagers because it is while they are asleep that they release a hormone that is essential for their 'growth spurt' (the period during teenage years when the body grows at a rapid rate). It's true that they can to some extent catch up on sleep at weekends, but that won't help them when they are dropping off to sleep in class on a Friday afternoon.

So why aren't teenagers getting enough sleep? Some experts suggest the presence of televisions, computers and mobile phones in children's bedrooms may be to blame. Instead of reading a book at bedtime, children are going to their rooms and playing computer games, surfing the web, texting, messaging, or watching television. As these new childhood pre-sleep activities have become more widespread, so more traditional ones such as reading have declined. Dr Luci Wiggs, a research fellow at Oxford University's Section of Child and Adolescent Psychiatry, said, 'One of the problems with these pre-sleep activities is that they are unstructured, i.e. they do not have clearly defined start and end times.' She





went on, 'This is the first generation of children to face such a plethora of alternatives to going to sleep and the long-term consequences in terms of physical and mental health for both the child and their family can only be guessed at.

'What we do know is that impaired sleep quality or quantity may compromise children's physical health, academic achievements and mental health.'

Research has shown that teenagers have different sleep patterns from younger children and adults. A timing mechanism in the brain regulates our bodily functions over a 24-hour period. At night, the heart rate falls, blood pressure is lowered and although brain activity doesn't cease, it drops by around 40%. When the sun rises, the body begins to wake up. One important change that occurs at night-time is increased levels of the 'darkness hormone' melatonin, which helps us to fall asleep. Most adults start to produce melatonin at about 10 p.m. When teenagers were studied in a sleep laboratory, researchers discovered that they only began to produce the hormone at 1 a.m. It is possible that this delay in melatonin production is caused by the behaviour of teenagers. Playing with electronic gadgets late at night stimulates the brain and exposes the teenagers to bright lights which could cause the later release of melatonin. A more likely explanation, however, is that the hormonal upheaval of puberty is pushing the melatonin release back, in which case teenagers are being kept awake by their bodies – they simply can't help their peculiar sleeping behaviour. Although it isn't impossible for adolescents to go to sleep before 11 p.m., or even to be alert in the morning, their bodies make it difficult for them, and in some cases nearly impossible. This is borne out by studies conducted in the USA, where some schools have delayed the start of their classes to give their teenagers some extra time in bed. Many teachers reported that students were more alert and less moody. One school even noticed a significant improvement in the educational performance of its students.

Issues surrounding sleep – who needs how much and when – are usually given short shrift in efforts to improve student achievement. But modern brain researchers say it is time that more schools woke up to the biological facts and started lessons at a time better suited to their teenage students.

3 Children who don't sleep enough during the week
   a are failing at school.
   b don't reach their full adult height.
   c can have their ability to remember affected.
   d must sleep more at the weekends.
4 Children's night-time sleep is affected because
   a they spend all their time using gadgets.
   b they don't read enough.
   c the technology in their bedrooms is always switched on.
   d the activities they do haven't got a clear stopping point.
5 The nightly production of melatonin
   a is interrupted by playing computer games.
   b is better in adults than in children.
   c happens much later for teenagers.
   d is encouraged by sunshine during the day.
6 Teenagers therefore
   a can have more than one issue stopping them from falling asleep.
   b can only function in the afternoons.
   c have to try harder to go to bed before 11 p.m.
   d will improve in exams if they start school later.

UNDERSTANDING IDEAS

Answer the questions.

1 Why do some experts believe that activities such as playing computer games before bed are more likely to prevent teenagers from sleeping than reading a book?
2 What evidence does the writer produce to support his/her view that it is normal for teenagers to go to sleep later than adults?
3 Do you get enough sleep, do you think?
4 Would you prefer it if school started and finished later? What would be the drawbacks of starting school later?

VOCABULARY

Let sleeping teenagers lie

Match the highlighted words in the text with these definitions.

1 Need.
2 Happens.
3 Significant change.
4 Confirmed.
5 Controls.
6 Violent or sudden disruption.
7 Carried out.
8 Temporary failures or errors.
9 Weakened, damaged.
10 Of extreme importance.
11 Found over a large area.
12 Stop.
13 A very large number, often greater than is absolutely necessary.
14 Paid little or no attention to.
15 Do something you did not have time for earlier.

●●●●● Workbook: page 44

VOCABULARY

Let sleeping teenagers lie

ACTIVATE

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

borne out catch up on cease conduct crucial
give short shrift impaired lapse occur plethora
profound effect regulate require upheaval widespread

1 The school children _____ the experiments under strict supervision from the teacher.
2 The Industrial Revolution was a time of great economic and social _____ in Europe.
3 Sleep is _____ for the body to repair and detoxify itself.
4 I'm going to get an early night tonight. It's been a busy week and I need to _____ my sleep.
5 There was _____ opposition to the council's plan to cut down the trees.
6 People generally _____ more than six hours of sleep a night or their life expectancy is shortened.
7 The lorry driver was so exhausted by driving nonstop for 30 hours that his driving was seriously _____.
8 Human Growth Hormone, or HGH, is released at night and _____ the body's growth and maintenance and repair of muscles.
9 The claims made by the health food company are not _____ by the evidence.
10 Although brain activity is high when we dream during our sleep, the muscles in our body have almost _____ to function.
11 A _____ of books has been written on the subject of child development this century.
12 The student realized he had had a _____ of attention in the classroom and hadn't heard the homework.
13 A well-timed compliment can have a _____ on a person's daily confidence and well-being.
14 The road accident _____ at about 3.30 in the morning.
15 The student's excuses for not having done the assignment were _____ by the teacher.

EXTEND

Synonyms of *predict*

1 **Complete the sentences with appropriate verbs in the correct form. Use the dictionary entries to help.**

anticipate (*rather formal*) believe that sth will happen or sb will do sth
We don't anticipate any major problems.

expect believe that sth will happen or sb will do sth
You can't expect to learn a foreign language in a few months.

forecast say what you think will happen in the future, based on information, and often using scientific methods
Experts are forecasting a recovery in the economy.

predict say that sth will happen in the future
She predicted that the election result would be close.

prophesy say what will happen in the future, especially using religious or magical powers
He prophesied that a flood would cover the Earth's surface.

project (*usually passive*) estimate the size, cost or amount of sth in the future, based on what is happening now
A growth rate of 4% is projected for next year.

1 We are _____ lots of visitors this weekend.
2 Nostradamus _____ that the world would end by 1998.
3 The airport isn't busy so the captain doesn't _____ any serious delays to our flight this morning.
4 Severe weather is _____ for next week.
5 The company _____ that a number of employees will be made redundant.
6 Despite voter unrest, the ruling party is _____ to win the next election.

LEARN THIS!

Dependent prepositions
Many nouns, adjectives and verbs need to be followed by certain prepositions.
*She apologized **for** giving me the wrong change.*
*I don't know what they're arguing **about**.*

2 **Complete the sentences with a suitable preposition.**

1 I'm very suspicious _____ job adverts that offer an exorbitant salary.
2 Most teenagers go through a stage of rebelling _____ authority.
3 The key _____ good organization is not leaving everything to the last minute.
4 Doctors say she would benefit _____ a change in her diet.
5 The government recommended a number of measures to help citizens cope _____ the heatwave.

●●●●● Workbook: page 46

GRAMMAR

Phrasal verbs: particles and their meanings

EXPLORE

1 How do dreams differ from real life?

2 2.02 Read and listen to the conversation. In his dream, what makes Harry able to fly?



Ben Hey, Harry. How're you doing?
Harry I'm good, thank you. You?
Ben I'm OK, but all this week I've been going over the course work I missed when I was away and it's tiring me out! I must get to bed earlier.
Harry Well, at the moment, my dreams are tiring me out. I wake up and I'm more exhausted than I was when I went to bed!
Ben Goodness, whatever are you dreaming about?
Harry It's pretty much the same dream, really. I'm walking along the road and a group of guys come up to me and start picking on me for no reason.
Ben Sounds stressful! So what do you do?
Harry Well, it sounds daft but I throw myself forward and I take off.
Ben You fly?
Harry Yes! But then I realize that I shouldn't be able to and I start dropping down to the ground again. So, in order to carry on flying, I have to believe that I can fly. But it's exhausting. And when I wake up, it takes me a little while to calm down.
Ben Hmm. Have you tried to work out what it means?
Harry Of course not. I've heard you are supposed to jot down your dreams every morning to analyse them, but really, who does that?
Ben Well, you'll never know, then.

3 Read the *Learn this!* box. Look at the phrasal verbs in blue in the conversation and match their particles to the correct meanings.

LEARN THIS!

Phrasal verbs: particles and their meanings
Particles often add a specific meaning to a phrasal verb. Most particles have more than one meaning.

back = 1 repeating 2 looking into the past
*The secretary read the letter **back** to the manager.*
*This building dates **back** to 1650.*

down = 1 record in writing 2 reducing
*I jotted **down** the phone number on a scrap of paper.*
*Wait till your coffee cools **down**.*

off = 1 departing 2 ending
*The thieves made **off** with £1 million in cash.*
*Sam broke **off** his engagement to Tilly.*

on = 1 continuing 2 attacking
*My boss droned **on** for ages at the meeting.*
*Pick **on** someone your own size!*

out = 1 disappearing 2 solving, searching
*Dinosaurs died **out** about 60 million years ago.*
*I could just make **out** a ship on the horizon.*

over = 1 visiting 2 considering, examining
*Let's pop **over** to Jamie's.*
*Always look **over** your work before you hand it in.*

up = 1 approach 2 improve
*Don't creep **up** on me like that!*
*I'm going to classes to brush **up** on my French.*

Grammar Reference: page 104

EXPLOIT

1 Complete these sentences with the particles below. Which meanings in the *Learn this!* box do the particles convey, 1 or 2?

back down off on out over up

1 In my dream I remember the wolf coming _____ to the door.
2 I wish I could find _____ what that dream means.
3 In my dream I was five, and this boy took my ball and ran _____ with it.
4 Mostly my dreams are just a rehash of the events of the day, coming _____ to me in a muddled form.
5 It's quite amusing to go _____ the dream in your own head.
6 My friend talked _____ and on about the dream he had. It was so boring.
7 If you want to remember something, you need to write it _____ .

2 Work with a partner. Discuss these questions and try to use some phrasal verbs in your conversation.

1 What explanations do scientists give for why we dream?
2 How often do you dream? Do you remember your dreams well? Have you ever had a recurring dream?
3 Relate a dream you have had that you can remember.
4 Do you think that your dreams can tell you anything about your true state of mind? Why? / Why not?

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SKILLS

Talking about the future

VOCABULARY

1 Complete the sentences with the words in the box.

reasonable position myself hopes everything counting sights foreseeable come fulfill dream towards

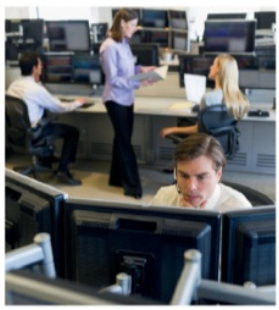
1 I've set my _____ on going to university to study law.
2 I'm not _____ on working in a developing country.
3 If my plans _____ to nothing, I don't know what I'll do.
4 I'll give it _____. I've got to succeed in business.
5 It may take years to realize my _____ of getting a recording contract.
6 I'm not pinning my _____ on getting a job involving computers.
7 I may work _____ becoming a teacher.
8 Marriage? I don't see that happening in the _____ future.
9 If I study economics, I'll be in a better _____ to apply for a job overseas.
10 I can see _____ working part-time.
11 There's a _____ chance I'll achieve my goal.
12 Assuming that I _____ my ambition and become a lawyer ...

2 Which expressions are optimistic about the future? Which aren't? Write them in the correct column.

Expressing hope for the future	Expressing doubt about the future

LISTEN

1 Look at the photos. Which ambitions for the future are being illustrated, do you think?




2 2.03 Listen to six teenagers answering the question: 'Where do you see yourself in ten years' time?' Answer the questions. Give reasons for your answers.

1 In your opinion, who is the most ambitious? Why?
2 Who do you think is the least ambitious? Why?
3 Who is the most optimistic about fulfilling their ambitions? Give reasons.
4 Who is the most doubtful about their future? Why?
5 Do you have similar ambitions to any of the speakers?

3 2.03 Mark which speaker uses each expression in Vocabulary exercise 1. Then listen again and check.

SPEAK

1 Where do you see yourself in ten years' time? Make notes under these headings.

Education Study what? Where?
Job What? Where?
Marriage and children Yes or no? When? How many?
House and home Where? What type?
Travel Where to?
Money How important?

2 Work in pairs. Look at each other's notes and ask some questions about the predictions. Add your answers to your notes.

3 Work in pairs. Make predictions about your partner's future.

4 Prepare to present your ideas using some of the expressions practised above and in the box below. Then work with a different partner. Tell him or her about where you see yourself in ten years' time.

Expressing doubt and uncertainty
It's difficult to say, really.
I guess I'll ...
I (don't) suppose I'll ... /I (don't) imagine I'll ...
I would(n't) say that ...
I doubt if I'll ...
It's unlikely that I'll ...
Assuming that ...
I may/might well ...
It depends whether/how/what, etc. ...
It's anyone's guess what/when/where, etc. ...
I could go in a number of directions.

GRAMMAR

Reporting structures

EXPLORE

1 **Read the text. Have you ever had an 'anxiety dream' like this?**



I had the strangest dream the other night. I was having breakfast and my mum reminded me that the school exams started that day. She asked me if I had done enough revision and I told her the exams weren't for another three weeks, and promised to revise for them. But when I got to school, I found that my classmates had already started the English Literature exam. I apologized for being late. The teacher instructed me to sit down and start writing, but when I opened the exam paper, I couldn't answer any of the questions. I claimed not to have read any of the books, but the teacher insisted that I should do the exam. It was at that point that I woke up.

2 **What do you think were the original words spoken by the people in the dream?**

3 **Read the *Learn this!* box. Match the highlighted verbs in the text with the correct reporting structure.**

LEARN THIS!

Reported speech reports what someone has said without using the exact words. We usually change the tense, pronouns and time expressions.
Anne said, 'It was an incredible concert. We had a fantastic time.'
Anne said they had really enjoyed the concert.

Reporting verbs use a variety of structures:
verb + infinitive
He promised to be there on time.
verb + object + (*not*) infinitive
He advised us (not) to replace the batteries.
verb + gerund
He denied breaking the window.
verb + preposition + gerund
He boasted about having three watches.
verb + object + preposition + gerund
They accused us of cheating.
verb + *that* + clause
They demanded that we have a rematch.

Grammar Reference: page 104

4 **Choose the correct alternatives. Then change the sentences to direct speech.**

1 My dad **suggested** / **advised** me to get an early night.

_____

2 Harry **refused** / **denied** that he had cheated in the exam.

_____

3 Dave **asked** / **insisted** that I should help him.

_____

4 Kate **agreed** / **proposed** to buy a new car.

_____

5 Fred **ordered** / **reminded** his son that he had to turn off the computer.

_____

6 Robbie **blamed** / **accused** his brother for the accident.

_____

7 The robbers **admitted** / **agreed** to steal the gold bullion from the security van.

_____

EXPLOIT

1 **Report the sentences using the verbs in the box.**

recommend agree beg claim congratulate insist suggest threaten warn promise

1 'I've never had a nightmare,' he said.
He claimed never to have had a nightmare.
2 'I think you should go to that restaurant. It's really good,' said Ben to Lee.
3 'Please, please don't wear those old jeans,' said Sally to Pete.
4 'If you don't stop talking, I'll give you a detention,' said Mr Medway to his class.
5 'Don't swim too far out to sea as the currents are quite strong,' said Jo to Tom.
6 'Well done for passing your driving test,' said Sue to Chris.
7 'I'll never lie to you again,' said Steve to Vanessa.
8 'You must eat your vegetables,' said Liam to his daughter.

2 **Using reporting verbs, tell your partner about:**

1 something your parents forbade you to do
2 something you complimented somebody on
3 something you apologized for
4 an invitation you declined
5 something you were blamed for
6 something you reminded somebody to do
7 something you expressed surprise at
8 something you refused to do

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WRITING

Story-writing

READ

1 Work in pairs or small groups. Think of a book or film that you all like and discuss what makes it a good story.

2 Read this extract from a story. Does it exemplify any of the features of a good story that you identified in exercise 1?



I was awoken from a lovely deep sleep by the sound of someone knocking loudly at the door.

'Who can that be?' I muttered to myself. The alarm clock said three minutes past two.

I fumbled around for my dressing gown and went cautiously down the stairs to answer the door.

A strange old man was standing on the doorstep. His face was hidden in a tall, black hood.

'Who are you? What do you want?' I asked nervously.

'Come with me. I've got something to show you,' he whispered in a husky voice. I hesitated, then closed the door quietly behind me.

I awoke in a cold sweat and sat bolt upright in bed. My heart was pounding furiously. Gradually it dawned on me that I had been dreaming. I looked at the clock. It said three minutes past two. I turned over and closed my eyes. There was a knock on the door ...

3 Underline the adjectives, adverbs and adverb phrases in the story.

4 Find three pairs of adjectives in the story. Complete the *Learn this!* box with *age*, *colour*, *opinion*, *size*.

LEARN THIS!

Order of adjectives

Before a noun, adjectives usually come in this order:
[1] _____ [2] _____ [3] _____ *shape* [4] _____ *origin* *material*

Numbers usually come before adjectives.

5 Correct the mistakes in adjective order in these phrases.

1 an old wonderful Italian painting
2 two leather enormous black suitcases
3 a Siamese grey stupid fat cat
4 a square modern small house
5 a linen cream beautiful suit

6 Rewrite the sentences using the adverbs and adverb phrases in brackets. You may need to change the punctuation. Sometimes more than one answer is correct.

1 We used to go skiing. (at this time of year / often / in France / in the past)
2 I go for long rides. (still / along the river / now and then / on my own)
3 I couldn't have done it. (so quickly / certainly / without your help)
4 It's raining. (heavily / today / quite)
5 Your letter arrived. (here / yesterday morning / oddly enough / only)

7 Put the adverbs on the right into this extract from a story, on the same line as they appear. You may need to change the punctuation. Sometimes more than one answer is correct.

Gemma marched into the café.	angrily
Where was Ryan and why hadn't he phoned? She hoped he had got her text reminding him to meet her.	earlier here
She would wait for him and no more. She walked to the far side of the café and threw her bag onto the table furthest from the door.	for 15 minutes moodily in a fit of pique
She got herself a coffee, sat down and took her phone out to check for messages. Nothing. Sighing, she tried his number again, but it went onto voicemail. She didn't leave a message. She felt very upset. It had all been going wrong. Ryan was not himself, but what was the matter, and why wouldn't he talk about it? She had finished her coffee and was getting up to go, when in he walked.	again loudly straight, like before suddenly lately at the moment ever, just wearily

8 2.04 Check the meaning of the reporting verbs below and find two of them in the story in exercise 2. Then listen and match each verb with the direct speech.

gasp groan mutter shriek sigh whine whisper yell

PREPARE

Work in pairs or small groups. Discuss how the story in Read exercise 2 might continue. Write the second half of the story in 100 words. Include some direct speech and use some adverbs and pairs of adjectives to make your writing more interesting.

WRITE

1 You are going to write a story (200–250 words) about a dream, ending with the words, 'I woke up. It had all been a dream.' The outline of the story is told in the pictures on page 55, but the end of the dream is missing. Work in pairs. Read the outline and discuss what the characters are like and how the dream ends.

Writing tip: Variety in writing

Make your writing more interesting by using:
- a variety of adverbs and adverb phrases.
- a variety of adjectives.
- direct speech, with a variety of reporting verbs and adverbs.

2 **Read the *Writing tip*, then write the first paragraph of your story. Use the first picture and the sentences below it, and these questions to help you.**

What kind of book was it? How often do you read in bed? Were you feeling sleepy?

3 **Write the second paragraph of your story, using the second picture, the sentences below it and these questions to help you.**

What does the window overlook? What was the weather like? How did you feel? Did you call out?

4 **Write the third paragraph of your story, again using the sentences and these questions to help you. Use direct speech for the conversation.**

Was your brother already awake? How did he react? Had he heard the noise too? Did he try to reassure you? Who suggested going outside?

5 **Write the final paragraph of your story, again using the sentences and the question. Add the ending you thought of in exercise 1. Finish with the words, 'I woke up. It had all been a dream.'**

6 **Count the words. If there are fewer than 200, add more detail, events or direct speech. If you have written more than 250 words, look for repetition, or cut some detail or events.**

7 **Now write a final copy of your story. Use adverbs and adverb phrases, and a variety of adjectives and reporting verbs.**

CHECK YOUR WORK

Have you:
- ☐ used adverbs and adverb phrases?
- ☐ used a variety of reporting verbs and correct punctuation with direct speech?
- ☐ used a variety of adjectives and put them in the correct order?
- ☐ checked the spelling and grammar?

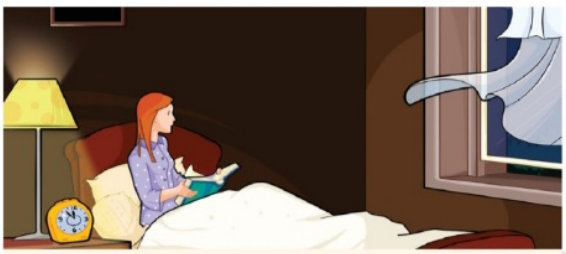
I CAN ...

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

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

	*	**	***
I can understand and react to an article about sleep.			
I can speculate and make predictions about the future.			
I can report direct speech in a variety of ways.			
I can use and understand particles.			
I can write a story.			

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Workbook: Self Check pages 50–51



1 I was reading in bed. It was late. I heard a strange noise outside.



2 I got up and looked out of the window. I couldn't see what was making the noise.



3 I went to my brother's room. We discussed what to do.



4 We went outside. The door closed behind us. *What happens next?*

LITERATURE CORNER 3

War poets

1 When was the First World War? Which countries were involved?

2 2.05 Read and listen to the poems. Which poem:

1 glorifies dying for your country?
2 highlights the horror of dying in war?

3 2.05 Read and listen again. Use the adjectives below to describe the tone and content of each poem. Give reasons for your opinions.

angry bitter compassionate depressing gruesome
havrd-hitting nostalgic patriotic peaceful powerful
realistic sentimental shocking soothing uplifting

4 Read the Fact file. In what way do the two poems reflect each poet's experience of war?

FACT FILE

- Rupert Brooke and Wilfred Owen both died in the First World War. Brooke was 27 and died of an infected mosquito bite on a naval ship in the Mediterranean. Owen was 26 and was killed in action in France on 4 November 1918, exactly a week before the war ended.
- *The Soldier* was written in 1914 at the start of the war. Brooke had not experienced any fighting.
- *Dulce Et Decorum Est* was written in 1917 after Owen had experienced a number of years of trench warfare. The poem was written to Jessie Pope, who wrote poems encouraging young people to join the army.

5 Match each of the four stanzas of *Dulce Et Decorum Est* with a summary sentence below. There is one sentence that you don't need.

a the image of the soldier dying recurs in the poet's dreams
b a direct address to the reader challenging him/her not to glorify war
c a warning not to join the army
d sudden action as the soldiers come under chemical weapon attack
e a description of tired soldiers returning from battle

6 Consider and contrast the imagery used in the poems.

1 In *The Soldier*, find:
   a references to the English landscape.
   b tranquil images in lines 12–14.
2 In *Dulce Et Decorum Est*, find:
   a two similes in lines 1–2 describing the soldiers.
   b four adjectives in lines 6–8 describing the soldiers.
   c shocking images describing the dying soldier in lines 16–24.

7 Do you like the poems? Which one do you prefer? Give reasons.

THE SOLDIER by Rupert Brooke

If I should die, think only this of me:
That there's some corner of a foreign field
That is for ever England. There shall be
In that rich earth a richer dust[1] concealed;
A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam[2],
A body of England's, breathing English air,
Washed by the rivers, blest[3] by suns of home.
And think, this heart, all evil shed away[4],
A pulse in the eternal mind, no less
Gives somewhere back the thoughts by England given;
Her sights and sounds; dreams happy as her day;
And laughter, learnt of friends; and gentleness,
In hearts at peace, under an English heaven.

Glossary [1]i.e. the soldier's body [2]paths and roads to wander [3]blessed [4]removed

DULCE ET DECORUM EST by Wilfred Owen

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod[1]. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of gas-shells dropping softly behind.

Gas! GAS! Quick, boys! – An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling,
And flound'ring like a man in fire or lime …
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues,
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: *Dulce et decorum est*
Pro patria mori[2].

Glossary [1]wearing on one's feet
[2]Latin: 'It is sweet and fitting to die for one's country'

SKILLS ROUND-UP 5–6

Dreams

READ

1 Read the text quickly. Explain the connection between the text and the photo.

2 Answer these questions about the text.

1 Using current technology, what can scientists tell about a person's thoughts by looking at brain scans?
2 What might a more advanced version of this technology allow them to do in the future?
3 What ethical issues would arise if this technology were successfully developed?
4 What safeguards does Professor Gallant suggest to prevent misuse of the technology?



Scientists have developed a mind-reading technique which could one day allow them to take pictures of memories and dreams. By comparing brain activity scans, they were able to correctly predict which of 120 pictures someone was focusing on in 90 per cent of cases. The technique could one day form the basis of a machine to project the imagination on to a screen.

Professor Jack Gallant led the Californian research team. Writing in the journal *Nature*, he said: 'It may soon be possible to reconstruct a picture of a person's visual experience from measurements of brain activity alone. Imagine a general brain-reading device that could reconstruct a picture of a person's visual experience at any moment in time.'

Two scientists volunteered to look at 1,750 images while data was recorded from their brains and linked mathematically to the 'points' that make up a 3D thought image. This link between brain activity and image was then used to identify which images were seen by each volunteer from a new set of 120, just by looking at their brain scans.

The research evokes sci-fi film *Minority Report*, where police in the future read people's minds and arrest them for 'thought crimes'. But such a situation is a long way off, as the technique currently only works on viewed images, not imagined ones, and it takes hours for the scanners to take the brain images.

Professor Gallant said: 'It is possible that decoding brain activity could have serious ethical and privacy implications in 30 to 50 years. We believe strongly that no one should be subjected to any form of brain-reading involuntarily, covertly, or without complete informed consent.'

LISTEN

1 In pairs, think about what has happened to Edgars so far. What problems is he currently facing? How should he tackle them, in your opinion?

2 🎧 2.06 Listen and choose the correct answers.

1 Edgars won't formally complain about being offered the job and then rejected because
A it was probably a misunderstanding anyway.
B he doesn't have any proof.
C he doesn't have the money to pursue a complaint.
D he doesn't have the same rights as British employees.

2 What is Edgars's reaction to Tomas's comments about dreams?
A He thinks Tomas may be right.
B He finds it hard to understand what Tomas is saying.
C He pretends to agree at first, but then disagrees.
D He's sceptical about Tomas's comments.

3 Tomas invites Edgars to
A go out with him and his sister.
B have dinner with him at his sister's house.
C join him and his sister for dinner.
D have dinner with him, his brother and his sister.

4 Edgars is speechless when Rita arrives because
A he recognizes her from his dream.
B she fulfils all his romantic dreams.
C he realizes that they've already met.
D he's pretending to be amazed.

WRITE AND SPEAK

1 Read the question in the box and make notes for an essay. Use the paragraph plan below.

> What would be the possible uses and misuses of a machine that could read people's thoughts and dreams? Do you think it would be a good or bad thing, on balance?

Paragraph 1 Introduction
Paragraph 2 Possible uses
Paragraph 3 Possible misuses
Paragraph 4 Conclusion

2 Write an essay of 200–250 words, following your plan from exercise 1.

3 Think about your own dreams for the future. Make notes about (a) three personal ambitions and (b) three hopes for the world in general.

4 In groups of three or four, give a short presentation to the group about your dreams using your notes from exercise 3.

7 Journeys

THIS UNIT INCLUDES

Vocabulary • nouns related to phrasal verbs • word formation • travelling • formal language • complaints
Grammar • *-ing* form with preparatory *it* • adding emphasis
Speaking • talking about travel
Writing • a letter of complaint

Time travel

BEFORE READING

Work in pairs. Answer the questions.

1 Do you know any stories or films in which the characters travel through time?
2 Do you think it will ever be possible to travel through time? Why?/Why not?

READ

Reading tip

If a long text does not have any subheadings, it is often useful to write key words or phrases next to the paragraphs. That way, you can remember at a glance what different parts of the text are about.

1 Read the *Reading tip*. Then read the text and match headings 1–6 below with paragraphs A–F.

1 The impossibility of time travel
2 Limitations
3 Can we trust our common sense?
4 Versions of reality
5 A schoolboy error
6 A writer comes to the aid of the scientists



Time travel for beginners

A ☐ Just over 100 years ago, in 1895, H. G. Wells's classic story *The Time Machine* was first published. As befits the subject matter, that was the 'minus tenth' anniversary of the first publication, in 1905, of Albert Einstein's special theory of relativity. It was Einstein, as every schoolchild knows, who first described time as 'the fourth dimension' – and every schoolchild is wrong. As a matter of fact it was Wells who wrote in *The Time Machine* that 'there is no difference between Time and any of the three dimensions of Space, except that our consciousness moves along it.'

B ☐ Ever since then, writers have been fascinated by time travel, and especially by the paradoxes that seem to confront any genuine time traveller (something that Wells neglected to investigate). The classic example is the so-called 'granny paradox', where a time traveller inadvertently causes the death of his granny when she was a little girl, so that the traveller's mother, and therefore the traveller himself, were never born. In which case, he did not go back in time to kill his relative, and so on. A less gruesome example was entertainingly provided by the science-fiction writer Robert Heinlein in his story *By His Bootstraps*. The protagonist stumbles across a time-travel device brought back to the present by a visitor from the distant future. He steals the device and travels forward in time. He constantly worries about being found by the old man from whom he stole the time machine – until one day, many years later, he realizes that he himself is now the old man, and carefully arranges for his younger self to 'find' and 'steal' the time machine.

C ☐ As these paradoxes show us, the possibility of our being able to travel through time is clearly irrational and runs counter to common sense. The problem is that common sense is not always the most reliable means of assessing scientific theories. To take Einstein's own theories again, it is hardly common sense that objects get both heavier and shorter the faster they move, or that moving clocks run slow. Yet both of these predictions of relativity theory have been borne out many times in experiments. In fact, when you look closely at the general theory of relativity – the best theory of time and space we have – it turns out that there is nothing in it to rule out the possibility of time travel. The theory implies that time travel may be exceedingly difficult, but not impossible.

D ☐ Perhaps inevitably, it was through science fiction that serious scientists finally convinced themselves that time travel could be made to work by a sufficiently advanced civilization. What happened was this. Carl Sagan, a well-known astronomer, had written a novel in which his characters travelled through a black hole from a point near the Earth to a point near the star Vega. Although he was aware that he was bending the accepted rules of physics, this was, after all, fiction. Nevertheless, as a scientist himself, Sagan wanted the science in his novel to be as accurate as possible, so he asked Kip Thorne, an established expert in gravitational theory, to check it out and advise on how it might be improved. After looking closely at the fictional equations, Thorne realized that such a passage through space–time from one black hole to another (a 'wormhole') actually could exist within the framework of Einstein's theory. Sagan gratefully accepted Thorne's modification to his fictional 'star gate', and the wormhole duly featured in the novel, *Contact*, published in 1985.

E ☐ The star gate, however, still only acted as a shortcut through space. Scientists soon realized that, theoretically, a wormhole could just as well link two different times as two different places. While it is hard to see how any civilization could

build a wormhole time machine from scratch, it is much easier to envisage that a naturally occurring wormhole might be adapted to suit the time-travelling needs of a sufficiently advanced civilization. Sufficiently advanced, that is, to be able to travel through space by conventional means, and locate and manipulate black holes. Even then, there's one snag. It seems you can't use a time machine to go back in time to a point before which the time machine was built. You can go anywhere in the future, and come back to where you started, but no further. Which rather neatly explains why no time travellers from our future have yet visited us – because the time machine still hasn't been invented!

F [ ] So, where does that leave the paradoxes, and common sense? Actually, there is a way out of all the difficulties, but you may not like it. It involves another favourite idea from science fiction: parallel worlds. These are the 'alternative histories', which are envisaged as in some sense lying 'alongside' our version of reality. According to the theory, each of these parallel worlds is just as real as our own, and there is an alternative history for every possible outcome of every decision ever made. Alternative histories branch out from decision points, bifurcating endlessly like the branches and twigs of an infinite tree. Bizarre though it sounds, this idea is taken seriously by a handful of scientists. And it certainly fixes all the time-travel paradoxes. According to the theory of parallel worlds, if you go back in time and prevent your own birth it doesn't matter, because by that decision you create a new branch of reality, in which you were never born. When you go forward in time, you move up the new branch and find that you never did exist, in that reality; but since you were born and built your time machine in the reality next door, there is no paradox. Hard to believe? Certainly. Counter to common sense? Of course. But the plain fact is that all of this bizarre behaviour is at the very least permitted by the laws of physics, and in some cases required by those laws. I wonder what H. G. Wells would have made of it all.

2 2.07 **Read the text and choose the best answers.**

1 **H.G. Wells' observations about the nature of time**
   - a are generally attributed to the scientist Einstein.
   - b were not taken seriously until proved by Einstein.
   - c gave Einstein the idea for his own theories of time.
   - d brought Einstein's theories to a wider audience.

2 **The so-called 'granny paradox' suggests that**
   - a it's impossible to kill your own grandparent.
   - b time travel creates logical contradictions that are hard to resolve.
   - c you could not travel back in time and meet yourself when you were younger.
   - d travelling back in time is only logically possible if you do not change anything.

3 **Scientists took the idea of time travel more seriously when**
   - a a fiction writer worked out how to make it possible.
   - b a novel contained a method of time travel that was compatible with Einstein's theories.
   - c an expert in gravity published a scientific paper about 'wormholes'.
   - d they realized that the 'star gate' idea in a science fiction novel could be applied to time travel.

4 **Theoretically, it would be impossible to**
   - a build an artificial 'wormhole'.
   - b travel fast enough through space to find a naturally-occurring 'wormhole'.
   - c discover how to build a time machine from somebody who travelled back from a future civilization.
   - d travel forwards in time to meet future civilizations.

5 **The existence of parallel worlds would mean that**
   - a time travel no longer contradicted our common sense view of the universe.
   - b scientists could no longer doubt that time travel was possible.
   - c a time machine must already exist in an alternative branch of reality.
   - d the paradoxes involved with time travel could be resolved.

6 **Which sentence best sums up the opinion of the writer?**
   - a Time travel runs counter to common sense and must therefore be impossible.
   - b Time travel may one day be possible because the laws of science do not rule it out.
   - c Travelling forwards in time may be possible one day but travelling backwards in time never will.
   - d Time travel is impossible because of the inherent paradoxes.

UNDERSTANDING IDEAS

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

1 If you could travel back in time, when and where would you travel to? Give reasons.
2 How might it change your view of the world?
3 Would you try to change anything in the past? What? Why?

VOCABULARY

Time travel for beginners

Match the highlighted words in the text with these definitions.

1 Proved.
2 Not deliberately.
3 Problem or obstacle.
4 Discovers by accident.
5 A small change.
6 Is appropriate for.
7 Dividing in two.
8 As might be expected.
9 Very unpleasant and shocking.
10 Normal.
11 From the start.
12 Failed (to do something).
13 Exclude, prove to be untrue.
14 Disagrees with, does not match.
15 Imagine or predict.

●●●●● Workbook: page 52

VOCABULARY

Time travel for beginners

ACTIVATE

Complete these sentences with the correct form of the words and expressions in the box.

befit bifurcate borne out conventional duly envisage from scratch gruesome inadvertently modification neglect rule out run counter to snag stumble across

1 Having inherited millions, he _____ gave up his job and moved to a huge house in the country.
2 The windpipe begins at the throat, _____ into two branches before it reaches the lungs.
3 When she told me about the accident, I didn't want to hear all the _____ details.
4 In his car, a simple _____ allows him to operate the pedals with his hand.
5 Some of Quantum Theory's most bizarre predictions have been _____ many times by experiments.
6 Lighting fireworks so close to the oil depot _____ numerous safety regulations.
7 The superfast broadband network is not expensive; the _____ is it is not yet available everywhere.
8 It's a complex project, but we _____ completing it before the end of the year.
9 We were lucky to _____ such a wonderful restaurant in this part of town.
10 She drives a Ferrari, as _____ a daughter of the Italian ambassador.
11 Having locked all their passports in the safe, he _____ to tell them the code for opening it.
12 I couldn't reply to your email because I _____ deleted it.
13 Genetically modified crops often grow faster than _____ crops.
14 The government has refused to _____ raising taxes before the end of the year.
15 We decided not to renovate the existing property, but to demolish it and build something new _____ .

EXTEND

Nouns related to phrasal verbs

LEARN THIS!

Compound nouns formed from phrasal verbs have two different patterns:
verb + particle, e.g. *breakthrough, take-off.*
particle + verb, e.g. *input, uprising.*
Two different compound nouns can be formed from some phrasal verbs, e.g. *breakout, outbreak.*
Whatever the pattern, the stress is always on the first syllable of the compound noun.
In some cases the compound noun is clearly related to the phrasal verb, e.g. *get-together, overthrow,* whereas in other cases there is no clear relation, e.g. *showdown, outcome.*

1 **Study the *Learn this!* box. Then complete the three compound nouns in each group with a word from the box below. Use your dictionary to help you.**

away back ~~down~~ off out over up

1 break down
down fall
down pour
2 drop-_____
_____look
_____put
3 cut_____
come_____
set_____
4 mix-_____
_____keep
_____turn
5 write-_____
stand-_____
_____shoot
6 get_____
run_____
take_____
7 walk_____
take_____
_____throw

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

1 The robbers made a speedy getaway after taking fifty thousand pounds from the safe.
2 The building was sold as the owners could no longer afford to pay for its _____ .
3 My brother's car was a _____ after the accident.
4 The match was a _____ for the reigning champion as it was his opponent's first game.
5 The team suffered a serious _____ when their best player was injured.
6 We were caught in a _____ on the way home, so we got soaking wet.
7 The _____ for the next financial year is quite poor.

Word formation

3 **Read the *Learn this!* box. Use a suffix to form nouns from the verbs in the box and write them in the correct column of the chart.**

LEARN THIS!

We use the suffixes *-sion, -tion, -ation, -ance, -ence* and *-ment* to form nouns from verbs. Sometimes the spelling changes.
emit → emission
describe → description
examine → examination
clear → clearance
confer → conference
argue → argument

achieve admit confide exist extend guide imagine organize persecute prescribe recruit remember

-sion	-tion	-ation
1 _____	5 _____	9 _____
2 _____	6 _____	10 _____
-ance	**-ence**	**-ment**
3 _____	7 _____	11 _____
4 _____	8 _____	12 _____

Workbook: page 54

GRAMMAR

-ing form with preparatory *it*

EXPLORE

1 2.08 **Read and listen to three people talking about places they would like to visit. Which trip would you most like to do? Give reasons.**

Speaker 1 One place that I would really like to go and visit is Iceland. It might not be the most popular destination for a holiday, but for me it'd be a place well worth paying a visit because it would be a great place to do glacier-hiking, white-water rafting, and that kind of thing. I'd also be interested to meet some Icelandic people. It's always fascinating seeing how other people live.

Speaker 2 I'd really love to go to Peru and walk the Inca trail. It's a four-day hike through the jungle and then up through the Andes, ending up at Machu Picchu, which is an ancient Inca city. I'm sure I'd find it really exhilarating trekking through the mountains at high altitude. It's hard work lugging all your equipment with you, but in a way it would be an experience of self-discovery and a way of testing myself.



Speaker 3 What I'd like to do is spend a month backpacking round Europe. Obviously it'd be crazy attempting to get to every country inside a month, so I'd limit myself to maybe 8 or 10 places. I actually think it would be fun backpacking on my own, a real adventure. I don't think I'd be lonely, because you meet loads of other people doing the same thing. I couldn't afford to stay in hotels so I'd try to get overnight trains. It's a bit of a pain sleeping on a train, but I'll survive I'm sure.

2 **Study the *Learn this!* box below. Then underline six more examples of *-ing* forms after preparatory *it* in the text in exercise 1.**

LEARN THIS!

-ing* form with preparatory *it

It can be used as a preparatory subject or object for an *-ing* form, especially in informal style.

It was amazing walking along the Great Wall.
It's fun travelling with friends.
It's no good just staying in hotels.
I'd find it strange being on my own in a foreign country.
It'd be tiring travelling non-stop to the south of Italy.

In this structure with *worth*, the object of the *-ing* form can become the subject of the sentence.

It's well worth visiting Paris.
Paris is well worth visiting.

Grammar Reference: page 106

EXPLOIT

1 **Complete the sentences with the *-ing* form of the verbs in the box below.**

book consider leave pack remember see take travel

1 It would be expensive _____ by train unless we get a rail card.
2 Is it worth _____ a different month for our trip, so we have a better chance of good weather?
3 I find it difficult _____ how to get to the hotel – there are so many little back streets!
4 It's no good _____ tickets online, we can't print them.
5 It could be a disaster _____ the tour group behind and exploring the forest on our own.
6 Would it be quicker _____ a taxi into town so we can catch the bus from there?
7 It's certainly worth _____ warm clothes as the evenings can be very cool even in July.
8 It was fantastic _____ the Eiffel Tower lit up at night.

2 **Rewrite these sentences starting with the words given. Which sentences are true for you, or in your opinion? Rewrite the ones which aren't.**

1 Speaking English all day would be very tiring for me.
I'd find it ...
2 Learning to drive would be a waste of time because I can't afford a car.
It isn't worth ...
3 Giving gifts is more satisfying, in my opinion, than receiving them.
Personally, I find it ...
4 Helping with the housework is a bit of a pain.
It's ...
5 Learning to write by hand is pointless now because of computers and phones.
It's no longer worth ...
6 Swimming soon after eating can be dangerous because you might drown.
It can ...
7 Studying a musical instrument while you're young is a good thing to do.
It's well worth ...
8 Expecting people to like you if you don't have a high opinion of yourself won't work.
It's no good ...

Grammar Builder: page 107

Workbook: page 55

SKILLS

Travelling about

VOCABULARY

1 Work in pairs. Describe the photos. Would you enjoy these types of journey or trip? Give reasons.









2 Discuss the difference in meaning between these words. Then match them with the definitions.

1 a break	6 an outing
2 an expedition	7 a pilgrimage
3 an excursion	8 a trip
4 a journey	9 a voyage
5 a tour	10 travels

a an act of travelling from one place to another, especially over a long distance, and usually one way
b a journey to a place and back again (usually one that doesn't last very long)
c a very long journey, especially at sea or in space
d a short holiday of two or three days
e a journey to a holy place, usually for religious reasons
f an organized journey to find out about a place that is not well known
g a journey made for pleasure during which several different places are visited
h a short trip made for pleasure, especially one that has been organized for a group of people
i time spent travelling from place to place, especially abroad and for pleasure
j a day trip made for pleasure or education, usually with a group of people

LISTEN

1 2.09 Listen. What are the four speakers describing? Match each speaker with a word from Vocabulary exercise 2 above.

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

2 2.09 Listen again. What informal equivalents did the speakers use instead of these words?

Speaker 1	Speaker 3
1 complain	7 dirty
2 very crowded	8 food
3 make sb pay too much	9 spend
Speaker 2	Speaker 4
4 nervous	10 hotel or restaurant
5 exhausted	11 rain heavily
6 sleep	12 sell

3 Match the verbs and particles to make phrasal verbs related to travel. They are all from the listening.

1 stop	a round
2 show sb	b up
3 touch	c off (at)
4 get	d away
5 hold	e down

SPEAK

1 Make notes about a memorable journey, trip, excursion, etc. that you have made. Try to include some informal words and phrases and other new language from this unit.

1 Where did you go?
2 What happened?
3 Why was it memorable?

2 Work in pairs and tell your partner about it.

GRAMMAR

Adding emphasis

EXPLORE

Fly-drive commuting

For decades, scientists have dreamed of building a car that can also fly, but it's only in the past few years, with the development of light-weight construction materials and highly efficient engines, that the dream has become a reality. I recently visited the headquarters of a company called Terrafugia in Massachusetts. 'What you are going to see,' said the young man who showed me around, 'will revolutionize the way we travel around.' He led me into a hangar. Before me stood the 'Transition', brainchild of a group of young graduates from the Massachusetts Institute of Technology (MIT). It was while they were studying at MIT that they came up with the idea, but not until they'd left college did they build the prototype. You can drive the Transition to the airport, extend its wings, take off, fly up to 800 km and land at another airstrip. Then, having folded up the wings, you can complete the journey to your destination by road. But not only is it very versatile, it's also fairly economical, travelling 13 km per litre of unleaded petrol in the air and 17 km on the ground. The Transition has attracted a huge amount of general interest, but the question is, is there a market? What may put a lot of people off is the price-tag: $148,000. The company doesn't anticipate huge sales in the first year or so, but it does believe that it's only a matter of time before hybrid car–planes replace conventional cars.



1 Read the text. What is unusual about the vehicle?

2 Read the information. Then match the underlined parts of the text in exercise 1 to the different ways of adding emphasis.

LEARN THIS!

Adding emphasis

1 Cleft sentences
I don't understand how the Transition can take off.
›› What I don't understand is how the Transition can take off.
The cost may put a lot of people off.
›› It's the cost that may put a lot of people off.

2 Fronting phrases
a negative and limiting expressions
I've rarely been so impressed by a new invention.
›› Rarely have I been so impressed by a new invention.
b adverbial expressions of place
The pilot sat in the cockpit.
›› In the cockpit sat the pilot.
c Phrases such as *The problem/trouble/truth/fact/question is, ...*

3 Use of *do/does/did* for emotive or contrastive emphasis
The Transition looks elegant!
›› The Transition does look elegant!
I don't like the colour, but I like the design.
›› I don't like the colour, but I do like the design.

Grammar Reference: page 106

EXPLOIT

1 Complete the second sentence to make it a more emphatic version of the first.

1 I didn't understand why he got so angry.
What I ...
2 There has never been such a chaotic meeting.
Never before...
3 The cat jumped down and ran off with the fish in its mouth.
Down ... and off ...
4 The manager personally answers all of the emails.
It's the ...
5 She didn't realize that none of us had met before.
What she ...
6 Two silent bodyguards stood in the corner of the room.
In the corner ...

2 Rewrite the sentences to make them more emphatic, using the techniques in the *Learn this!* box. More than one answer is sometimes possible. Compare your answers with a partner and explain any differences.

1 I don't like the design. It's the design I don't like.
2 I don't have a car, but I have a bicycle.
3 I've never read such a thought-provoking book.
4 I don't like his attitude to women.
5 I can't afford a new car. That's the problem.
6 A man in a yellow jacket came round the corner.

3 Complete the sentences in an appropriate way, using an emphatic structure. Compare your answers with your partner.

1 What really bothers me is ...
2 Rarely have I seen ...
3 It's not just me that ...
4 What I've set my sights on is ...
5 I don't ..., but I do ...

Grammar Builder: page 107

Workbook: page 56

WRITING

A letter of complaint

READ

1 **Describe the photos. What do you think the customer is saying? What do you think the call centre assistant is saying? Use the ideas below to help you.**

faulty goods overcharging poor workmanship
slow/poor service wrongly priced goods





2 **Answer the questions.**

1 Have you ever wanted to complain about something you bought? Why?
2 Did you actually complain? If not, why not? If so, what happened?

3 **Read the letter of complaint. Choose the most formal expressions to complete it.**

4 **Answer the questions about the letter.**

1 Where does the writer put (a) her own address? (b) the recipient's address? (c) the date?
2 If the writer knew the name of the recipient, how would she (a) greet the person? (b) sign off?

5 **Find linkers in the letter with the following functions. How many more linkers can you add to the lists?**

1 making a contrast (find two)
2 ordering points (find two)
3 making additional points (find two)
4 generalizing (find one)

6 **Match words 1–6 with their more formal equivalents below.**

address conform with numerous purchase
respond seek

1 match	3 reply	5 many
2 ask for	4 buy	6 deal with

7 **Complete the sentences using the formal words from exercise 6 in their correct form.**

1 Despite _____ calls to your office, up to now no one _____ my complaints.
2 I am writing to complain about a CD player that I _____ from your shop.
3 As the holiday did not _____ the description in the brochure, I shall _____ legal advice from my solicitor.
4 Should you fail to _____ to my letter, I shall have no option but to initiate court proceedings.

33 Charles Road
Morecambe
Lancashire LA34 5GH
24th August 2013

Customer Services Dept.
Sunny Day Holidays
PO Box 342
Birmingham B89 6GH

Dear Sir or Madam,

Booking reference: SD3467PH-7

I have just [1]**got back / returned** from a holiday organized by your travel company and [2]**I'm writing / I am writing** to complain in the strongest terms about [3]**a number of / quite a few** things.

[4]**First of all / To start with**, on your website [5]**you say the hotel is / the hotel is described as being** 'a short walk from the beach', [6]**but actually / whereas in fact** it took us nearly fifteen minutes to get there, walking briskly. [7]**What is more, / On top of that**, the beach itself was dirty and there were a number of submerged rocks near the shore [8]**which made swimming hazardous / which meant it was dangerous to swim**.

My second complaint concerns Sunny Day's representative in the resort. [9]**On our arrival, we were informed by your representative / When we got there your rep told us** that the excursions [10]**we'd / which we had** pre-booked had been cancelled and that we would have to [11]**make our own arrangements / sort it out ourselves** if we wanted to see the local sights. [12]**To make matters worse, / Even worse**, she [13]**made no apology for this / didn't say sorry** and was generally brusque and unhelpful.

Finally, I should like to [14]**draw your attention to / point out** the quality of the food at the hotel. On the whole, breakfast and lunch were [15]**fine / great**. However, dinner was of a very poor standard and [16]**we were not offered / they didn't offer us** a choice of main dishes.

All this has spoilt what should have been a wonderful holiday, [17]**and I would therefore like a partial refund / so I want some money back**. I suggest fifty per cent of the cost of the holiday.

I look forward to hearing from you.

Yours faithfully,

Helen Woodward

Helen Woodward

PREPARE

Work in pairs. Look at the holiday photos. What complaints might the holidaymaker make to the travel company? Use the ideas below to help you.

bad plumbing bland, inedible food
last minute change to the date of departure
polluted beach unbearably long delays at the airport
unexpected additional fees and surcharges
view over a construction site



WRITE

1 **Read the task, the advertisement and notes.**

> You have just returned from a short holiday in London and are very disappointed. Write a letter (200–250 words) to the customer services department of the company complaining about the holiday and the way in which the advertisement misled you.

Getaway Breaks

Two nights in London at the comfortable, friendly 4★ King's Hotel — Surly, unhelpful staff

Panoramic views of the city — Overlooked yard with recycling bins

Only a short walk to London's theatre land

Sightseeing tour of the city — Bus was late. Tour only lasted 30 mins

Only £130 per person, including meals — Paid extra for dinner. Bland, overcooked food.

Book now to avoid disappointment. — Refund – at least 25%

2 **Turn the notes from exercise 1 and some of the complaints into full sentences using the phrases below.**

1 I was disappointed that/to (find) ...
2 It is really unacceptable that ...
3 The brochure claimed that ... However, ...
4 I was appalled that/by ...
5 What I found totally unacceptable was ...
6 To our horror, ...
7 Seldom have I ...
8 One major problem was ...

3 **Write the first paragraph of your letter. Say why you are writing.**

4 **Write the middle section of your letter. Put each major complaint in a separate paragraph. Use some of the sentences from exercise 2.**

5 **Write the final paragraph of your letter. Say what you expect the company to do. Finish with an appropriate set phrase.**

6 **Once you have written a rough draft, check your work using the checklist below. Then write a final copy of the letter.**

CHECK YOUR WORK

Have you:
- ☐ included all the necessary information?
- ☐ laid out your letter correctly?
- ☐ started and finished the letter correctly?
- ☐ used formal language, and linking words?
- ☐ checked the spelling and grammar?

I CAN ...

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

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

	*	**	***
I can understand and react to an article about time travel.			
I can talk about different kinds of travel and journeys.			
I can use a variety of structures to add emphasis.			
I can write a letter of complaint.			

●●●●● Workbook: page 57

●●●●● Workbook: Self Check pages 58–59

8 Tastes

THIS UNIT INCLUDES ●●●○

Vocabulary • clothes idioms • food related words and phrases • fashion • periphrasis and euphemism • connotations
Grammar • *would / wouldn't* • modal verbs
Speaking • talking about taste • talking about fashion
Writing • a report

Great tasting

BEFORE READING

Discuss these questions in pairs.

1 Do you strongly dislike the taste of any of these: cabbage, olives, grapefruit, coffee, green tea?
2 Can you think of any food or drink that you like but a family member strongly dislikes?
3 Are there any tastes which you like now but didn't use to like? Or used to like but don't like now?

READ

1 **Read the text and match headings A–G below with paragraphs 1–6. There is one extra heading.**

A A taste of superdom
B Test it yourself
C Food for non-tasters
D Three tiers for tasters
E Scientific semantics
F The health implications
G Supertasters, sommeliers and chefs

2 🎧 2.10 **Read and listen to the text and choose the best answers.**

1 Unlike sensitivity to music, being super sensitive to taste
  a is far less annoying for people you mention it to.
  b can be a side-effect of certain drugs.
  c can be tested and proven.
  d can bring about certain medical problems.

2 The most reliable test for finding out if you're a supertaster is
  a a questionnaire followed by an inspection of the tongue.
  b a physical inspection of the tongue only.
  c a physical inspection of the tongue and a taste test of the drug PROP.
  d a questionnaire followed by a taste test of the drug PROP.

3 Virginia Utermohlen is unhappy with the term 'supertaster' because
  a it makes it sound better than it is.
  b other people can be sensitive about feeling inferior.
  c it makes you sound like a superhero.
  d everything tastes bitter, not sweet.

4 If you are a 'non-taster',
  a you have a very limited sense of taste.
  b the drug PROP tastes sweet to you.
  c tastes are less strong in general.
  d you are likely to be female.

5 Supertasters eat more salt, probably because
  a for them, it has a much stronger taste.
  b it covers up other more unpleasant tastes.
  c for them, it has a sweet taste.
  d their brains don't recognize the taste as salty.

6 Johnny Zhu thinks that being a supertaster
  a makes him better at judging which tastes other people will like.
  b makes him better at cooking but not so good at enjoying food.
  c makes him biased against certain dishes.
  d makes him realize that the food is more important than anything else in a restaurant.

UNDERSTANDING IDEAS

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

1 Do you think you are a supertaster? Give reasons.
2 Is it all right not to eat salad or vegetables if you don't like the taste? Why? / Why not?
3 If you completely lost your sense of taste, how would it affect your life?

VOCABULARY

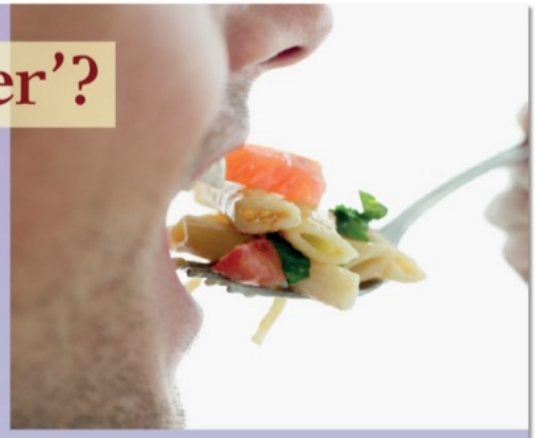
Are you a 'supertaster'?

Match the highlighted words in the text with these definitions.

1 Appear, become obvious.
2 Reach a certain number.
3 (of a story, book, etc.) Very long.
4 More delicate, less strong.
5 Annoying.
6 There are good and bad aspects.
7 Boast.
8 Impossible to put up with.
9 (of a place) Atmosphere.
10 Experience anger.
11 Very unpleasant, revolting.
12 Feared.
13 Focus closely (on something).
14 (of a word or expression) Invented.
15 The issue has not been decided.

●●●●○ Workbook: page 60

Are you a 'supertaster'?



About a quarter of the population has an especially sensitive sense of taste. What does it mean, and how can you find out if you're one of them?

1

If you're passionate about an art form, be it musical, visual or culinary, it can be galling when others claim to feel your beloved medium more intensely than you. 'Oh please!' you might silently fume. 'You can't prove that!' But when it comes to tasting, superior sensitivity can actually be proven. A quick test could reveal you to be what sensory perception scientists refer to as a supertaster, medium taster or – oh dear – a non-taster. The basic laboratory assessment involves tasting a drug called PROP, which is normally used to treat an overactive thyroid. If you find it very bitter, this means you're a supertaster.

2

Questionnaires have been used to help identify supertasters, although I worry these quizzes are too easy to cheat by simply guessing which answer will lead to your desired outcome. It's far more fun to count your taste buds. If you apply some blue food colour to the tip of your tongue, where they're at their most dense, the raised taste buds should stay pink and stand out more. Hold one of those paper reinforcement rings over your tongue and count the dots within the circle. If you tally over 30, then: congratulations, you're a supertaster.

I cleared 30–35, which got me so excited that I quickly had to check how reliable this evidence was. 'In addition to the number of taste buds, we also have to take into account their sensitivity,' says Virginia Utermohlen, associate professor of nutritional sciences at Cornell University. 'It is a question of their function as well as their number.' Ah. Anyone know where I can get some PROP?

3

The term 'supertaster' was coined in the 1990s by Linda Bartoshuk of Yale University, after she found that some people reported a bitter aftertaste to saccharin. She discovered that the tongues of supertasters were densely populated with taste buds, and that they also found PROP bitter. The term caught on among scientists, and stuck.

However, as John Hayes, professor of food science at Penn State University, is quick to point out: 'It's not a superpower, you don't get a cape and it doesn't make you better than other people.' Utermohlen, who sits at the high end of the supertaster spectrum, says she prefers the terms highly, moderately and mildly sensitive tasters because 'let me tell you right now, there's nothing super about it. It's annoying and limiting.' Just as being a supertaster isn't as fabulous as it sounds, being a non-taster isn't as rubbish. Not tasting PROP bitterness doesn't mean you can't taste anything. Your overall taste response is just subtler.

Supertasterdom isn't even that rare. Around 25% of people are supertasters, 50% medium tasters and the remaining 25% are non-tasters. Women, and people from Asia, Africa and South America have higher percentages of supertasters in their ranks.

4

Sugar is sweeter for supertasters, sodium is saltier, and bitterness is unbearable, but as well as this, the sensation from things such as carbon dioxide bubbles and chilli peppers is more pronounced. Fat is often reported as being creamier, and some supertasters can detect tiny differences in the fat content of milk. While everyone is unique, supertasters are less likely to enjoy coffee and rich desserts.

Despite their sensitivity, a 2010 study by Hayes found that supertasters can't get enough salt. One explanation could be that salt blocks out the dreaded bitterness. 'If you eat something like grapefruit, that is simultaneously sweet and bitter,' says Hayes, 'and if you add just a little bit of sodium, a less bitter signal is getting sent up into the brain. By adding a little salt, you make the sweetness pop up.'

5

It is often assumed that the world's top foodies must be supertasters, but the jury's out on whether being one is something to brag about in the industry. Johnny Zhu, development chef at The Cooking Lab, which published the epic *Modernist Cuisine at Home* books, says that being a supertaster hinders his work in some ways. 'I have a preference towards certain things and I sometimes don't give other foods a fair chance. For instance, salad is just repulsive to me.' He can, however, deconstruct dishes effortlessly.

When Utermohlen did a taste-sensitivity study on chefs (as yet unpublished), she found that they were mostly in the higher-medium range. Front-of-house staff came lower on the scale. This is interesting because the ambience of a restaurant is usually of greater importance to those with less keen tongues than it is for the supertasters, who zero in on the food.

6

'It's a mixed bag,' says Hayes. 'We know that supertasters may be a little fitter,' on account of being satisfied with less sugar and fat. But then they'll go and use more salt, and avoid dark-green vegetables, which implies a greater risk of heart disease and colon cancer.

VOCABULARY

Are you a 'supertaster'?

ACTIVATE

Complete these sentences with the correct form of the words and expressions in the box.

ambience a mixed bag brag coin dreaded epic fume galling pop up repulsive subtler tally the jury's out unbearable zero in

1 My father didn't say anything about the damage to his car, but I knew that inside, he was _____ .
2 This year's exam results were _____ : science scores were high, but languages were disappointing.
3 Sometimes, a funny memory from the day _____ in my mind just as I'm falling asleep.
4 Sam found himself becoming more and more nervous as the day of the _____ job interview approached.
5 The excitement was _____ as we waited to find out who had won the competition.
6 Why does our maths teacher always _____ on the things I don't understand?
7 If your correct answers _____ over 80, you get a distinction.
8 The word 'eyeball' was _____ by Shakespeare.
9 It's _____ to think we'd be home by now if that bus hadn't been full.
10 The food at the Corner Café is fine, but there's no _____ .
11 This soup tastes _____ . What did you put in it?
12 This film is an _____ story of two families.
13 Personally, I think Thai food has a _____ taste than Chinese food.
14 I don't want to _____ , but I've been given the best part in this year's school play.
15 He bought several new players over the summer, but _____ on whether the team is better this season.

EXTEND

Clothes idioms

1 **Complete the sentences with the words in the box. Use your dictionary to help you.**

belt boots cap collar cuff hat shoes socks trousers

1 Your comment about my girlfriend leaving was a bit below the _____ .
2 Did you notice Ryan got all hot under the _____ when you asked him about that money he owes you?
3 I don't mind making speeches, but I hate speaking off-the-_____ .
4 My sister's incredibly reliable – she's always ready to help at the drop of a _____ .
5 I'd hate to be in Myra's _____ – she's being sent to Iceland for a year.
6 You can tell who wears the _____ in their house – she walks all over him!
7 If you don't pull your _____ up, you're going to fail all your exams.
8 Andy's got too big for his own _____ now he's the area manager. He never comes out with us any more.
9 His first class honours degree is a feather in his _____ for his future career.

Talking about food

2 **Cross out the word that does not collocate with the adjective.**

1 **rich**	dessert	carrots	sauce
2 **tough**	steak	chops	courgettes
3 **plain**	food	apples	yoghurt
4 **light**	rice	snack	sponge
5 **rotten**	eggs	fish	dessert
6 **raw**	fish	cake	meat
7 **fresh**	jam	fruit	vegetables
8 **stale**	bread	cake	spinach
9 **greasy**	sausages	chips	salt

3 **Complete the expressions with the words in the box. Use your dictionary to help you.**

butter bread garlic milk parsley salt sugar wine

1 a sip of _____
2 a spoonful of _____
3 a knob of _____
4 a sprig of _____
5 a clove of _____
6 a pinch of _____
7 a drop of _____
8 a slice of _____

4 **Complete the sentences with the expressions in exercise 3.**

1 Take a sprig of parsley and chop it finely.
2 Would you like a _____ with your cheese?
3 Melt a _____ in a frying pan.
4 Crush _____ and add it to the sauce.
5 I don't want sugar, but can I have _____ in my tea?
6 She took _____ to make sure it was the right temperature.
7 Season the casserole with _____ .
8 I haven't got a sweet tooth, but I do like _____ in my coffee.

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GRAMMAR

would and *wouldn't*

EXPLORE

1 2.11 **Read and listen to three people talking about their attitude to food. Does each speaker eat a wider or narrower range of food now than in the past? Why?**



Speaker 1 I used to absolutely love junk food. But then I decided to stop eating all those meat products because of the gross things they contain – ears, nostrils and much worse! I would have been about fourteen at the time. All my friends thought I was a bit weird – and most of them are still really into junk food. Me, I've got even fussier. I would never eat tuna, for example. It can contain mercury. I'd say there are very few foods that are safe to eat.

Speaker 2 My dad wouldn't let us have sugar when we were kids. So as teenagers, we craved nothing else! But when I turned sixteen, I changed my diet completely. I got into eating salads, fruit, that kind of thing. Now, I eat lots of different things, but I don't have a sweet tooth at all. My dad says it's all because of how he brought us up. But he would say that, wouldn't he?

Speaker 3 My mother is quite an adventurous cook. When we were kids, I don't think we ever had the same things twice for dinner. She didn't make us finish what was on our plates, or eat anything we didn't like. She'd insist that we try it, though. My sister's like my mum – a real foodie. She's doing a cookery course in the south of France this summer. I would guess she's hoping to make a career out of it. But me, I guess I treat food as fuel now. I eat pasta, rice, lots of carbs – mainly because I'm useless in the kitchen! I'd love to learn how to cook properly. Maybe one day.

2 **Study the underlined sentences in exercise 1. Match the uses of *would/wouldn't* with 1–5 in the *Learn this!* box below. Which example is difficult to match? Explain the meaning of that example.**

LEARN THIS!

We can use *would/wouldn't*

1 with verbs like *say* and *think* to make a statement less definite.
2 to talk about habitual actions in the past.
3 to talk about willingness (or unwillingness) to do something in the past or in the hypothetical future.
4 with verbs like *love*, *like* and *rather* when talking about preferences.
5 to make a logical deduction (similar to *must*).

Grammar Reference: page 108

3 **Explain the difference in meaning between each pair of sentences.**

1 a I think he's a very good doctor.
  b I would think he's a very good doctor.
2 a When we lived in London, we visited the zoo.
  b When we lived in London, we'd visit the zoo.
3 a As a schoolboy, my dad didn't wear a cap.
  b As a schoolboy, my dad wouldn't wear a cap.
4 a I love to go sailing in the summer.
  b I'd love to go sailing in the summer.
5 a She'd be in her eighties by now.
  b She might be in her eighties by now.

EXPLOIT

1 **Complete the second sentence so that it means the same as the first. Include *would* or *wouldn't*.**

1 We used to go to that restaurant every weekend when we lived in the area.
  When we lived in the area, _____ every weekend.
2 I'm very keen to help you with your essay.
  I _____ you with your essay.
3 I'm not sure, but it's possible I left my keys in the car.
  I'm not sure, but I _____ I left my keys in the car.
4 We didn't hear you knocking. It must be that we were all in the garden.
  We didn't hear you knocking. We _____ in the garden.
5 The suspect was not prepared to say who had given him the money.
  The suspect _____ who had given him the money.
6 When I was little, my uncle gave me a coin every time I saw him.
  When I was little, my uncle _____ every time I saw him.
7 That plant isn't edible, but it seems to me unlikely that it's poisonous.
  That plant isn't edible, but I _____ it's poisonous.

2 **Rewrite these sentences using *would*.**

1 My dad always used to cook lunch on Sundays.
2 I'm not prepared to eat genetically modified food.
3 He's trying to lose weight, probably.
4 My grandmother grew up in wartime, so she therefore wasn't able to buy imported food.
5 Spending a year travelling has broadened her tastes in food, probably.
6 He promised not to cook anything too spicy for dinner.
7 He gave us a bottle of his home-made sauce, but he refused to tell us the ingredients.

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SKILLS

Fashion

VOCABULARY

1 **In pairs, match as many of the words below as possible to the photographs. Can you name any more items of clothing in the photos?**

General
chic dated elegant neat scruffy smart stylish trendy well dressed

Specific
Garments: bow tie fedora flat cap waistcoat
Parts of garments: buckle collar epaulettes studs zip
Designs/materials: cable-knit check denim flowery spotty stripy tartan
Accessories: bangle bracelet holdall necklace





_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Speaking tip

When describing a photo, it is often helpful to structure your description in this way:

general ⟶ specific ⟶ speculative

For example, if describing a person's appearance, start by saying whether they look smart, casual, etc. Then describe their appearance in detail. Then speculate about who they might be, where they might be going, etc.

2 **Read the *Speaking tip*. Then in pairs, choose a photo from exercise 1 and describe it to your partner.**

3 **Discuss these questions in pairs.**

What would you wear if you were:
1 going to a family wedding?
2 relaxing at home?
3 visiting friends?

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LISTEN

1 🎧 2.12 **Listen to three teenagers talking about clothes. Say whether each sentence is true, false or not stated.**

1 **Speaker 1** talks about a boy from school and recalls that casual clothes were not his thing.
2 **Speaker 2** thinks that the style of clothing worn by Chandler in *Friends* quite suits his brother.
3 **Speaker 3** complains about having to wear clothes with logos on the front.

2 🎧 2.12 **Complete these two-part adjectives with the words in the box. Try to remember which nouns they describe. Then listen again and check.**

fitting length neck piece sleeved toed up

1 three-_____
2 open-_____
3 V-_____
4 full-_____
5 loose-_____
6 long-_____
7 zip-_____

SPEAK

Tell your partner whether you agree or disagree with these statements, and why.

1 Women are more interested in clothes than men.
2 Some clothes only suit young people.
3 You need a lot of money to always look well dressed.
4 Some clothes do not look good on anybody and should never be worn.

GRAMMAR

Modal verbs

EXPLORE



1 **Read what seven people said about the newspaper story above. Which opinions do you agree or disagree with? Give reasons.**

1 It must be a publicity stunt by the restaurant.
2 A sandwich couldn't be worth £85, however amazing.
3 People ought not to spend so much on a sandwich when there's poverty and hunger in the world.
4 If you think it's a waste of money, you needn't buy it.
5 If you have that much money to spend, you should buy a sandwich for £3 and give £82 to charity.
6 The moral is: you mustn't believe everything you read in the newspapers!
7 A lot of people have to work for a whole day or more to earn £85!

2 **In pairs, decide which of the modal verbs in exercise 1 you could replace with the ones below, without changing the meaning.**

can't don't have to has to ought to shouldn't

3 **Study the sentences in exercise 1 and your answers to exercise 2. Decide which modals we use for:**

1 what we believe is right (_____ or _____)
2 what we believe is wrong (_____ or _____)
3 what we can deduce is definitely true (_____)
4 what we can deduce is definitely not true (_____ or _____)
5 what we are obliged to do (_____)
6 what we are not obliged to do (_____ or _____)
7 what we are obliged or strongly advised *not* to do (_____)

●●●●● Grammar Builder: page 108

EXPLOIT



1 🎧 2.13 **Listen to a conversation about the dessert. Who would like to try it: the man or the woman?**

2 🎧 2.13 **Read the sentences from the conversation. Decide which modal makes better sense in the context. Then listen again and check.**

1 They **may** / **must** have sold hundreds.
2 You **might** / **may** have told me you were going to New York next week!
3 You **could** / **should** take him out for a meal.
4 We **may** / **might** have been arrested.
5 You **might** / **should** have a better evening this time.
6 It **couldn't** / **mightn't** be any worse!
7 You **could** / **may** give me a lift to the airport!
8 Well, if you **might** / **should** try it, let me know!

3 **Explain how the meaning of each sentence in exercise 2 would change if the other modal were chosen.**

4 **Work in pairs. Decide whether the sentences are natural English or not. Improve the sentences which are not.**

1 This dessert is amazing. You really must try it!
2 The food there is always terrific, but the service could be a bit slow sometimes.
3 'Could I try your pizza?' 'Yes, you could. Go ahead!'
4 Customers may only consume drinks purchased on the premises.
5 My credit card bill is astronomical! I guess I ought not to have spent so much on eating out!
6 It's only another 30 kilometres. We should be there in time for dinner.
7 I prefer eating out now that people mustn't smoke anywhere inside a restaurant.
8 Because my sister works in a restaurant, she must work late every night.

5 **Work in pairs. Discuss the question.**

Is it morally wrong for people to pay that much for a restaurant dish, even if they can afford it? Why? / Why not?

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WRITING

A report

READ



Introduction
The aim of this report is to give an insight into the wide variety of museums that are open to the public in this area, and to single out one which I would particularly recommend visiting.

Large venues
There are two museums of a reasonable size: the Metropolitan Museum and the Royal Museum. These attract major exhibitions from all over the world. The Metropolitan has recently been refurbished and is clean, well-run and well-appointed. To my mind, however, it is a little on the sterile side. The Royal Museum is the polar opposite: dark, dated and chaotically-managed – and it could certainly do with better air-conditioning. But what it lacks in facilities, it makes up for in character!

Smaller venues
If it's internationally-renowned exhibitions you're looking for, the Westland Collection isn't the museum for you. However, as a place for serious students to learn about ancient history, it's hard to beat. Entry is reasonably priced, free for students and the unemployed. The rooms are a little cosy, to say the least, but that adds to the atmosphere! That said, it does have a tendency to be very crowded during school holidays, perhaps unpleasantly so. The Technology Museum is somewhat larger than the Westland. They tend to have more spectacular and interactive exhibits, but at £12 a throw, tickets aren't exactly cheap.

Recommendation
If you only have time to visit one venue, I would recommend _____ . It is large enough to keep you engrossed for an afternoon. It attracts some notable exhibitions from overseas, and while it may not be the best-run museum you've ever been to, it should be a memorable visit.

1 **Read the report about museums in the writer's area. Answer the questions.**

1 Is the report written in formal or relatively informal language? Give examples to support your answer.
2 Who do you think the intended audience for the report might be? Give reasons.
3 Which venue does the writer recommend? Complete the gap in the report.

2 **Find words or phrases in the text which mean the opposite of 1–8.**

1 badly-managed
2 poorly-equipped
3 modern
4 overpriced
5 empty
6 unimpressive
7 bored
8 forgettable

Writing tip: Periphrasis and euphemism

In order to soften a negative comment, we often use **periphrasis** (using more words than necessary) or **euphemism** (replacing negative or offensive words with something less direct).
Periphrasis: *This venue is a little on the shabby side.* (instead of *This venue is shabby.*)
Euphemism: *The floor could do with a clean.* (instead of *The floor is dirty.*)

3 **Read the *Writing tip*. Then find examples of periphrasis and euphemism in the text with the meanings below.**

1 It's sterile.
2 It needs better air-conditioning.
3 It doesn't have good facilities, but it has character.
4 The Westland Collection doesn't have internationally-renowned exhibitions.
5 The rooms are small.
6 It's very crowded during school holidays.
7 Tickets are expensive.
8 The museum isn't well-run, but the visit should be memorable.

4 **Soften these negative comments using periphrasis or euphemism.**

1 The gift shop isn't very well stocked.
2 The guides aren't friendly but they're knowledgeable.
3 The café isn't very comfortable but it's impressive.
4 The building is unattractive.
5 The museum is sometimes closed without warning.
6 The foyer is too small.
7 The interactive displays often don't work.
8 The rooms are too hot.

5 **Discuss these questions as a class.**

1 What are the advantages and disadvantages of going to a museum rather than looking for information in books and online?
2 Is it important for a country to have good museums? Why? / Why not?

PREPARE

1 Work in pairs. Compare and contrast the restaurants in the photos. Which would you prefer to eat at, and why?





2 Read these two descriptions of the same restaurant meal. Which is more positive about the experience?

A Lunch was a relaxed affair. I began with a light starter of garlic prawns. This was followed by 'Creole Gumbo', a novel combination of pork, chicken and seafood which came with a side dish of succulent vegetables. For dessert, I opted for the mango sorbet, which was particularly sweet.

B Lunch was a long and drawn-out affair. I began with a meagre starter of garlic prawns. This was followed by 'Creole Gumbo', an odd concoction of pork, chicken and seafood which came with a side dish of soggy vegetables. For dessert, I opted for the mango sorbet, which was particularly sickly.

Writing tip: Connotations

Words with the same core meaning can have very different **connotations**: these give us information about the writer's attitude.

3 Read the *Writing tip*. Find words in the texts in exercise 2 which share the same core meaning but have different connotations.

4 Find pairs of words with a similar core meaning below. Decide:

a whether each pair is most likely to be used when describing a restaurant's food, staff or interior.

b which word in each pair has a more positive connotation.

~~attentive~~ bustling cloying cramped crowded deserted formal hearty heavy hurried insubstantial intimate ~~intrusive~~ laid back light sloppy sour stiff swift sweet tangy uncrowded

attentive – intrusive describing staff as 'attentive' is more positive

WRITE

Writing tip: Using subheadings

A report should be laid out in the clearest possible form. Unlike other forms of writing, it is fine to use subheadings in a report.

1 Read the *Writing tip*. Then, in pairs, read the task and decide what headings to use for sections 2 and 3 of the plan below. Divide the venues according to size, style of food, price, or your own idea.

> *A group of foreign students are visiting your town for a week. Write a report giving information about the range of cafés and restaurants. Include at least one personal recommendation.*

1 Introduction (the aim of the report)
2 _____ (first type of venue)
3 _____ (second type of venue)
4 Recommendation

2 Work in pairs. Talk about cafés and restaurants you know (or invent them if you don't know any). Add notes to the plan in exercise 1. Decide which venue to recommend.

3 Working individually, write a report (200–250 words) following your plan from exercise 1. Remember to write in an appropriate style for your audience. Include at least one example of periphrasis or euphemism.

4 Check your work using the list below.

CHECK YOUR WORK

Have you:
- ☐ followed the plan?
- ☐ included at least one example of periphrasis or euphemism?
- ☐ used words with positive/negative connotations?
- ☐ used correct grammar and vocabulary?

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 talk about clothes and fashion.			
I can use modal verbs accurately and effectively.			
I can talk about fashions.			
I can write a report.			

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●●●●● Workbook: Self Check pages 66–67

LITERATURE CORNER 4

John Steinbeck

1 **Work in pairs. Can you think of any films or TV shows in which the two main characters are close friends but very different? Why is it an appealing kind of story?**

2 **Complete the text with the words below.**

as enduring particularly peacefully previously temporary while wholly

At the beginning of the 1930s, the United States entered a long period of economic depression, [1]_____ did most other countries in the developed world. Economic output declined sharply, [2]_____ unemployment soared. There was widespread poverty, [3]_____ in areas which depended on heavy industry, construction and farming. The people who had [4]_____ been employed as farm labourers, builders and factory workers now found themselves without jobs, without money, without homes – and often without hope. Against this background, the Nobel Prize-winning novelist John Steinbeck created some of his most powerful and [5]_____ fiction. *Of Mice and Men* is a novella which tells the tragic story of two migrant workers struggling to make a living by wandering from farm to farm in search of [6]_____ employment. The two men could hardly be more different: George Milton is a survivor, small and quick-witted, while Lennie Small is mentally disabled, [7]_____ dependent on his friend and yet immensely strong physically. The two friends share a dream of one day living [8]_____ on a small farm of their own, where Lennie, who loves pets, can look after the rabbits. But Lennie's habit of getting into trouble means that the dream is destined never to come true.

3 **Read the extract from *Of Mice and Men*. What does it tell you about Lennie's physical and mental qualities? Justify your answer with words and phrases from the text.**

4 **Find the following words in the text. How do you write the words correctly? Why are they written this way here?**

1 ya	3 'um	5 leggo	7 ever'
2 yella	4 'im	6 tol'	8 han'

5 🎧 2.14 **Listen to an extract from near the end of the novel. Lennie has run away after accidentally killing a young woman, but George has caught up with him. Why do you think George:**

1 tells Lennie to take his hat off?
2 talks about the rabbits one more time?
3 pauses several times while he's talking to Lennie?
4 wants Lennie to look straight ahead, across the river?
5 insists he isn't, and has never been, angry with Lennie?

6 **In pairs, discuss why George shoots Lennie. Do you think he is right to do it? What does it tell you about their relationship?**

Curley stepped over to Lennie like a terrier. 'What … you laughin' at?'

Lennie looked blankly at him. 'Huh?'

Then Curley's rage exploded. 'Come on, … Get up on your feet. … I'll show ya who's yella.'

Lennie looked helplessly at George, and then he got up and tried to retreat.

Curley was balanced and poised. He slashed at Lennie with his left, and then smashed down his nose with a right. Lennie gave a cry of terror. Blood welled from his nose. 'George,' he cried. 'Make 'um let me alone, George.' He backed until he was against the wall, and Curley followed, slugging him in the face. Lennie's hands remained at his sides; he was too frightened to defend himself.

George was on his feet yelling, 'Get him, Lennie. Don't let him do it.'

Lennie covered his face with his huge paws and bleated with terror. He cried, 'Make 'um stop, George.' Then Curley attacked his stomach and cut off his wind.

Slim jumped up. 'The dirty little rat,' he cried, 'I'll get 'um myself.'

George put out his hand and grabbed Slim. 'Wait a minute,' he shouted. He cupped his hands around his mouth and yelled, 'Get 'im, Lennie!'

Lennie took his hands away from his face and looked about for George, and Curley slashed at his eyes. The big face was covered with blood. George yelled again, 'I said get him.'

Curley's fist was swinging when Lennie reached for it. The next minute Curley was flopping like a fish on a line, and his closed fist was lost in Lennie's big hand. George ran down the room. 'Leggo of him, Lennie. Let go.'

But Lennie watched in terror the flopping little man whom he held. Blood ran down Lennie's face, one of his eyes was cut and closed. George slapped him in the face again and again, and still Lennie held on to the closed fist. Curley was white and shrunken by now, and his struggling had become weak. He stood crying, his fist lost in Lennie's paw.

George shouted over and over. 'Leggo his hand, Lennie. Leggo. Slim, come help me while the guy got any hand left.'

Suddenly Lennie let go his hold. He crouched cowering against the wall.

'You tol' me to, George,' he said miserably.

Curley sat down on the floor, looking in wonder at his crushed hand. Slim and Carlson bent over him. Then Slim straightened up and regarded Lennie with horror. 'We got to get him in to a doctor,' he said. 'Looks to me like ever' bone in his han' is bust.'

SKILLS ROUND-UP 7–8

Dublin

READ

1 **Read the text. For questions 1–4, choose the best answer.**



Dublin

Low-slung, grey and solid, Ireland's premier city can look surprisingly dark and gloomy at first glance. Its appearance – the result of its 19th-century architecture of Irish stone and granite – is deceptive. The town itself is anything but gloomy, and it's not the stodgy, old-fashioned city of the late 20th century. Behind all those sturdy columns and beneath all that grey is the real, modern, Euro-Dublin – an affluent place filled with trendy coffee shops, organic juice bars, pricey five-star restaurants and expensive designer boutiques. The European money that has flooded in over the last decade changed many things in Ireland, but it altered Dublin most of all, catapulting this historic town from the early 20th century, where it had lingered too long, into the 21st, where it now revels in its own success.

Gone are the days when many visitors to Ireland chose to skip Dublin altogether. Nowadays, a weekend in Dublin is one of the hottest city breaks in Europe, as people pile into its thriving markets and malls and relax in its trendy cafés. Because of all of this, Dublin's population has swollen to 1.5 million; more than a third of the Irish population lives in this city, which, while good news for the economy, has residual side effects of overcrowding, high property prices, and gridlocked traffic. It has also helped make Dublin one of the world's most youthful cities, with an estimated 50% of the population under 25 years old.

It is a contrary, amusing, complex small city, and my advice to those who haven't been here in a while, or who have never been here, is this: the first thing you should do is leave your preconceptions behind. Then you can see this historic, modern, flawed, charming, and entertaining city for what it really is.

1 Dublin's physical appearance is misleading because it makes the city
   - A seem poorer than it really is.
   - B seem colder than it really is.
   - C seem less lively and up-to-date than it really is.
   - D look grander and wealthier than it really is.

2 What has been the effect of European funding on Dublin?
   - A The city has become very expensive.
   - B The city has changed faster than the rest of Ireland.
   - C The city no longer has a strong sense of history.
   - D The city has rebuilt many of its derelict buildings.

3 The fact that Dublin's population has grown rapidly
   - A is good news for people under 25.
   - B has had positive and negative consequences.
   - C has damaged the economy of other regions.
   - D has meant some people can't find housing.

4 The writer advises visitors to Dublin to
   - A see both the old and the new parts of the city.
   - B ignore whatever they previously thought about the city.
   - C ignore the city's bad points.
   - D find out about the history of the city before they arrive.

LISTEN

1 🎧 2.15 **Edgars, Tomas and Rita are on holiday in Dublin. Listen and identify the two locations for the dialogue.**

2 🎧 2.15 **Listen again. Complete each sentence with a single word.**

1 Edgars says that the hotel reservation was made _____ .
2 Edgars complains that his room looks really _____ .
3 One bad thing about the hotel restaurant is that they are made to _____ .
4 By the time the food arrives, Rita no longer feels _____ .

WRITE AND SPEAK

1 **Imagine you are Edgars, Rita or Tomas. Make a note of three different things you were unhappy with at the hotel in Dublin. Invent details or use information from the dialogue.**

2 **Write a letter of complaint to the hotel. Say:**

- what you are complaining about and why.
- what you would like the hotel to do about it.

3 **Choose a capital city that you would like to visit. Think about why and make notes.**

4 **Work in groups. Present your ideas to the other members of your group.**

9 News and views

THIS UNIT INCLUDES

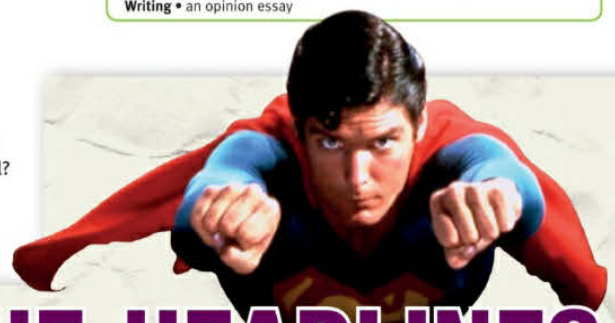
Vocabulary • news and opinions • giving and withholding information • literal and figurative language
Grammar • colloquial omissions • passive structures • participle phrases
Speaking • talking about news • talking about the media
Writing • an opinion essay

In the news

BEFORE READING

1 Are you interested in the news? Are you up-to-date with current affairs? Only about your country, or international? How do you get your news?

2 What kind of news headlines grab your attention? What sorts of news stories make popular reading?



MAKING THE HEADLINES

Throughout media history, people have tried to make news for publicity purposes. Businesses have come up with all sorts of marketing stunts in an attempt to be newsworthy. Some attempts hit the headlines for the wrong reasons – or is it true that 'there's no such thing as bad publicity'? And what of the newspaper publisher who needed a new idea to promote his paper and ended up inventing a new sport? Is that 'news making news making news'? Here are three tales of attempts to create news with varying degrees of success.

THE DEATH OF SUPERMAN

DC Comics is a billion-dollar business selling millions of comic books every year, but in 1993, the company directors seemingly felt that their product was waning in popularity, and that sales were getting stagnant. So they took a huge risk – they killed off their main character, Superman. Superman had been the company's number one comic title ever since the character's inception in 1938. So when DC Comics brought out *The Death of Superman* issue, the general public just couldn't believe it. Was this mad marketing stunt going to be professional suicide?

The TV news reports of the day interviewed people for their thoughts on the tragic occurrence. From comic book experts to the passing public, everyone had an opinion on the subject. Even people who had outgrown their favourite superhero, or who just thought he was boring, still sat up and paid attention. The newspapers took hold of the story and ran columns discussing the demise of the nation's beloved hero, almost as if he were a real person.

The drama played out across the national papers, with people either waxing lyrical about Superman and mourning his passing, or calling DC Comics a shameless publicity seeker. Not surprisingly therefore, the comic book featuring our hero's death sold out on the first day. There were queues around the block outside comic book stores. More issues were printed, only to be sold out again and again. Millions of readers bought *The Death of Superman* comic. A great percentage of readers found the story genuinely moving, whereas others were simply buying the issue as a collector's item. The issues that followed, including *Funeral for a Friend* and – unsurprisingly – *The Return of Superman*, were equally popular due to renewed interest in the storylines.

So the death of a superhero gave rise to a rebirth in sales for DC Comics.

THE BIRTH OF THE TOUR DE FRANCE

In 1903, Henri Desgrange, a thirty-five-year-old sports paper editor, had a problem on his hands. The leading sports paper in France, *Le Vélo*, sold 80,000 copies a day with a mixture of sports reporting and general news. In comparison, Desgrange's paper *L'Auto* was struggling with only 25,000 daily copies sold.

Three years earlier, Desgrange had been approached and offered the position of editor by a group of industrialists wanting to set up a new paper to rival *Le Vélo*. Desgrange was already famous in the French sporting world. In his twenties he had been a champion cyclist, holding 12 world track records between 1893 and 1895. He'd also written two books and was currently director of France's first indoor cycling track in Paris. These sporting credentials had led to him being deemed suitable for the top job at *L'Auto*.

However in 1903, he and his team set up a crisis meeting to discuss the paper's poor circulation. Wanting to contribute, one of his young journalists suggested a new cycle race for that summer. Desgrange was initially cautious, but the paper's financial manager was thrilled with the idea. *L'Auto* announced the new race in its next edition, and Desgrange and his team had to hurriedly organize it.

The Tour de France turned out to be a completely new type of sport – bicycle stage racing. It was an outdoor, long-distance, multi-day event with different stages over varying terrain all round France. The historian Jim McGurn said, 'It was a magnificently imaginative invention, a form of odyssey in which the lonely heroism of unpaced riders was pitted against relentless competition and elemental nature.' Cycling in the mountains was new territory indeed. Riders complained that they would be eaten by bears in the Pyrenees.



Nevertheless, the Tour de France and the paper's promotion of it proved a great success, and circulation immediately jumped to 65,000, later selling more than 500,000 copies a day during the months of subsequent Tours.

Ironically, the paper eventually died, but the Tour de France lives on as the country's premier international sporting event.

NOT THE WORLD'S LARGEST POPSICLE

In 2005 Snapple, a fruit drink company, made a brave attempt to break a world record. The company wanted to garner favourable publicity for its new range of frozen fruity treats called 'Snapple on Ice'. So, on the first day of summer, an enormous kiwi and strawberry popsicle was hauled by truck from New Jersey to Manhattan to be erected in Union Square.

The giant pink ice stick certainly attracted a lot of attention. At 35,000 pounds and 25 feet tall, the frozen treat was unmissable. However, the crane hoisting it into position only managed a disappointing 25 degree angle before Snapple officials realized that something was terribly wrong. It was melting, and fast. Floods of sugary liquid were washing over the square. Bemused onlookers started to run as they got caught in the pink tidal wave. 'What was unsettling was that the fluid just kept coming,' said Stuart Claxton, an official witness for the world record

READ

1 Read the *Reading tip*. Look quickly at the article. Which of the publicity stunts was not a success?

> ***Reading tip***
>
> If an article has different sections, introductory paragraphs, sub-headings and one-line endings, scan all of these first before reading, so that you have a good idea of what the subject is and can quickly locate information for answering the comprehension questions.

2 Read the article again and mark the sentences true or false.

1 The news coverage of DC Comics' action was extensive.
2 People who bought *The Death of Superman* were all previous fans of the comic story.
3 Henri Desgrange was offered the *L'Auto* newspaper editorship because of his journalistic expertise.
4 The athletes taking part in the first Tour de France were quite fearful of this new race.
5 Snapple hadn't sold iced fruit juice snacks before 2005.
6 There was a clear reason why the frozen popsicle had melted.

3 3.01 Read the text again and choose the correct answers.

1 DC Comics believed that its actions
  a would definitely benefit the business.
  b might alienate its readers.
  c would be the death of the comic book.
  d could possibly improve sales.
2 The general public's attitude to the company's actions was:
  a non-committal.
  b horrified.
  c very involved.
  d delighted.
3 In 1900, Henri Desgrange was
  a struggling to sell more copies of his paper than *Le Vélo*.
  b responsible for a Parisian indoor cycle track.
  c still a brilliant cycling athlete.
  d looking for a new career.
4 The Tour de France
  a took off immediately as a sporting event.
  b was dreamt up by Desgrange.
  c was designed to torture cyclists.
  d only went through the mountains one time.
5 The fruit popsicle started to melt
  a on the journey to the city centre.
  b while it was being lifted into position.
  c because of the unusually hot weather.
  d because it was made of fruit juice, not water.
6 The news reports
  a were uniformly disapproving.
  b offered differing viewpoints on the event.
  c suggested that Snapple wasn't doing enough to control the situation.
  d gave the company excellent publicity.

attempt. The Police and Fire Departments were summoned to the area to cordon it off, and fire engines attempted to hose the sticky mess away before it caused any more trouble. The giant popsicle was supposed to have been able to withstand the heat for some time, and those responsible were not quite sure why it hadn't.

An interesting thing was how the various media channels and newspapers reported the incident. *Breaking News Network* sent out an emergency alert, warning the public that there was 'sticky goo all over the area'. The *New York Post* was outraged, writing indignantly about a pedestrian's sprained ankle and four skidding cyclists. The *New York Times* preferred an ironic angle, and included a scientific explanation about the temperature an 18 per cent sugar solution usually freezes at. But the best quote came via the *Newsday* TV programme, with a shop owner commenting, 'People were pretty bummed out with what was going on with their shoes'.

Snapple spent a lot of money on the clean-up operation and didn't make a second record attempt.



UNDERSTANDING IDEAS

Answer the questions.

1 What do you think of the quotation in the text, 'There's no such thing as bad publicity'? Give your ideas with an example from the news, where possible.
2 Do you think that marketing stunts are acceptable behaviour for businesses?
3 If you had a big piece of news, who is the first person you would tell?
4 What is your preferred method of relaying news? Talking face to face? Phoning? Texting? Emailing? Why?

VOCABULARY

Making the headlines

Match the highlighted words in the text with these definitions.

1 Producing strong emotion, especially sadness or sympathy.
2 Showing no sign of activity or advancement.
3 Speaking in an enthusiastic and eloquent manner.
4 Regarded, judged.
5 Raising something, especially by using ropes or machinery.
6 Beginning, starting point.
7 Disturbing, upsetting.
8 (colloquial) An unpleasantly sticky substance.
9 (US English) Upset, annoyed.
10 A long, eventful journey or experience, physical and/or emotional.
11 Intensely constant or persistent.
12 Wild and powerful, having the force of nature.
13 Death, end of.
14 Gather or collect.
15 A stretch of land, especially with regard to its physical features.

Workbook: page 68

VOCABULARY

Making the headlines

ACTIVATE

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

bummed out deem demise elemental inception hoist garner goo moving odyssey relentless stagnant terrain unsettling wax lyrical

1 He would _____ for hours about the talents of his splendid grandchildren.
2 It is hard to find a good job in a _____ economy, due to slow economic growth and high unemployment.
3 Before the TV evening news showed _____ images of the current war, it warned that viewers may be upset.
4 I'm _____ because I missed out on getting a ticket to the biggest baseball match of the season.
5 The school governing body _____ the exam results unsatisfactory and called the head teacher to account.
6 We have not had any local news coverage since the _____ of the town's newspaper three years ago.
7 His campaign for protecting the environment was so _____ that he eventually won his case.
8 They played the golf match in spite of the terrible weather and battled on through _____ wind and storms.
9 The cargo was _____ up onto the ship.
10 Since its _____, the business has rapidly expanded to become a national retail chain.
11 The article was about the emotional _____ experienced by a teenager trying to become an athlete.
12 They bought expensive boots designed for rough _____ for their walking holiday in the mountains.
13 He gave a _____ speech at the memorial service of a much-loved local citizen.
14 Their mother demanded to know what the thick _____ was all over the cooker.
15 Her new novel has _____ several awards.

EXTEND

Giving and withholding information

1 **Complete the chart with the expressions in the box. Use your dictionary to help you.**

~~blab~~ blow the whistle break (news) clam up hush up keep the lid on leak let something slip stonewall

Giving information	Withholding information
blab	5
1	6
2	7
3	8
4	

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

1 The politician tried to hush up rumours of his affair with a waitress.
2 The government didn't manage to _____ the financial scandal.
3 The manager _____ every time someone asked him about the closure of the factory.
4 There will be a public outcry when the news _____.
5 The head teacher _____ the name of the student who had been arrested.
6 Children tend to _____ when the police ask them about their parents' activities.
7 One of the accomplices accused me of _____ to the police.
8 The forger's wife _____ on her husband's illegal business.
9 Someone must _____ the story to the press.

Literal and figurative language

LEARN THIS!

Literal language is explicit, obvious and easily understood, e.g. *Her family were extremely rich.*

Figurative language contains images. The writer or speaker describes something through the use of unusual comparisons for effect, interest, and to make things clearer.

Her family were rolling in money.

3 **Match the figurative language in italics (1–10) with the meanings (a–j).**

1 The view of the Northern Lights *took my breath away.* e
2 His new car *cost an arm and a leg.*
3 My brother and his wife *have quite a stormy relationship.*
4 *Money talks.*
5 The experience *scarred me for life.*
6 The plot for her new novel *came to her in a flash.*
7 She was *in floods of tears* when she lost her job.
8 They're *made of money.*
9 It wasn't until I saw the tide coming in that *it dawned on me* we were going to get cut off.
10 They're *having a few hiccups* building their new house.

a very rich
b developed in her mind very quickly
c crying a lot
d was very expensive
e ~~impressed me considerably~~
f I slowly realized something
g People with money have more influence than others.
h have a lot of rows
i having some problems
j had a profound and terrible effect

●●●●● Workbook: page 70

GRAMMAR

Colloquial omissions

EXPLORE

1 3.02 Read and listen to the dialogue. Which words do you think have been omitted?



Sally Hey, Tessa. On your way home?
Tessa No. Just hanging around.
Sally Fancy a coffee?
Tessa Sure.
Sally Have you heard my news?
Tessa Can't say that I have. Tell me!
Sally I'm an aunt!
Tessa Really? Congratulations! How's your sister?
Sally She's fine. She went into hospital this morning. Didn't take very long! The baby was born by lunchtime.
Tessa Boy or girl?
Sally A baby girl called Rose.
Tessa Aww. Cute. So, going to be a good auntie, then?
Sally Of course. Hope so, anyway.
Tessa Babysitting and everything?
Sally Not so sure about that! I'll need a bit of practice!
Tessa Well, practice makes perfect. Want another coffee?
Sally No, thanks. Better make a move.
Tessa OK. See you later. Send your sister and her husband my best wishes.
Sally Will do. See you later!
Tessa Sure. Nice talking to you. Bye!

2 Read the *Learn this!* box. Then check your answers and find all the examples in the text.

LEARN THIS!

Colloquial omissions
In informal spoken English, we often omit unstressed words at the beginning of the sentence, provided the meaning and reference is absolutely clear.

Articles
Why did you drive? (The) Buses aren't running today.

Possessive pronouns
Are you ok? No. (My) Head hurts.

Subject pronouns
What did you say? (I) Can't hear you.

Auxiliary verbs and personal pronouns
(Have you) Been to the cinema recently?

Negative forms can sometimes be replaced by *not*
How's John? (He is) Not happy, I'm afraid.

●●●●● Grammar Reference: page 110

EXPLOIT

1 Read the dialogue. Cross out any words you think could be omitted. (You may have to make other minor changes as a result.)



Sam Hey, Colin! Are you well?
Colin Fine, thanks. And you?
Sam I'm great, thanks. Have you got a minute?
Colin Sure. What's up?
Sam I want to show you something.
Colin Oh yes? What do you want to show me?
Sam I've got a new motorbike! Look! Do you like it?
Colin Wow. It's very nice indeed! When did you get that?
Sam I bought it off my cousin at the weekend. It's secondhand. It isn't bad, is it?
Colin It's great! Can I have a go?
Sam Of course. Do you want to try it out on Saturday?
Colin I'd love to.
Sam You can come round after lunch, if you like?
Colin I'll do that. I'm looking forward to it. Have you got any other exciting news?
Sam Nope. Just that! What about you?
Colin No. There hasn't been a lot happening lately. I'd better be off. But I'll see you on Saturday!
Sam Yep. I'll see you then!

2 3.03 Listen to the dialogue and compare it with the changes you made. Were there any you missed?

3 Work in pairs. Write a short dialogue exchanging some news. Include some colloquial omissions. Here are some possible news ideas, or use your own.

You've passed an important exam.
You've booked an exciting holiday.
You met a famous person at the weekend.
You scored a goal in a match.

4 Roleplay your dialogue to the class. Your classmates try to spot the colloquial omissions.

●●●●● Grammar Builder: page 111
●●●●● Workbook: page 71

SKILLS

Giving and withholding information

VOCABULARY

1 Look at the pictures. Describe what the people in the photos are doing. How formal is the situation? How much information do they want to give?





2 Match the verbs on the left with the phrases on the right to make expressions. Which describe giving and which describe withholding information? Which phrases could you use when you talk about each photo?

1 confide	a up
2 drop	b off allegations
3 deliver	c a bombshell
4 not breathe	d in (someone)
5 issue	e (something) slip
6 become	f a speech (to/about)
7 keep	g a word to anybody (about)
8 let	h a statement (to the press/police etc.)
9 clam	i a lid on (something)
10 brush	j common knowledge

Giving information	Withholding information

3 Complete the sentences with the expressions from exercise 2 in the correct form.

1 The management tried to _____ the incident at the nuclear power plant for fear of scandal.
2 My friend _____ me that she suffers extreme anxiety before exams.
3 In the interview, the singer _____ when asked about his private life and refused to say anything.
4 My brother _____ at the dinner table last night when he announced he was moving to New York!
5 The government _____ by the press that it was secretly in talks with the banks and robustly denied all rumours to the contrary.
6 Simon knew that the head teacher was leaving but he _____ about it before the head's personal announcement to the school.
7 The director _____ to the staff about the new direction that the company was going in.
8 The lawyer _____ to the court that her client was intending to plead not guilty to the allegations.
9 By the end of the week it had _____ that the company was struggling and so many of its employees started looking for new jobs.
10 During the interview, the politician accidentally _____ that he was planning to retire at the next election, which came as no surprise.

LISTEN

1 3.04 Listen to three dialogues and match each one to a photo above.

2 Mark these sentences true or false.

1 The press was issued a statement saying that the government would be bringing out details of the new policy in due course.
2 The minister brushed off allegations that the government had been having difficulty formulating the policy.
3 Bella confided in Joan that their friend Sam was planning to sell some land to a supermarket.
4 Joan thought that if it were true, it would have already become common knowledge.
5 The movie star managed to keep a lid on all information pertaining to his new project.
6 The star clammed up when asked further questions about his career.

3 3.04 Choose the correct word to complete these expressions, then listen again and check.

1 I'm not at **ease/liberty** to reveal that information.
2 Isn't it the **case/state** that ...?
3 I have no **more/further** comment to make.
4 Have you heard the **latest/newest**?
5 It's **fully/highly** confidential at the moment.
6 I'm telling you this in the **strictest/firmest** confidence.
7 Rumour **is/has** it that ...
8 It's all very **hush-hush/hush up** at the moment.

SPEAK

1 Work in pairs. Choose one of these situations.

- a teenager confiding in a friend about a problem and asking for it to remain confidential
- a football or other sports manager answering a journalist's questions about the new team for next season, but trying not to give too much information away.
- a talk show host asking a celebrity questions about his/her life which the celebrity doesn't want to answer.

2 Discuss and prepare for your roleplay. Use some of the words and expressions from the exercises above.

3 Now do a short roleplay of the situation.

GRAMMAR

Passives and participle phrases

EXPLORE

1 **Complete the article with appropriate passive forms of the verbs below. What is your opinion of the way Joyce Hatto and her husband behaved?**

bomb consider copy describe hail inform issue make pass off perform record reduce show uncover



Classical pianist Joyce Hatto was born in London in 1928 and remembers practising the piano as a teenager while London [1]_____ in the Second World War. As a performer in London during the 1950s and 60s, she [2]_____ to be proficient, but not outstanding, and she more or less retired from professional music in the 1970s. She had her piano moved from London to a small house in the country, and there she lived with her husband, William Barrington-Coupe, a recording engineer. Over the next thirty years, she performed at home, and these performances – 104 of them in total – [3]_____ by her husband and then [4]_____ on his own record label, Concert Artists. They caused a sensation. Her performances [5]_____ by music critics as some of the finest recordings that [6]_____ ever _____, and Hatto [7]_____ as 'the greatest instrumentalist that almost nobody has heard of'.

But in 2007, a music magazine discovered that one of the recordings [8]_____ electronically from another artist's CD. Since then, further frauds have emerged. At least five of the pieces [9]_____ in fact _____ by other artists, and more fakes [10]_____ on a daily basis. It seems likely that in due course, all 104 pieces [11]_____ not to be genuine. Only yesterday, classical pianist David Owen Norris [12]_____ that his 1988 solo piano recording of Elgar's *Symphony No 1 in A flat major* [13]_____ as Hatto's work. 'I'm just very sad,' he said. 'I think it's pathetic really that somebody should [14]_____ to this.'

Grammar Reference: page 110

LEARN THIS!

Use of the passive
The choice between active and passive voice is often made for stylistic reasons, because we want a certain word to be the subject of the sentence in order to fit with the topic and flow of the text. Compare:
Clara Butt gave the first performance of Elgar's 'Sea Pictures'. (in a text about the singer Clara Butt)
The first performance of Elgar's 'Sea Pictures' was given by Clara Butt. (in a text about Elgar's music)

2 **Read the *Learn this!* box. Then decide which of the underlined clauses in the text below would be better in the passive and rewrite them. Give reasons.**

Joyce Hatto and her husband left London in the 1970s after doctors had diagnosed Joyce with cancer. Away from the public gaze, they worked together on recordings of some of the finest classical pieces that anybody had ever composed. But it soon became clear that her disease was hampering Joyce's efforts to produce outstanding recordings. William made the first electronic alterations in order to cover up her cries of pain. Although William knew that it was wrong, a desire to protect his wife's musical reputation triggered his dishonest actions. He simply wanted people to give her the acclaim which her disease had denied her. Was that so wrong? Although people never took Joyce's recordings seriously again, perhaps we should admire her courage, and her husband's love, after all.

3 **Does the text in exercise 2 change your opinion of Joyce Hatto and her husband? Why? / Why not?**

EXPLOIT

Read the *Learn this!* box. Then rewrite the following text using an appropriate mixture of active and passive constructions and participle phrases.

LEARN THIS!

Participle phrases
Remember that we can sometimes use a phrase beginning with a past participle (a participle phrase) in place of a passive construction. Compare:
The fraud was exposed by a music magazine and it became international news.
Exposed by a music magazine, the fraud became international news.

Millions in the USA watched the cookery show *Dinner: Impossible*. British chef Robert Irvine presented it.
The Queen had knighted Irvine and she had given him a castle in Scotland – or so he claimed. Officials investigated Irvine when a business venture failed and they exposed him as a fraud. Irvine has finally admitted the truth.
Now, angry creditors are pursuing Irvine and the TV channel has removed his fictitious biography from its website.

Grammar Builder: page 111

Workbook: page 72

WRITING

An opinion essay: 1

READ

1 Discuss the quotation by academic Noam Chomsky. Is it an argument against or in favour of censorship? Do you agree?

If we don't believe in freedom of expression for people we despise, we don't believe in it at all.

2 Read the essay. What is the writer's basic answer to the question in the title?

Should freedom of speech always be defended?

The first amendment to the American Constitution defends every citizen's right to free speech, and most democracies around the world pride themselves on a lack of state censorship. Indeed, the fact that newspapers and TV news stations report stories which are highly critical of the government is seen as one of the signs of a healthy democracy. But how far should this lack of censorship extend? Is it possible to have a society which places absolutely no controls on information?

Freedom of speech is usually regarded as one of the cornerstones of democracy. It is essential that the content of newspapers, for example, is decided by the newspaper editors and not by politicians or police. If politicians were allowed to determine what should or should not be printed, they would be able to suppress any information which did not put them in a good light. Corruption would increase and there would be no way of exposing politicians' wrongdoings. Moreover, it goes without saying that ordinary citizens in a democracy should be allowed to voice their personal opinions without fear of intimidation.

Having said that, it is clear that total freedom of speech is impossible, or at least extremely risky. This is because sometimes it is necessary to limit freedom of speech in order to protect individual members of society or society as a whole.

An example of this would be the laws against libel. These prohibit you from making damaging and untrue statements about somebody. Without this protection, people's lives could be ruined by false accusations.

It is widely accepted that some information needs to be kept secret for reasons of national security or crime prevention. If a newspaper was allowed to print details of a secret anti-terrorist operation, there might be catastrophic results.

To sum up, I would say that freedom of speech should be defended in the majority of cases. However, there will always be situations in which this freedom would have negative consequences. In those instances, I believe that it is necessary to sacrifice freedom in order to protect people's lives.

Writing tip: Using passive structures

Passive structures with verbs like *regard*, *consider* and *believe* make statements appear less personal and are therefore often appropriate in an essay. The plain statement: 'Censorship is undesirable.' could be rephrased in these ways:

Censorship is usually regarded as undesirable.
Censorship is generally considered (to be) undesirable.
Censorship is often seen as undesirable.
It is widely accepted that censorship is undesirable.
It is often said that censorship is undesirable.
It is generally believed that censorship is undesirable.

3 Read the *Writing tip*. How many times is this type of passive structure used in the model text? Choose one other sentence which could be rephrased in this way and rewrite it.

4 Match 1–6 with a–f to form common collocations. Check your answers by finding them in the essay in exercise 2.

1 free	a opinions
2 state	b security
3 personal	c speech
4 false	d results
5 national	e censorship
6 catastrophic	f accusations

5 Complete the sentences with the collocations in exercise 4.

1 It was felt that revealing the government's nuclear plans could jeopardize _____ _____ .
2 Whatever her _____ _____ may be, she never criticizes her employer in public.
3 Attempts to close down the website have been portrayed as an attack on _____ _____ .
4 Allowing people to stir up racial hatred could have _____ _____ in a multiracial society.
5 In some countries, _____ _____ prevents newspapers from printing the truth.
6 The minister claimed that he was entirely innocent and had been the victim of _____ _____ .

6 Discuss whether it is more important, in your opinion, to protect freedom of speech or to protect people from false accusations. Give reasons.

PREPARE

1 Work in pairs. Discuss the proposition. Do you agree or disagree? Give reasons.

The Internet should be more tightly controlled by governments.

2 Read the start of four newspaper articles about Internet controls. Do they change your opinion about the proposition in Prepare exercise 1? Why? / Why not?

Cyber Bullying led to Teen's Suicide [1]

The parents of a 13-year-old girl who believe their daughter's suicide was the result of a cruel cyber hoax are pushing for measures to protect other children online.

Terror websites could be blocked in EU crackdown [2]

Access to websites that provide information on how to make bombs could be blocked by security forces in an attempt to crack down on terrorists.

Online anorexia sites shut down amid claims they glorify starvation [3]

A web hosting company abruptly closed down four pro-anorexia websites in Spain yesterday after a complaint that they were endangering the lives of teenage girls.

Bank details being sold over the Internet for just £1 [4]

Lists of credit card numbers, names and addresses are being traded across the Internet by criminals involved in ID fraud, it is claimed today.

3 Work in pairs. Decide whether the following things should or should not be allowed on the Internet. Then compare your ideas with the class.

1 stories about famous people which may be untrue
2 unauthorized photos and video clips of ordinary people
3 instructions for writing computer viruses
4 unauthorized video footage of rock concerts
5 negative opinions about the government
6 adverts for untested medicines

WRITE

1 Plan an opinion essay about the proposition in Prepare exercise 1 on page 82. Make notes for paragraphs 2–4. Use ideas from the Prepare section.

Paragraph 1 Introduction
Paragraph 2 Points in support of the opposite opinion
Paragraph 3 Points in support of your opinion
Paragraph 4 Further points in support of your opinion
Paragraph 5 Conclusion

Writing tip: Restating the question

One way of writing the introduction to an opinion essay is to describe the current situation as you see it and then restate the question in your own words.

2 Read the *Writing tip*, then look at the introduction to the model essay on page 82. Which sentences describe the current situation? Which sentences rephrase the question in different words?

3 Work in pairs. Write the introduction to your essay using the phrases below to help you.

Describing the current situation
Over the past few decades, the Internet...
We have now reached a point where...
Newspapers are full of stories about...
In some countries... while in others...

Restating the question
The key question is...
What it comes down to is...
What needs to be decided is...
Many people are starting to wonder whether...

4 Compare your introduction with another pair's introduction. Share ideas to improve your work.

5 Working individually, write paragraphs 2–5 of your essay, following your plan. Write 200–250 words in total. Remember to use passive phrases for distancing your opinions.

6 Check your work using the list below.

CHECK YOUR WORK

Have you:
- ☐ followed the essay plan correctly?
- ☐ included passive phrases for distancing your opinions?
- ☐ checked the spelling and grammar?

I CAN ...

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

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

	*	**	***
I can understand and react to a text about conspiracies.			
I can understand and use the language of news.			
I can use a wide range of passive structures.			
I can write an opinion essay.			

●●●●● Workbook: page 73
●●●●● Workbook: Self Check pages 74–75

10 Endings

THIS UNIT INCLUDES ●●●○

Vocabulary • synonyms and antonyms • adverbs of degree • synonyms for *end*
Grammar • *whatever*, *whoever*, *wherever* etc. • complex sentences • prepositions in relative clauses • impersonal structures for introducing opinions
Speaking • talking about the future of the Solar System • roleplay
Writing • an opinion essay

The life-cycle of a star

BEFORE READING

1 Can you name all the planets in the Solar System in order, starting with the one nearest to the Sun? Which are 'rocky' planets? Which are 'gas giants'? Which is the smallest planet? Which is the largest?

2 How far is the Earth from the Sun? How long does it take light from the Sun to reach the Earth?

3 How old is the Solar System?

READ

Reading tip

Before you read a text, look at the title and any pictures or diagrams. Read the first and last sentence of each paragraph to gain a general understanding of the text.

1 Read the text on page 85 and the *Reading tip* above. Follow the advice in the *Reading tip* and say if these sentences are true or false. Say in which diagrams or opening or closing sentences you found the answers.

1 The weight of the Sun is very significant.
2 Sunshine is the result of nuclear fusion in the Sun.
3 The supply of hydrogen in the Sun will never run out.
4 The Sun will expand towards the end of its life.
5 Our Sun will turn into a supernova.

2 🎧 3.05 Read and listen to the text. Choose the best answers.

1 How the Solar System comes to an end
  a is a matter of debate among space scientists.
  b bears some similarity to how it was formed.
  c depends on what happens to the Earth.
  d depends on the Sun getting heavier in the future.
2 In the core of the Sun, hydrogen atoms
  a combine with helium to generate heat and light.
  b release less heat and light than helium atoms.
  c each have four protons.
  d combine to make helium atoms.
3 Helium atoms will combine to make bigger atoms
  a only when the heat and pressure increases.
  b and the Sun will get much bigger.
  c because of the extra energy created in the process of fusion.
  d in about a hundred million years from now.
4 Stars don't collapse
  a because the forces of gravity and the forces created by fusion cancel each other out.
  b in spite of the presence of two opposing forces.
  c because the force of gravity isn't as strong as the forces created in the fusion process.
  d even if gravity overwhelms a star's ability to remain stable.
5 The collapse of a super red giant
  a causes the fusion process to stop.
  b is preceded by a supernova.
  c is sudden and very dramatic.
  d propels the star on a long, fast journey.
6 The atoms that make up the Sun and planets
  a will collapse and cool until nothing is left.
  b will form a large dissipating cloud of gas and dust.
  c will cool and swell into a red giant.
  d may ultimately combine to form a new solar system.

UNDERSTANDING IDEAS

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

1 Do you think humans will still be living on Earth four billion years from now? Why? / Why not?
2 If it became possible, would you like to visit another planet in our Solar System? Why? / Why not?
3 Will we find life on other planets? Why? / Why not?

VOCABULARY

The death of the Solar System

Match the highlighted words in the text with these definitions.

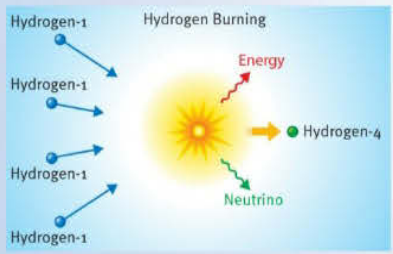
1 Thick.
2 Very violent and unpleasant.
3 Throwing violently.
4 A curved path followed by a planet, moon, satellite, etc. around another planet, star, etc.
5 Making it difficult for something to thrive or survive.
6 Pressed or squeezed into a smaller space.
7 Having a limited or fixed size.
8 The process of gradually being destroyed by natural causes.
9 Made up of; consisting of.
10 A place where there are extremely high temperatures.
11 Starts to go faster.
12 What will happen or has happened to a person or thing.
13 Not likely to change.
14 To be so powerful that it is impossible to resist.
15 Produces or creates.

●●●●○ Workbook: page 76

The death of the Solar System

Our Sun, together with the planets, asteroids and comets bound in orbit by its gravity, is called the Solar System. It is our Earth's local neighbourhood, and for four billion years has been a comparatively pleasant place to live. The fate of the Solar System, and hence the fate of our Earth, is tied to the future of the Sun. Astrophysicists have developed a solid understanding of the life-cycle of stars and are confident they know how the Sun will meet its end. Just as the Solar System was formed over a period of hundreds of millions of years, the end of the Solar System will be a time of gradual decay rather than a single cataclysmic event. What happens to a star as it reaches the end of its life depends upon its size and weight. If our Sun were only half as heavy again, the story of its death would be very different.

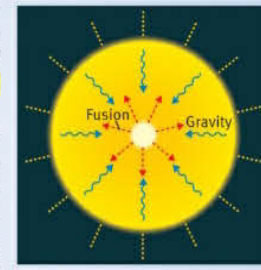
At the centre of all stars is a huge thermonuclear furnace, a place of unimaginable temperatures and pressures, where tiny particles called protons are crushed together so tightly and so rapidly that they fuse together. Like all stars, the Sun is composed mainly of hydrogen. Every hydrogen atom has a single proton at its centre. Put simply, when four hydrogen protons are crushed together they form a helium atom, and a small amount of heat and light is released. Owing to the enormous size of the Sun, these releases of energy combine to produce the huge amount of heat and light that the Sun generates. This process is called nuclear fusion and it is the energy from this that we feel millions of miles away.



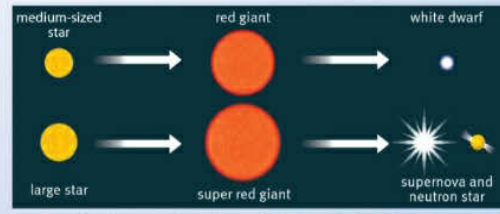
Nuclear fusion

But there is a finite amount of hydrogen in the Sun, and eventually, about five billion years from now, all the hydrogen in the centre of the Sun will be burned up. At this point, helium atoms will fuse together to form larger atoms of carbon and oxygen, and the pressure and heat will increase. The extra energy produced will cause the Sun to swell and change colour. Over hundreds of millions of years, the Sun will increase in size until it is about 100 times bigger than now, and become what astronomers call a red giant, enveloping and consuming the inner planets of Mercury and Venus, and eventually Earth too. The process will be so slow that even if humans were still around, they would not notice any change in the Sun in the course of their lifetimes. Long before the Earth was swallowed by the Sun, humans and all life on Earth would have gradually lost the battle for survival on an increasingly hot and ever-more hostile planet.

To understand the next stage, we need to realize that there are two opposing forces at work that keep a star stable. Stars have a huge mass and so the force of gravity is constantly trying to make the star collapse in on itself. This inward force is balanced by the outward forces exerted by the process of fusion in the centre of the star. As the fusion process slows down, this outward force diminishes too, until gravity starts to overwhelm the star's ability to maintain stability. A very large red giant (called a super red giant) will start to collapse, increasing the temperature and pressure as it does so. Initially this is enough to start further fusion reactions, but ultimately it is a losing battle. Eventually, no further worthwhile fusion takes place and the star starts a runaway journey of collapse that accelerates with every passing second. This collapse is the beginning of a supernova: a huge explosion that crushes the centre of the star into an ultra-dense remnant called a neutron star, and sends shockwaves outwards, tearing the outer layers of the star to pieces and hurling them into space.



For a solar system with a super red giant at its centre, the end is short, brutal and spectacular – but this will not be the fate of our Solar System. Because our Sun is of a rather ordinary size, it doesn't have the mass to turn into a supernova. Instead, the Sun will cool as it expands into a Red giant. Matter from the Sun will gradually be 'blown away' into space, and what is left of the Sun will collapse under its own gravity, leaving a cool, dense star called a White Dwarf, surrounded by some gradually dissipating gas.



But that is not quite the end. Although the Solar System will be gone, the atoms that make it up will remain, and over aeons of time these atoms may be compressed by gravity into a cloud of gas and dust very similar to the one which gave birth to our Solar System. A new star could be formed from it, with its own fledgling planetary system …

VOCABULARY

The death of the Solar System

ACTIVATE

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

accelerate brutal compose compress decay dense fate finite furnace generate hostile hurl orbit overwhelm stable

1 It took the car only a few seconds to _____ to 100 km/h.
2 The temperature in the _____ needs to exceed 1500°C for iron to melt.
3 Divers carry tanks containing _____ air so that they can breathe underwater.
4 Nothing has been heard from the aircraft since it went missing three days ago. Its _____ is unknown.
5 Our resources of coal and gas are _____. Once they are gone we will be totally reliant on other sources of energy.
6 Doctors feared for the patient's life, but her condition is now _____.
7 It was difficult to see further than about 20 metres in the _____ fog.
8 Police are hunting a gang of teenagers following a _____ attack on a man that left him fighting for his life.
9 The government forces were too strong for the rebel army and quickly _____ them.
10 The Chinese have just put another satellite in _____ around the Earth.
11 Pollution makes the city centre a _____ environment for trees and plants.
12 Tooth _____ will be a problem if you don't brush your teeth regularly.
13 21 per cent of the Earth's atmosphere is _____ of oxygen.
14 The police had to take cover when the protesters started to _____ stones and bricks at them.
15 Wind farms can _____ only a small fraction of the electricity we need.

EXTEND

Synonyms and antonyms

1 **Complete the chart with the synonyms and antonyms in the box.**

as miserable as sin as tough as old boots biased comic ill-fated ~~immense~~ minute objective opportune over the moon priceless solemn trivial vital vulnerable worthless

	synonyms	antonyms
big	enormous [1] immense	tiny [2] _____
fair	impartial [3] _____	prejudiced [4] _____
funny	humorous [5] _____	sombre [6] _____
happy	elated [7] _____	dejected [8] _____
important	essential [9] _____	immaterial [10] _____
lucky	fortuitous [11] _____	doomed [12] _____
strong	invincible [13] _____	flimsy [14] _____
valuable	worth its weight in gold [15] _____	paltry [16] _____

2 **Complete the sentences with suitable words from exercise 1.**

1 The millionaire's wife was distraught. The thieves had made off with a number of _____ antiques.
2 There was very little interest in the referendum – only a _____ minority turned out to cast their vote.
3 She looked really _____ when she lost her tennis match – I though she was going to cry!
4 He waited for a/an _____ moment to ask his boss about his pay rise.
5 She made a/an _____ promise to her parents never to run away again.
6 I did not take part in the argument – I was merely a/an _____ observer.

Adverbs of degree

3 **Match the adverbs (1–6) with the verbs (a–f) they collocate with.**

1 thoroughly	a damage
2 strongly	b offend
3 seriously	c agree
4 hotly	d enjoy
5 deeply	e disapprove
6 entirely	f deny

4 **Complete the sentences with the correct form of an adverb-verb collocation from exercise 3.**

1 We thoroughly enjoyed our last holiday in Menorca – the weather was superb and the island was beautiful.
2 Tom _____ taking any money from his mother's purse.
3 Evie's parents _____ of her current boyfriend – he's a drummer in a rock band.
4 My best friend wasn't talking to me because I _____ her.
5 That pine tree will _____ those buildings if it falls down.
6 He _____ with his wife that they should rent the flat they had viewed.

●●●●● Workbook: page 78

GRAMMAR

whatever, whoever, wherever, etc.

EXPLORE

1 **Read the text. To what extent do you agree with the writer? Justify your opinions.**



Whichever way you look at it, global warming is a very real threat and one that really needs to be addressed. The problem is that however much scientists try to warn us of the dangers, we don't do much about it. Life continues much as before. However, I believe that collectively we do have a duty to try and combat climate change – everybody should do their bit and make an effort, however small. Governments need to invest in renewable sources of energy, e.g. hydro-electric, solar and wind power, which may be expensive in the short term but will, I believe, be economical in the long term. We also need to develop an alternative to the internal combustion engine which, for the last 100 years or so, has powered all the vehicles on our roads, and is a major source of carbon dioxide emissions. On a more personal level, we should try to rely less on our cars, to use public transport whenever we can, and to use less energy in our homes by turning off lights, insulating our roofs, and so on. Many people think that, realistically, there is no chance whatever of reversing climate change, and our time and money would be better spent thinking of ways to live with it and adapt to it. But I think that's too pessimistic and that whatever the chances of success, we need to make an effort before it's too late.

2 **Read the *Learn this!* box. Then rephrase these sentences as they were expressed in the text, using *whatever, whoever, wherever,* etc.**

1 It doesn't matter which way you look at it, global warming is a very real threat.
2 It doesn't matter how much scientists try to warn us of the dangers, we don't do much about it.
3 Everybody should do their bit and make an effort, even if it's really small.
4 We should try to rely less on our cars, to use public transport at every opportunity.
5 Many people think that, realistically, there is no chance at all of reversing climate change.
6 It doesn't matter how big the chances of success are, we need to make an effort before it's too late.

LEARN THIS!

***whatever, whoever, wherever,* etc.**
We use *whatever, whoever,* etc. to say 'it doesn't matter what, who, etc. because the result will be the same'.
Whatever we do, global warming is here to stay.
Whoever thinks we can ignore the problem is seriously mistaken.
Whichever country you live in, you'll be affected by climate change.
We'll never prevent sea-levels rising, however hard we try.
In some clauses we can omit the verb *be*.
However difficult (it is), we have to act now.
We can also use *however* with an adjective or adverb, and *whatever* with a noun. If the verb in these clauses is *be*, it can be omitted.
However difficult (it is), we have to act now.
Whatever action the government takes, it's doomed to fail.
Whatever your views on climate change (are), there's no doubt that conserving natural resources is a good idea.

Grammar Reference: page 112

3 **Now rephrase these sentences using *whatever, whoever, wherever,* etc.**

1 It isn't important what the price of petrol is, people will still use their cars and cause pollution.
2 It doesn't matter where you live, you will still be affected by climate change.
3 It doesn't matter how we solve these problems, we must find a solution.
4 It's not important who you are, you will still have to live with a change in our climate.

4 **Work in pairs or small groups. Decide what, in your opinion, is the gravest threat facing either your country, your continent or the world. Choose one of the threats below, or come up with your own. Present your ideas to the class.**

alien invasion disease and starvation
excessive consumption global terrorism global viruses
global warming natural disasters nuclear war
population explosion

Grammar Builder: page 113

Workbook: page 79

SKILLS

Farewell

VOCABULARY

1 Describe the photos of people saying goodbye to each other. What do you think they are feeling? What might they be saying?






2 Choose the correct verbs to complete the sentences. Use a dictionary to help you.

1 The supermarket doesn't **terminate / complete / close** until 10 o'clock tonight.
2 The wedding **wrapped up / ceased / concluded** with a reception at a local hotel.
3 John is so funny. He never **ceases / culminates / concludes** to amuse me.
4 Once he's **terminated / finalized / completed** the course, he'll be a qualified accountant.
5 I haven't quite **finalized / wound up / closed** the arrangements for my trip to Spain. I still need to book the hotel.
6 Tensions between Germany and Britain **closed / culminated / concluded** in the outbreak of war in 1939.
7 Our boss **wrapped up / ceased / finalized** the meeting with the news that profits were up by 10 per cent.
8 What time did the meeting **complete / wind up / culminate**?
9 This train **winds up / terminates / ceases** here. All change. Please make sure you have all your belongings with you when you leave the train.

3 Read the usage note from *The Oxford Learner's Thesaurus*. Which of the four verbs *cannot* be used to complete the sentences?

> **NOTE END, STOP, FINISH OR CONCLUDE?** **End** can be used for things that end in space as well as things that end in time: *The road ends here.* **End, finish** and **conclude** are used especially about things that you do not expect to start again after they have ended: *The war ended in 1945, after almost six years of fighting.* ◇ *The concert should finish by 10 o'clock.* ◇ *She concluded her speech with a quotation from Shakespeare.* **Finish** and **conclude**, in particular, suggest that sth has come to an end because it has been completed. **Finish** is used more to talk about *when* sth ends; **conclude** is used more to talk about *how* sth ends. **Stop** is used about things that may or will start again, or that cannot ever be 'completed': *The rain stopped just long enough for us to have a quick walk in the park.*

1 The river _____ in a long narrow lake. stop, finish, conclude
2 The party didn't _____ until the early hours of the morning.
3 The police have _____ their investigation into the murder.
4 Will you please _____ interrupting me?
5 The sales conference _____ with a speech by the managing director.

LISTEN

1 3.06 Listen to eight extracts and match them with descriptions a–i. One description is not needed.

1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐

a a job interview
b a radio interview
c a talent show
d a radio advertisement
e an announcement
f a news bulletin
g a chat between friends
h a documentary
i a business meeting

2 3.06 Complete the sentences with the verbs in the box in their correct form. Then listen again and check.

cease close complete culminate finalize terminate wind up wrap up

1 It is likely that many of these languages will _____ to exist over the next century or so.
2 You've just _____ a degree in mechanical engineering.
3 This research _____ in the discovery of the gene responsible for a rare form of bone cancer.
4 Owing to engineering works at Berwick, this service will _____ at Newcastle.
5 Ryan Jones _____ it _____ for City with a goal in extra time.
6 It only remains for us to _____ the precise terms of the agreement.
7 The party doesn't _____ till eleven.
8 The phone lines are now open and they _____ at nine o'clock.

SPEAK

1 Work in pairs.

- Prepare one of the following situations. Make notes.
- Start the situation a minute or two before the dialogue would end.
- End by parting from each other.

1 a job interview
2 a conversation with a friend at a party
3 an interview with a famous person
4 a business meeting

2 Act out your roleplay in front of the class.

GRAMMAR

Complex sentences

EXPLORE

1 Read the text and explain in your own words what the awards are given for.

How stupid is that?

Every year a website **which was set up by Wendy Northcutt** announces awards for people who have been particularly careless or stupid. The various individuals **upon whom the awards are bestowed** each year are often not very pleased to be singled out for attention. It certainly is not an award **of which any right-minded person could be proud**. This is because the people **to whom it is awarded** have endangered their own lives by their stupidity. Each year, the website publishes a number of such stories **which are then voted for by the public in order to select a winner**. Only stories **for which there is reliable evidence** are posted on the website. Any **which subsequently turn out to be untrue** are removed. Although the purpose of the award is, strictly speaking, to celebrate these bizarre incidents and the people **whose stupidity brought them about**, the website may also serve to warn people of dangers **which they were until now unaware of**.

2 Read the information below. Then, where possible, rewrite the clauses in bold in exercise 1 with the preposition in a different position. If it is not possible, explain why.

LEARN THIS!

Prepositions in relative clauses

1 When a relative clause includes a preposition, we can often choose whether to put it at the beginning or at the end. The latter is more common and more informal.
That's the man ***from whom we bought our car.***
That's the man ***(who/that) we bought our car from.***
2 However, when the preposition is part of a phrasal verb, it always stays with the verb.
He adopted three children, ***whom he looked after well.***
3 Multi-word prepositional phrases can go at the beginning or end, but we don't separate the words.
We saw a café, ***in front of which sat several diners.***
We passed a café, ***which several diners sat in front of.***
4 We can't put a preposition at the beginning when the relative pronoun is the subject of the following verb.
I bought a house ***which hadn't been lived in for years.***
5 The relative pronoun may form part of a noun phrase such as *some of which, many of whom, the first of which* or an adverbial phrase like *at which point, for which reason, in which case.*
I have three brothers, ***the youngest of whom is five.***
He recorded more than fifty songs, ***many of which became hits.***
The host fell asleep, ***at which point we left.***

●●●●● Grammar Builder: page 112

EXPLOIT

1 Among the stories on the website is that of Larry Walters. Tell his story by joining each group of two or three sentences into one complex sentence. When there are two possible positions for a preposition, choose the more formal.

1 Among the 'near misses' is the story of Larry Walters. Most fans of these awards are familiar with his exploits.
2 In 1982, he attempted a daring flight using only an ordinary garden chair. He'd attached 45 helium balloons to it.
3 The plan was to float up to a height of about ten metres. He'd be able to enjoy a fine view of the surrounding terrain from that height. The plan had been worked out carefully.
4 Unfortunately, he rocketed into the air, climbing more than 5,000 metres. He remained at that altitude for more than fourteen hours.
5 Air traffic control received bewildered messages from passenger planes. Their pilots had seen Larry.
6 It was a terrifying flight. Larry had no control over it.
7 Luckily, Larry had brought his pistol. He burst some of the balloons with it.
8 He gradually descended to the ground. At this point, he was arrested by the police.

2 Work in pairs. Decide which of the complex sentences you wrote in exercise 1 could be rewritten in a less formal style by putting the preposition in a different position.

3 Add the information (a–e) to the correct place in the text (1–5) using one or more relative clauses.

One evening, Fabio was chatting to some friends [1]☐. Fabio was a 28-year-old Italian truck driver [2]☐. He took a gadget [3]☐ out of his pocket to show his friends. It looked like an ordinary pen, but was in fact a pistol [4]☐. Keen to demonstrate the gadget to his friends, Fabio held it to his head and pulled the trigger [5]☐!

a he'd recently become the proud owner of it
b a single .22 calibre bullet could be fired from it
c he was having a quiet drink with them
d at this point, the gun fired a live bullet
e his hobby was spy gadgets. He had some of them with him

4 Work in pairs. Student A: Briefly retell the story of Larry Walters in your own words. Student B: Briefly retell the story of Fabio in your own words. Try to use complex sentences. Which person deserved an award more, in your opinion? Why?

●●●●● Grammar Builder: page 113

●●●●● Workbook: page 80

WRITING

An opinion essay: 2

READ

1 Look at the photo. What are eBooks and how do they work? Read the first sentence of the essay in exercise 3 to check your ideas.



2 Work in pairs. Read the proposition below. Decide if you agree or disagree with it, and brainstorm ideas for and against the proposition.

eBooks will eventually make traditional books obsolete.

3 Complete the essay with the phrases below, adding capital letters where necessary. (Some of the phrases can go in more than one gap, but there is only one set of correct answers.)

however I accept that I firmly believe that
in conclusion it would be hard to deny that
moreover of the opinion the key question is

Over the past few years, we have seen the introduction of eBooks: digital versions of paper books which can be downloaded from the Internet onto small hand-held devices called eBook readers. [1]_____ eBooks will inevitably have an enormous impact on the sales of traditional books, but [2]_____ whether they will become so popular that they will eventually replace books.

Many of us already download more music than we buy from shops in CD form, and the same will soon be true of films. [3]_____ in the next decade or so it will be the turn of books. So what are the advantages of eBooks? A single eBook reader can hold hundreds of digital novels, which in their traditional form would occupy metres of shelving. [4]_____, they are more environmentally friendly as they save paper and there are no transport costs.

[5]_____, eBook readers have two major drawbacks: they are currently very expensive and they rely on batteries. [6]_____ they are sure to come down in price as they grow in popularity, as computers and mobile phones have done, and I'm convinced that battery-life will improve enough in the coming years for this no longer to be a serious concern.

[7]_____, then, although eBooks are a relatively new phenomenon, I'm [8]_____ that it is only a matter of time before eBooks make traditional books uneconomical and therefore obsolete.

4 Work in pairs. Think of as many other phrases as you can that would fit in the gaps in the essay.

5 In which paragraph does the writer:

1 state his/her own view for the first time?
2 reiterate his/her view?
3 give background information about eBooks?
4 focus on the proposition by turning it into a question?
5 give arguments supporting his/her view?
6 give counter-arguments?

6 Work in groups. Discuss the questions.

1 Do you think any of the things in the photos will become obsolete in the future? Give reasons.
2 Can you think of anything else which might become obsolete in the future? Justify your opinions.



PREPARE

1 Work in pairs. Discuss the proposition. Do you agree or disagree with it? Brainstorm ideas for and against.

Computers will soon make pens, paper and handwriting obsolete.

Writing tip: Impersonal language

When you are expressing your own opinion in the essay, it is acceptable to use first person pronouns.
I am convinced that ... I am of the opinion that ...
However, to avoid over-use of personal pronouns, opinions, judgements and arguments can be introduced using impersonal language, for example passive structures, or preparatory *it*.
It is interesting how much ...
It would appear that ...
It is undoubtedly true/highly likely that ...
It is usual/important/impossible, etc. for ... to ...
It is right/wrong to suggest that ...

2 **Read the *Writing tip*. Then rewrite the sentences using preparatory *it* and the words in brackets.**

1 We have to remember that people have been using pen and paper for centuries. (bear in mind)
2 I'm pretty sure that paper won't become obsolete. (almost certainly true)
3 Some people say that it's a waste of time teaching children to write neatly. (be argued)
4 I simply cannot believe that paper will become obsolete. (inconceivable)
5 What surprises me is how few people can write neatly. (surprising)

3 🎧 3.07 **Listen to two people giving their opinions on the proposition in exercise 1. Which opinions do you agree with? Which do you disagree with? Give reasons.**

4 **Rephrase these extracts from the listening so that they would be stylistically appropriate for an essay. Use the words in the box to help you. Sometimes a passive construction is appropriate.**

admittedly considerably continue to currently
elderly in a minority increasingly
moreover the fact is

1 I mean, we now send loads more emails than traditional letters.
2 OK, so some old people will stick with paper and pen, but there won't be many of them.
3 Also, more and more often we're doing our schoolwork on computers.

although granted highly improbable
inconceivable my view not too distant future

4 Sure, I admit that pretty soon they'll develop a computer that you can carry in a pocket.
5 People sometimes even say that handwriting will become obsolete, but I really don't reckon it's at all likely.
6 You simply cannot imagine they won't teach handwriting in schools in the future.

WRITE

1 **Plan an opinion essay about the proposition in Prepare exercise 1 on page 90. Make notes under the headings using ideas from Prepare exercises 1 and 3.**

Paragraph 1 Introduction
Paragraph 2 Points in support of your opinion
Paragraph 3 Points in support of the opposite opinion
Paragraph 4 Conclusion

2 **Write the introduction and paragraphs 2 and 3 of your essay, following your plan. Write no more than 210 words. Remember to use some impersonal language.**

Writing tip: Concluding

In an essay of 200–250 words, your conclusion shouldn't be more that 40–50 words long. A good strategy is to acknowledge the strength of the opposing argument and then to restate your own opinion. Do not introduce new arguments in the conclusion.

3 **Read the *Writing tip*. Then write the conclusion to your essay. Use the phrases below to help you.**

Acknowledging the opposing view and restating your opinion

While it's true to say that ... , I really do think ...
Even though some maintain that ... , I nevertheless believe that ...
There's some truth in the view that ... Nevertheless, it doesn't alter my view that ...

4 **Work in pairs. Swap essays and check your partner's work using the list below.**

CHECK YOUR WORK

Has your partner:
- ☐ followed the essay plan correctly?
- ☐ used expressions from the *Writing tip* on impersonal language and Write exercise 3?
- ☐ checked the spelling and grammar?

I CAN ...

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

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

	*	**	***
I can understand and react to a text about the life-cycle of a star.			
I can say farewell in a variety of contexts and situations.			
I can use a wide range of complex sentences.			
I can write an opinion essay.			

●●●●● Workbook: page 81
●●●●● Workbook: Self Check pages 82–83

LITERATURE CORNER 5

Sylvia Plath

1 Discuss this statement in pairs: *Song lyrics are a form of poetry*. Do you agree or disagree? Give reasons.

2 3.08 Listen to a short biography of Sylvia Plath. Complete the key facts below. Write one word in each gap.



1 Sylvia Plath was born and grew up in the _____.
2 She studied _____ at Smith College.
3 Plath underwent treatment for _____.
4 She met Ted Hughes while at _____.
5 As a poet, Hughes often chose _____ as a theme.
6 Plath and Hughes _____ in 1962.
7 Plath's death in 1963 was the result of _____.
8 The final months of her life were a very _____ period.

3 3.09 Read and listen to the poems opposite. Which theme do they have in common, in your opinion?

a relatives
b trees and plants
c day and night
d death

4 In pairs, read the poems and check the meaning of any unknown words. Then answer the questions.

Which poem contains:
1 more rhymes?
2 a more regular rhythm?
3 more references to the natural world?
4 a clearer sequence of events?
5 more references to specific sounds?
6 more allusions to death?

5 Read the generalizations below about modern poetry. Find evidence for them in the two Sylvia Plath poems.

Compared to more traditional poetry, modern poems often:
- have more irregular line lengths.
- have a less regular rhythm.
- have fewer rhymes or none.
- contain more ambiguities and meanings.
- focus more on the poet's own experiences and feelings.

6 Which of the two poems on this page do you prefer? Can you explain why?

Family Reunion (CIRCA 1953)

Outside in the street I hear
A car door slam; voices coming near;
Incoherent scraps of talk
And high heels clicking up the walk;
The doorbell rends the noonday heat
With copper claws;
A second's pause.
The dull drums of my pulses beat
Against a silence wearing thin.
The door now opens from within.
Oh, hear the clash of people meeting —
The laughter and the screams of greeting:

Fat always, and out of breath,
A greasy smack on every cheek
From Aunt Elizabeth;
There, that's the pink, pleased squeak
Of Cousin Jane, our spinster with
The faded eyes
And hands like nervous butterflies;
While rough as splintered wood
Across them all
Rasps the jarring baritone of Uncle Paul;
The youngest nephew gives a fretful whine
And drools at the reception line.

Like a diver on a lofty spar of land
Atop the flight of stairs I stand.
A whirlpool leers at me,
I cast off my identity
And make the fatal plunge.

I am vertical (1961)

But I would rather be horizontal.
I am not a tree with my root in the soil
Sucking up minerals and motherly love
So that each March I may gleam into leaf,
Nor am I the beauty of a garden bed
Attracting my share of Ahs and spectacularly painted,
Unknowing I must soon unpetal.
Compared with me, a tree is immortal
And a flower-head not tall, but more startling,
And I want the one's longevity and the other's daring.

Tonight, in the infinitesimal light of the stars,
The trees and the flowers have been strewing their cool odors.
I walk among them, but none of them are noticing.
Sometimes I think that when I am sleeping
I must most perfectly resemble them —
Thoughts gone dim.
It is more natural to me, lying down.
Then the sky and I are in open conversation,
And I shall be useful when I lie down finally:
Then the trees may touch me for once, and the flowers have time for me.

SKILLS ROUND-UP 9–10

Making decisions

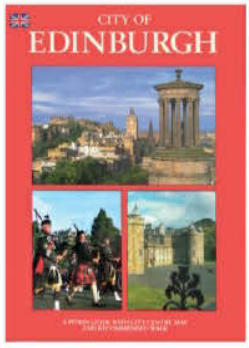
READ

1 **Look quickly through the two excerpts from two emails, ignoring the gaps. Decide:**

a who each email is from.
b what the relevance of the photo is.

2 **Match sentences A–G with gaps 1–6 in the emails. There is one sentence that you do not need.**

A That would be a shame, because I've made some good friends here, including a really nice guy from Latvia called Edgars.
B That's how I managed to earn enough money for the flat deposit.
C This was a bit of a disaster, as I'd already found a flat and needed to pay my rent.
D Ironically, she works for InterPost, the company who let me down over that job offer.
E It's in a great location too, only a couple minutes from a tube station.
F As it happens, my flatmate's sister, Rita, works in IT and would be an ideal business partner.
G Who knows when another one might come along?



Everything is going well here. I'm sharing a flat with two other women, one from Lithuania and the other from Poland. The flat isn't huge, but it's big enough and in relatively good condition, with modern furniture and appliances. [1]____ (Everybody travels by tube here, it's the only way to avoid the traffic.) Work is going fine. In fact, I've recently been offered a promotion, which would mean more money as well as more responsibility. The downside is that I'd have to relocate to Edinburgh because that's where the company's head office is. [2]____ We've really hit it off, and between you and me, I think he quite fancies me. And of course, my brother is here too. But I suppose I should do what's best for my career and accept the opportunity. [3]____ Anyway, I haven't made a final decision yet.

I've been in London for six months now. Can you believe that? The time has really flown by! I'm so sorry I haven't been in touch earlier, but I never seem to have time.

I haven't had a particularly easy time since getting here, for one reason or another. Having been offered a job at interview, I was then told that I didn't have the job after all. [4]____ I decided to set up in business as a consultant, and it's really taken off. In fact, I'm so busy that I'm looking for somebody to work with me – either an employee or a partner. [5]____ Not only is she really well qualified, but we also get on well together. However, she's currently in full-time employment, so I'd have to lure her away from her job. [6]____ She hasn't been there long, so I doubt she'd want to leave.

LISTEN

1 🎧 3.10 **Listen. Which three of the following four dialogues do you hear, and in what order?**

a Edgars and Tomas
b Tomas and Rita
c Rita, Edgars and Tomas
d Edgars and Rita

2 🎧 3.10 **Listen again, focusing on the speakers' intonation. Say how each speaker sounds when they say the words below. Then say what this implies about what they are thinking or feeling.**

1 Rita: 'Oh, I see. Professional.'
2 Edgars: 'You don't have to say anything now.'
3 Rita: 'I've just accepted a promotion.'
4 Edgars: 'So you're moving to Edinburgh.'
5 Tomas: 'No, she hasn't said anything to me.'
6 Tomas: 'Nobody tells me anything.'
7 Rita: 'His face went red and he couldn't speak.'

WRITE AND SPEAK

1 **Read the statement below. Decide whether you agree or disagree with it. Make notes for and against. Use the words and phrases in the box to help you.**

It is impossible to maintain a close friendship with somebody who lives a long way away.

body language chat room email face to face
hang out physical contact social networking sites

2 **Write an essay of 200–250 words using your notes from Write and Speak exercise 1.**

3 **Work in pairs. Roleplay one of the following dialogues:**

- Edgars persuading Rita not to go to Edinburgh.
- Rita telling her boss that she's leaving the company.

GRAMMAR REFERENCE 1

Talking about habitual actions

Present simple

We use the present simple with an adverb of frequency to talk about repeated actions, habits and routines.

She **often goes** to work by bicycle.
Do they **start work** at 9 every day?
He **always shops** at the same supermarket.

Present/Past continuous

We use the present/past continuous with the adverbs *always*, *constantly*, *continually* and *forever* to talk about annoying repeated behaviour.

She's **always complaining** about her job.
They **were forever shouting** at each other.
He's **constantly calling** and **asking** for help.

Will / Would

Will and *would* can be used to talk about habitual actions and behaviour. When they are stressed in spoken English, it suggests criticism. *Would* refers to the past.

She'll **often forget** to buy milk.
He **would play** records so loud we couldn't have a conversation.

Used to

We use *used to* + infinitive to describe past states or habits that someone did in the past but does not do now.

We **used to live** in New York.
Did you use to work in an office?
She **didn't use to read** very much.

Would

Would can also be used to talk about past habits, but it can't be used to talk about past states. We use *used to* to do that.

We **would go** to stay with our grandparents every summer.
He **would read** to his children every night at bedtime.

Phrasal verbs

Phrasal verbs combine verbs with adverbs or prepositions (or sometimes both) to create a new meaning. Phrasal verbs can be divided into four main types:

Two-part verbs with no object.

My car **broke down** on the motorway last night.
She **fell over** on the way to work.

Two-part verbs whose object can come between or after the two parts. However, when the object is a pronoun, it must come between the two parts.

He **turned down** the job offer he received.
He received a job offer but he **turned** it **down**.
She **picked up** the letter which was on the table.
She saw the letter on the table and **picked** it **up**.

Two-part verbs whose object cannot come between the parts.

We have to **allow for** different opinions from staff members.

Three-part verbs whose object cannot come between the parts.

How do you **put up with** his comments?
We agreed to **go along with** his suggestion.

Phrasal verbs: passive and infinitive forms

Some phrasal verbs that have an object can be used in the passive. As in all passive structures, the subject comes before the verb. This means the two or thee parts of the phrasal verb always stay together. This also applies to infinitive structures.

Please **switch** your computer **off** when you leave the office.
Please make sure your computer is **switched off** when you leave the office.
It's very difficult to **get through to** him. He never listens.

GRAMMAR BUILDER 1

1 **Choose the correct words to complete the sentences. One, two or three answers may be correct.**

1 Before my brother had children, he _____ a motorbike.
a used to have b would have c had

2 My sister often gets annoyed with her husband – he _____.
a would wind the children up
b 's always winding the children up
c will wind the children up

3 When I was little, my mother _____ nursery rhymes to me at bedtime.
a used to sing b would sing c sang

4 I moved out of Isaac and Maisie's house – they _____ when I was around.
a were constantly arguing
b would argue
c will argue

5 Before she got married, she _____ in Germany for two years.
a used to live b lived c would live

6 If it's not raining, I _____ to work.
a usually walk b used to walk c 'll walk

2 **Rewrite the sentences using the word in brackets.**

1 We used to spend hours playing hide-and-seek when we were kids. ('d)
We'd spend hours playing hide-and-seek when we were kids.
2 My mother will cook something special whenever we go round. (usually)
3 Gina will take my CDs without asking. (constantly)
4 We had no pets when we were little. (use)
5 Ben would always leave his dirty dishes all over the place when he lived with us. (leaving)
6 Every summer we made sandcastles on the beach. (used)

3 **Complete the sentences with the correct form of the phrasal verbs below. Where possible use an object pronoun.**

cheer sb up ~~come across sth~~ get away with sth
go for sb pass out put up with sth set off
tear sth up

1 My old school reports were in a box – I came across them in the attic yesterday.
2 Carol's children are very badly behaved – I don't know how she _____.
3 We're going to have an early night as we _____ at 6 a.m. tomorrow.
4 Matt's girlfriend has left him, so his friends are trying to _____.
5 Nobody could prove that Bill had stolen the car and so he _____.
6 It's too hot and I'm feeling dizzy. I think I _____.
7 The letter made Karl furious, so he _____ and put it in the bin.
8 Emma's dog bit her last night – it _____ as she was opening the door.

4 **Complete the sentences with the phrasal verbs below. Use an object pronoun where necessary.**

do away with sth ~~drop off~~ fall out with sb get away
go through sth let sb down run into sb
turn sb down

1 'Did you watch the film all the way through?'
'No, I dropped off in the middle.'
2 'Did you see Becky yesterday?'
'Yes, I _____ in the supermarket.'
3 'Does your boyfriend think he'll get the job? '
'No, he thinks they _____.'
4 'Do you know where you went wrong in the exam?'
'Yes, my tutor _____ with me.'
5 'Does your school still have a uniform?'
'No, they _____.'
6 'Did they catch the thief?'
'No, he _____.'
7 'Do you still see your old neighbours?'
'No, I _____.'
8 'Does Harry always turn up for football practice?'
'No, he often _____.'

5 **Rewrite the second sentence with a suitable passive form of the phrasal verb in brackets.**

1 A gang attacked Tom on his way home. (beat up)
Tom was beaten up on his way home.
2 They've cancelled the match. (call off)
The match _____.
3 Her grandparents took care of her. (bring up)
She _____ by her grandparents.
4 A local builder is doing the work. (carry out)
The work _____ by a local builder.
5 500 workers will lose their jobs. (lay off)
500 workers _____.
6 The police stopped the riot. (break up)
The riot _____ by the police.
7 An accident is delaying the traffic. (hold up)
The traffic _____ by an accident.

6 **Complete the sentences with the infinitive form of the phrasal verbs below and an object pronoun.**

do sth up ~~drop sb off~~ get round to doing sth
get through to sb give sth up go with sth put sb up

1 Jim was going past the station so I asked him to drop me off outside.
2 If they want to rent out the cottage, they'll have _____ first.
3 I haven't washed the car – I hope _____ soon.
4 We've thoroughly enjoyed our stay. It was so kind of you _____.
5 Jane's phone is always engaged – it's impossible _____.
6 Once you start smoking, it's very hard _____.

GRAMMAR REFERENCE 2

like, unlike and *as*

Like is a preposition and it is used with a noun or a pronoun to describe similarities.
My brother's just **like** my dad.

Unlike is also a preposition and it is used with a noun or a pronoun to describe differences.
Unlike Jack, I don't enjoy watching reality shows.

As is a conjunction and it is used with a subject and a verb to describe similarities.
He's a good player, **as** his father was when he was younger.

However, in informal speech *like* is also often used as a conjunction.
She doesn't dress **like** you do. She hasn't got your style.

In written English, when *as* is followed by an auxiliary or modal verb the word order of questions is often used.
He went, **as** did his brothers, to a boarding school.

As is used to talk about the job a person has. In this case it operates in the same way as a preposition.
As your doctor, I recommend you give up smoking.

If we replace *as* with *like* in this sentence it changes the meaning. *As* means 'I am your doctor' and *like* means 'I have the same opinion as your doctor'.
Like your doctor, I recommend you give up smoking.

In very informal speech *like* can be used to introduce reported speech.
My dad was **like**, 'What time do you call this?'

Notice how the function of *like* can change depending on whether it comes before or after a negative clause.
Like my sister, I'm not keen on comedies.
(She doesn't like them and neither do I.)
I'm not keen on comedies, **like** my sister.
(My sister likes them but I don't.)

Narrative tenses

We use past tenses to narrate past events.
We use the past simple to refer to short actions and events that are soon finished, longer actions and events and to repeated actions.
He **walked** down the street and bought a newspaper.
We **lived** in Manchester for twenty years.
I **went** to the gym every week last year.

We use the past continuous to set the scene of a situation in the past. It is often used to describe a background event in conjunction with the past simple, which describes an event or action that interrupted it.
The sun **was shining** and the birds were singing.
They **were cleaning** the car when it started to rain.

We use the past perfect to talk about an event that happened before another event in the past.
I started the exercise and realized I **had done** it before.
We use the past perfect continuous to talk about longer events that were happening before another event in the past.
I'd been waiting for an hour before she arrived.

We use *used to* + infinitive to describe past situations or habits that are different now and *would* + infinitive is used to describe past habits that are different now.
She **used to go out** with Tom.
We **would go** to the cinema every Saturday morning.

We use the future in the past to talk about things that were in the future when we were talking about them. We express these ideas by using structures similar to the ones we normally use to talk about the future but changing the verb forms.
I thought you **were going** away for the weekend.
He said he **would see** me next week.

Simple and continuous forms

We use simple forms to talk about habits, repeated actions and states.
We **play** tennis every week.
I **was** in the army.
We've always **lived** here.

We use continuous forms to talk about something happening at a particular moment.
He **was** still **sleeping** at 10a.m.
This time tomorrow **I'll be lying** on a beach.
He's **working** at the moment.

We use simple forms to talk about permanent situations.
He **worked** for the company all his life.

We use continuous forms to talk about temporary situations.
I'd been staying with Jack until the house was finished.

We use simple forms to talk about finished situations.
We **cleaned** the office and then we **went** home.

We use continuous forms to talk about unfinished situations.
I've been reading this book for two months.

There are two types of verbs, dynamic and state. Dynamic verbs are verbs that describe actions. They can be used in simple and continuous forms.
She **eats** lunch at home every day.
I **was eating** lunch at home when I **heard** the news on the radio.

We don't usually use state verbs in continuous tenses.
They **want** to visit the cathedral.

Some common state verbs are: *believe, belong, enjoy, forget, hate, like, love, need, prefer, remember, understand, want.*

Speculating

We use the following structures to speculate about people and things:

look (and *seem, sound, feel*, etc.) *like* with a noun.
She **looks like** a student.
It **feels like** silk.

look (*seem, sound, feel*, etc.) with an adjective.
They **look upset**.
She **seems angry**.

wonder + *if* followed by a subject and verb.
I **wonder if** they have had problems.

modal verbs to talk about possibility, probability and certainty in the present and the past.
He **must** be at home now.
They **might** have gone out last night.

GRAMMAR BUILDER 2

1 **Choose the correct words to complete the sentences. (Sometimes both are correct.)**

1 I prefer Italian food, ___ pizza and pasta.
a as **b** like
2 The weather was superb, ___ was the hotel.
a as **b** like
3 ___ you, I don't enjoy staying in all day. You never move from the sofa!
a Like **b** Unlike
4 My boyfriend's ___ yours in some respects.
a as **b** like
5 I don't work out every day, ___ you do.
a as **b** like
6 '___ your doctor, I recommend you to try and lose weight,' said Dr White.
a As **b** Like
7 My sister's ___, 'Where's my jacket?'
a as **b** like
8 '___ your doctor, I think you should lose some weight,' his mum said.
a As **b** Like

2 **Complete the sentences with *as*, *like* or *unlike*. Sometimes two answers may be possible.**

1 Owen enjoys playing team sports, _____ basketball and volleyball.
2 '_____ the rest of the family, I'm fed up with your moods,' her mum said.
3 _____ my brother, I'm not very good at maths. He always gets top marks!
4 Your dad doesn't go away on business _____ mine does.
5 You've got a car _____ mine, haven't you?
6 We got lost on the way, _____ did most of the guests.
7 '_____ your father I think you should seriously consider your future,' said Connor's dad.
8 My boyfriend's _____, 'Where have you been?'

3 **Correct the mistake with narrative tenses in each sentence.**

1 Although the storm had passed, the roads were still treacherous because it had snowed all night.
had been snowing
2 He climbed the stairs stealthily and was entering the bedroom.
3 She crossed a field when she spotted a bull grazing by the gate.
4 They couldn't take the flight because they had been forgetting their passports.
5 As a child, I was sitting in the kitchen for hours watching my mother cook.
6 They used to be married in the spring, but war broke out and he was called up.
7 My parents would live in a cottage in the country before they moved to the city centre.
8 Our arms were aching as we had shifted boxes all day. We weren't looking forward to continuing the next day.

4 **Complete the mini dialogues with the correct form of the verbs in brackets.**

1 'Why didn't she answer the phone?'
'Because she was lying in the bath.' (lie)
2 'Why are you late?'
'Because I _____ my train.' (miss)
3 'Have you got any pets?'
'Not now, but I _____ a dog.' (have)
4 'Why were they so lethargic?'
'Because they _____ TV all day.' (watch)
5 'Do you remember your grandparents well?'
'Yes, we _____ every summer with them as kids.' (spend)
6 'Why was Annabel crying?'
'Because her boyfriend _____.' (walk out)

5 **Choose the correct words.**

1 They **'d only known / 'd only been knowing** each other for three weeks when they got married.
2 The teacher refused to repeat the explanation because some students **hadn't listened / hadn't been listening**.
3 I adored my new shoes – they were just what I **'d looked for / 'd been looking for**.
4 We voted for the opposition party because we **thought / were thinking** they might change our foreign policy.
5 Ruby **didn't enjoy / wasn't enjoying** the party, so she decided to leave early.
6 The fish **smelt / was smelling off**, so we threw it away.
7 The ring **had belonged / had been belonging** to my grandmother before it was handed down to my mother.

6 **Rewrite the example sentence using the words in brackets.**

1 I wonder if he's a sailor.
a He looks like a sailor. (look)
b He might have been a sailor. (might)
2 She might be ill.
a _____. (wonder)
b _____. (look)
3 It looks like they're going to a football match.
a _____. (wonder)
b _____. (must)
4 I wonder if he's passed his exams.
a _____. (not look)
b _____. (can't)

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

1 The lights are on. She must be home.
2 You _____ awful! What's wrong?
3 I _____ what time it is.
4 Her boyfriend didn't stop. He _____ have seen her.
5 Rudi looks _____ he didn't sleep last night.
6 Sara's not at school today. I suppose she _____ be ill.

GRAMMAR REFERENCE 3

Present perfect simple and continuous

We use the present perfect:

- **continuous** for something which has been happening repeatedly in the very recent past.
- **simple** when something has happened on several occasions over a period of time and may happen again.
- **continuous** with *for* or *since* to say how long an action has been in progress.
- **simple** with *for* or *since* only if the verb is one which is not commonly used in continuous tenses.
- **simple** for a recent action that is now complete.
- **continuous** for a recent action that is ongoing.

Verb patterns (1)

Some verbs are followed by an infinitive.
We **wanted to leave** early but we couldn't.

Some verbs are followed by + object + infinitive.
I won't **allow the children to stay up**.

Some verbs are followed by + object + base form.
Will they **let us stay** and see the end?

Some verbs are followed by + (object) + *-ing* form.
We **enjoy coming** to see you.

Some verbs are followed by + object + past participle.
She **had her nails polished** at the hairdresser's.

Verbs which are only followed by an infinitive: *afford, agree, appear, decide, expect, fail, happen, hope, manage, mean, pretend, promise, refuse, seem, want.*

Verbs which are only followed by an *-ing* form: *admit, appreciate, avoid, can't stand, consider, contemplate, delay, deny, dislike, enjoy, escape, face, feel like, finish, forgive, mention, miss, practise, put off, resent, risk, suggest, understand.*

Some verbs are followed by both an infinitive or an *-ing* with little or no change in their meaning: *begin, like, love, hate, prefer, start.*

Some verbs are followed by both an infinitive or an *-ing* with a change in their meaning: *forget, go on, try, regret, remember, stop.*

We can also use infinitives and *-ing* forms directly after some nouns.
I need a **key to open** the door.
It's not **worth worrying** about.

Verb patterns (2)

When a verb is followed by another verb, the infinitive or *-ing* form can include the passive, perfect and continuous forms.

Verbs can be followed by a passive.
The actress **agreed to be interviewed**.
I didn't **want to be interrupted** by all those phone calls.

Verbs can be followed by a perfect form.
Their car **appears to have been stolen** by a professional criminal.
I didn't **expect to have spent** quite so much money on my holiday.

Verbs can be followed by a continuous form.
If he starts another fight at school he **risks being expelled**.
The organizers **denied having been mistaken** in their estimate of the number of people attending.

GRAMMAR BUILDER 3

1 **Explain the difference in meaning between sentences a and b in each pair, if there is any.**

1 **a** I've spent a lot of time with my best friend.
b I've been spending a lot of time with my best friend.
2 **a** We've drifted apart since leaving school.
b We've been drifting apart since leaving school.
3 **a** How long have you been working in IT?
b How long have you worked in IT?
4 **a** Have you seen the girl in the flat below us?
b Have you been seeing the girl in the flat below us?
5 **a** Have you been wearing the coat I bought you?
b Have you worn the coat I bought you?

2 **Complete the formal letter with the present perfect simple or continuous form of the verbs in brackets.**

Dear Albert,

I am writing to complain about your proposed changes to our agreement regarding business flights.

Employees from TNN [1]_____ (fly) with BusyAir for over twenty years now, and our relationship until now [2]_____ (be) more than cordial. Each year we [3]_____ (negotiate) a reasonable increase in fares and every month our accounts department [4]_____ (deal) promptly with your invoice.

I fail to understand why on this occasion you [5]_____ (choose) to communicate your proposal in this impersonal manner.

Regarding the price increase itself, I can only hope you [6]_____ (make) a mistake. This year we [7]_____ (pay) on average nearly 80 per cent of the full business rate and you are now proposing that we pay the full fare.

Since receiving your fax, my colleagues and I [8]_____ (discuss) our relationship with BusyAir and we wish to express our indignation at the lack of respect we have suffered at your hands.

Yours sincerely,

Benjamin Murray

3 **Complete the sentences with a verb in either the present perfect simple or the present perfect continuous as appropriate.**

1 James speaks very good French because he _____ _____.
2 Megan can't walk very well because she _____ _____.
3 We're really tired today because we _____ _____.
4 They can't come to visit us because their car _____ _____.
5 I think he's a great player because I _____ _____.
6 You can't be hungry now. You _____ _____.

4 **Complete the sentences with the correct form of the verbs in brackets.**

1 Most people tend to take their summer holiday in August. (take)
2 Angie volunteered _____ the money for Gina's leaving present. (collect)
3 Because of the crisis they had difficulty _____ their house. (sell)
4 The inheritance enabled him _____ a yacht. (purchase)
5 Ryan's parents wouldn't let him _____ a tattoo. (get)
6 It's not worth _____ the doctor – he'll only give me some pills. (consult)
7 Peter stopped in a car park _____ a phone call. (make)
8 Last year we spent a month _____ around Europe. (travel)
9 I'm so glad I remembered _____ my mum's birthday card yesterday. (post)

5 **Complete the sentence with the correct alternative.**

1 After her ordeal, she described ____ in the jungle.
a to be held **b** being held
2 If he starts another fight at school, he risks ____ .
a to be expelled **b** being expelled
3 She was unlucky that she happened ____ in the wrong place.
a to be standing **b** being standing
4 They admitted ____ the car.
a to have stolen **b** having stolen
5 The actress agreed ____ on TV.
a to be interviewed **b** being interviewed
6 We appear ____ an agreement.
a to have reached **b** having reached
7 The politician denied ____ .
a to have been mistaken **b** having been mistaken
8 The painting seems ____ by a professional.
a to have been stolen **b** having been stolen

6 **Complete the sentences with *to be*, *being*, *to have* or *having*.**

1 My sister avoids being seen with her glasses on.
2 I don't recollect _____ been bullied at school.
3 She resents _____ treated like an idiot when she takes her car to the garage.
4 The accident appears _____ been caused by leaves on the track.
5 I refuse _____ spoken to like that.

GRAMMAR REFERENCE 4

Comparative and superlative forms

Some comparatives can be used with *the* to say that two changes happen at the same time or are linked.
The bigger the pizza, **the happier** I am.
The richer you are, **the more successful** you are.

We can use two comparatives to express the idea of continuing change.
What he says is **less and less interesting**.
He's getting **taller and taller**!

We use the following words to modify comparatives: *very much, a lot, lots, any, rather, a little, a bit.*
Is he **any happier** than when I last saw him?
That restaurant was **very much nicer** than the other one we went to.

Reduced relative clauses

We can sometimes form reduced relative clauses from identifying relative clauses. In a reduced relative clause we drop the relative pronoun and auxiliary verb that helps form the verb tense.
A lot of the people **(who were) sitting at the table** were my relatives.
The buildings **(which were) constructed in the seventies** are ugly.

Reduced relative clauses cannot be used if the relative pronoun is not the object of the verb in the relative clause.
A lot of the people **who I talked to at the table** were my relatives.

Conditionals

Second conditional

We use the second conditional to talk about an imaginary situation or event and its result in the present or future.
We form the second conditional with the past simple in the conditional *if* clause and *would* + bare infinitive in the result clause. It's also possible to put the *if* clause at the end of the sentence. Furthermore, *were* can be used instead of *was* in the conditional clause with *I, he* and *she*.

conditional clause	result clause
if + past simple	*would* + bare infinitive

If you lived in Paris, **you'd learn** French quickly.

Third conditional

We use the third conditional to talk about the imaginary result of things that didn't happen in the past. It is often used to express criticism or regret.
We form the third conditional with *if* + past perfect, *would have* + past participle. It's also possible to put the *if* clause at the end of the sentence.

conditional clause	result clause
if + past perfect	*would have* + past participle

If you had left earlier, **you wouldn't have missed** the plane.

Mixed conditional

We use mixed conditionals to say how an imaginary situation in the present depended on an imaginary event in the past taking place.

We form mixed conditionals with *if* + past perfect and *would* + bare infinitive in the result clause. It's also possible to put the *if* clause at the end of the sentence.

conditional clause	result clause
if + past perfect	*would* + bare infinitive

If she had gone shopping, **she wouldn't have** an empty fridge now.

Inversion

In a more formal style the auxiliary verbs *should, were* and *had* can replace *if* at the beginning of a conditional sentence.
If I had seen him, **I would have told** him.
Had I seen him, **I would have told** him.

We can use *unless* instead of *if... not* when we want to say we'll do the first thing if the second condition does not happen.
We'll have a barbecue **unless** it rains.

We can sometimes use *as long as* instead of *if* in first conditional sentences.
We can watch the film **as long as** it's not too late.

GRAMMAR BUILDER 4

1 **Complete the sentences with a comparative or superlative form of the adjectives in brackets. Be careful of negatives!**

1 The _____ (long) you wait for something, the more you appreciate it.
2 Good health is one of _____ (important) things in life.
3 The _____ (fast) he speaks, the _____ (intelligible) he becomes.
4 Most mothers are at their _____ (low) when their children leave home.
5 The more time he spends at home, the _____ (good).
6 Life is _____ (hard) in Europe as it is in Africa.

2 **Complete the sentences with the words below.**

awful bit deal far mile quite slightly very

1 Mallorca isn't _____ as popular as Ibiza with young people.
2 I'd like to introduce you to my _____ best friend, Katie.
3 My mother spent a good _____ more time with us as kids than my father did.
4 My younger brother is a little _____ taller than me.
5 Daniel Craig is _____ better as James Bond than Sean Connery.
6 In my opinion, Cristiano Ronaldo is _____ and away the most talented footballer in the world.
7 JK Rowling is an _____ lot richer than Philip Pullman.
8 Nico is the most intelligent student in our class by a _____ .

3 **Join the two sentences using a reduced relative clause.**

1 Some information was given in the leaflet. It was wrong.
Some information given in the leaflet was wrong.
2 A player was injured in the match. He was rushed to hospital.
3 Some boys are hanging around outside the shopping centre. They live on my estate.
4 A man was arrested last night. He is now in police custody.
5 Some hostages are being held by the hijackers. They are all members of the crew.
6 Several employees were dismissed for bad conduct. They have all been reinstated.
7 A lifeguard is jumping into the sea. He's going to rescue someone.
8 Some measures have been enforced by the government. They seem to be working.
9 A woman is standing on the podium. She's my mother.
10 Some houses were destroyed in the earthquake. They're going to be rebuilt.

4 **Decide if the sentences are correct or not. Correct the sentences that are incorrect.**

1 You'd have passed your test if you hadn't been so nervous.
2 If I'd spoken better English, I got the job.
3 She wouldn't have called unless she had a problem.
4 Suppose I hadn't been to the bank, how did we pay for that meal?
5 Had they arrived any later, the show would start.
6 You wouldn't be so tired if you went to bed earlier last night.
7 Should you require any help, our call centre is open 24 hours a day.
8 If they'd been driving more slowly, they wouldn't crash.

5 **Choose the first, second, third or a mixed conditional to complete the sentences.**

1 You spent all your money in the sales. You're broke now.
If you hadn't spent all your money in the sales, you wouldn't be broke now.
2 I didn't know you liked Coldplay. I didn't buy you a ticket for the concert.
If _____ .
3 You didn't lose your glasses. You'll be able to read the menu.
Had _____ .
4 John didn't pack the sandwiches. He's starving now.
If _____ .
5 If they don't ban tourists from the ancient city, it will be ruined in no time.
Unless _____ .
6 Mary doesn't work at home. She doesn't spend much time with her children.
Mary _____ .
7 Peter and Brian didn't go on holiday last summer. They didn't have enough money.
If _____ .
8 You don't take exercise every day. You don't get fit.
Unless _____ .
9 Water boils at 100 degrees when you heat it.
If _____ .
10 He doesn't speak Russian so he didn't get the job in Moscow.
If _____ .

GRAMMAR REFERENCE 5

for + noun/pronoun + infinitive

We use *for* + noun/pronoun + infinitive after certain adjectives. These sentences are often introduced by *it*.

With adjectives used to express importance or the lack of it:
It's **vital for us to win** the match.
It's **unnecessary for the students to memorize** everything.
It's **essential for Frank not to make** any noise just now.
It's **very important for you to arrive** before the lesson starts.

With adjectives used to express frequency:
It's **normal for** lorry drivers **to** get tired.
It's **rare for** my students **to** do all their homework.
It isn't **unusual for** him to forget people's names.

With adjectives used to express reactions to future events:
I'm **eager for** the play **to** start.
We're **keen for** the children **to** return.

This structure can be more formally expressed by using a *that* clause:
It's **vital that** we win the match.
It's **important that** you arrive before the lesson starts.
It's **normal that** lorry drivers get tired.
I'm **eager that** the play should start.
This structure is also used with some nouns:
It's **time for** us **to** start work.

Ellipsis

We can leave words out when the meaning is clear without them and also to avoid repetition.

We can sometimes just use *to*, a reduced infinitive, instead of repeating the whole expression again.
He wants me to go to the cinema with him and I **would like to** (go to the cinema with him).
John is going to try to get the phone I want but I'm sure he **won't be able to** (get the phone).

We sometimes leave out the whole infinitive.
You don't have to tell me if you **don't want** (to tell me).
I asked him to meet me at the station and he **agreed** (to meet me).

We sometimes leave out the main verb after an auxiliary or modal verb.
We didn't finish the work but we **should have** (finished the work).
I can't fix it this morning, but I **can** (fix it) this afternoon. Is that OK?

In these cases, the second auxiliary verb is stressed in spoken English.

GRAMMAR BUILDER 5

1 **Complete the sentences using the words in brackets.**

1 It's a shame for you to miss (you / miss) the party.
2 Her father's plan was _____ (she / take over) the medical practice.
3 They're reluctant _____ (he / leave) the company.
4 _____ (they / win) would be a miracle.
5 She's anxious _____ (we / go) and stay in her new house.
6 It's impossible _____ (me / start) work next week.
7 It's important _____ (you / leave) before the weather starts to get bad.
8 Do you want _____ (me / speak) at the ceremony or do you already have enough speakers?
9 Do you understand why it is vital for (him / play) in this match?

2 **Rewrite the *that*- clauses using *for* + noun/pronoun + infinitive.**

1 It's important that Grace arrive before the other speakers.
It's important for Grace to arrive before the other speakers.
2 Mum's plan was that the whole family go camping together.
_____.
3 It's essential that he shouldn't turn up late.
_____.
4 He's eager that his brother accompany him to Jo's wedding.
_____.
5 It seems unnecessary that we stay until the boss leaves.
_____.
6 Our host's idea was that we shouldn't set off until after lunch.
_____.
7 It's normal that the ice doesn't melt at this temperature.
_____.
8 It's vital that John finishes the report before the managers' meeting.
_____.
9 It's understandable that Mike and Anthony don't want to go to Europe at this time of year.
_____.
10 He's anxious that we don't waste too much time on this project.
_____.

3 **Cross out the words that can be omitted from the sentences because of ellipsis.**

1 Millie agreed to peel the potatoes although she didn't want to ~~peel them~~.
2 Maria is going to try to get the books I want but I'm sure she won't be able to get the books.
3 I didn't ask after Pam's mother when I should have asked after her.
4 Alfie's always upsetting his sister although he doesn't mean to upset her.
5 My brother didn't go out last night although he could have gone out.
6 Andy doesn't know if he'll be able to beat Rafa, but he certainly hopes to beat him.
7 Max goes horse-riding now, but he didn't use to go horse-riding.
8 When Liam asked Grace to go out for lunch, she said that she'd love to go out for lunch.
9 Brian suggested that we go to Canada this summer but I told him that I didn't want to go to Canada this summer.
10 I'm going to take a holiday in Scotland next year because I've always wanted to take a holiday in Scotland.
11 I'm going to ask Max to wash my car because I know he'll be happy to wash my car.
12 Are you going to telephone her this evening or not telephone her this evening?

GRAMMAR REFERENCE 6

Particles and their meanings

Phrasal verbs are formed from two (sometimes three) parts: a verb followed by a preposition or adverb. The prepositions or adverbs are sometimes referred to as particles. These particles often add a particular meaning to a phrasal verb and they usually have more than one meaning.

back = repeating or looking into the past
Could you **play back** the telephone message, please?
The tennis club **dates back** to the 19th century.

down = record in writing or reducing
Could you **write** these dates **down**?
House prices have finally **gone down**.

off = departing or ending
He quickly said goodbye and then **ran off** to catch the bus.
The two countries have **cut off** diplomatic relations with each other.

on = continuing or attacking
She spent the whole time **going on** about her new partner.
Those bullies are always **picking on** Dave.

out = disappearing or solving, searching
The forest fire finally **died out** after two days.
Can you **work out** the answer to this maths question?

over = visiting or considering, examining
We **popped over** to my mum's but she was out.
Let's **go over** the report before the meeting.

up = approach or improve
He always **creeps up** on me. He just appears, without making a noise.
I want to **brush up** on my computer skills this year.

Reporting structures

We use direct speech to repeat the exact words that someone said. We use reported speech to report what someone has said, but without using the exact words.
Anne said, 'It was an incredible concert. We had a fantastic time.'
Anne **said they had really enjoyed the concert**.

When we change direct speech to reported speech we usually change the tense of the sentence, the pronouns and possessive adjectives from first and second person to third person and the time expressions.
'I had an interview yesterday', said John.
John **said he had had an interview the day before**.

Reporting verbs

We can use a number of other reporting verbs to introduce reported statements apart from *say* and *tell*. These verbs are used with a variety of structures. A few verbs are used with more than one structure:

verb + infinitive: *agree, ask, claim, offer, promise, refuse, threaten*
He **promised to help** us.

verb + object + (not) infinitive: *advise, beg, dare, order, remind, urge*
He **advised us to apply** for a visa.

verb + gerund: *deny, mention, recommend, suggest*
He **recommended visiting** the museum.

verb + preposition + gerund: *accuse, admit, boast, confess, congratulate, insist*
He **confessed to copying** my work.

verb + object + preposition + gerund: *accuse, blame, warn*
They **accused me of stealing** their car.

verb + *that* + (*should*) clause: *demand, propose, recommend, request, suggest*
She **suggests that** we should get up early.

verb + (object) + question word + infinitive with *to*: *ask, tell*
He **asked where** to go.

GRAMMAR BUILDER 6

1 **Choose the correct meaning for the underlined particle.**

1 Have you sorted out what you're doing at the weekend?
a disappearing b solving, searching

2 We're going to ask some friends over for dinner on Saturday.
a visiting b considering, examining

3 Hannah cheered up as soon as she saw her boyfriend's message on her mobile.
a approach b improve

4 Janice is going to stay on at school to do the university entrance exam.
a continuing b attack

5 Every now and then we look back at our wedding photos.
a repeating b looking into the past

6 Matt's mum asked him to turn down the TV.
a record in writing b reducing

7 The old man is always telling the kids to clear off.
a departing b ending

2 **Choose a particle that can be used in both sentences. Decide which meaning from exercise 1 is used in each sentence.**

1 back – (a) looking into the past, (b) repeating.
a This song takes me _____ to our first family holiday in Greece.
b Paola played _____ the CD to make sure it had recorded properly.

2 _____
a When my aunt had finished criticizing my sister, she started _____ me.
b They kept _____ working until they finished the report.

3 _____
a Let's invite some friends _____ to see our holiday photos.
b I'm going to think _____ the job offer before I accept it.

4 _____
a Tom noted _____ her number and arranged to call that afternoon.
b They played the incident _____ to prevent the crowd from panicking.

5 _____
a The weather soon brightened _____ and we were able to go out for a walk.
b The castle loomed _____ at us through the fog.

6 _____
a We set _____ for the beach as soon as the sun came out.
b Anne's waiting for Stephen to log _____ so she can use the phone.

7 _____
a They carried _____ an exhaustive search of the house and found the computer in the basement.
b We couldn't see anything once the candle blew _____.

8 _____
a For a third time he read his essay _____ to me slowly, and I listened carefully.
b Looking _____ on what he said, I have to agree that he was probably right.

9 _____
a She went _____ and _____ about taking care when we crossed the road.
b The tiger ran towards my sister, but when I shouted it turned _____ me.

3 **Complete the sentences with the correct form of the verb in brackets. Use an object pronoun where necessary.**

1 Tyler's friends dared him to do a bungee jump. (do)
2 I've only lent Holly the money because she's agreed _____ by the end of the week. (pay back)
3 As soon as Beth mentioned _____ to a theme park, her brother and sister wanted to join her. (go)
4 The teacher kept the whole class behind until someone confessed _____ her mobile. (steal)
5 Nathan's parents urged _____ home. (not leave)
6 The head teacher gave the student her prize and congratulated _____ the competition. (win)
7 The protesters are demanding that the government _____ taxes. (reduce)
8 Our history teacher threatened _____ us another test at the end of the week. (set)
9 The manager phoned me and told _____ an official report. (write)
10 John called his brother and asked _____ him with the preparations for the celebration. (help)

4 **Choose the correct alternative.**

1 They warned me **against crossing** / **not to cross** the park at night.
2 Tom's girlfriend reminded **to call her at midday** / **him when to call her.**
3 He accused me **to use** / **of having used** all the milk.
4 Millie advised us where **to stay** / **we stay** in Mykonos.
5 The teacher suggested **Dan to stop** / **that Dan stop** and think about it.
6 Mum insisted **on giving** / **to give** us more cake.
7 After much discussion our parents agreed **on letting** / **to let** us stay out late.
8 We thought hard, and finally decided **not to buy** / **not on buying** a new car.

GRAMMAR REFERENCE 7

-ing forms with preparatory *it*, nouns and adjectives

It can be used as a preparatory subject or object for an *-ing* form, especially in informal style.

We often use *it* with adjectives.
It was interesting hearing what he had to say.
It will be great seeing you all again.

We often use *it* with the noun *worth*.
Is it really worth buying those jeans?
It was worth asking for help.

The object of the *-ing* form can sometimes become the subject of the sentence.
It's worth seeing **Regent's Park**.
Regent's park is worth seeing.

It is also often used negatively and interrogatively with the noun *use*.
It won't be any use waiting here for him.
Will it be of any use complaining to the management?

Some nouns and adjectives can be followed by *-ing* forms. A preposition usually joins the *-ing* form with the noun or adjective.
I hate **the idea of getting** bad exam results.
Have you ever suffered **the inconvenience of running out** of petrol in the middle of the night?

Adding emphasis

We add emphasis to written English by using special structures.

Cleft sentences

We can use *It is/was... that...* to emphasize different parts of a sentence from the verb.
Jack lost the camera.
It was Jack who lost the camera.
It was the camera that Jack lost.

We can use *What... is/was...* to emphasize the subject or object of a sentence.
Kate sold her flat. **What** Kate sold **was** her flat.

Inversion

Some negative adverbs can be used at the beginning of a sentence to add emphasis. In these cases the auxiliary verb is put before the subject. If there is no auxiliary verb *do*, *does* or *did* is used.
I've never seen such an animal. **Never have I seen** such an animal.
We rarely arrived on time. **Rarely did we arrive** on time.

We use *not only... but also...* to emphasize that two negative events have happened.
He lost his job and his wife left him.
Not only did his wife leave him, **but he also** lost his job.

Adverbial expressions of place

Adverbial expressions of place can be put at the beginning of a sentence for emphasis, especially when they are followed by intransitive verbs such as *come*, *sit*, *stand* or *walk*.
He walked up the hill.
Up the hill he walked.
We can also use phrases such as the *problem/trouble/truth/fact/question is*.
The problem is he doesn't do any work.
The question is why she doesn't find a new job.
The truth is we still don't know the answer to that question.
We sometimes use the auxiliary verb *do* to add emphasis to the main verb.
We really **do** enjoy his recitals at the concert hall.

GRAMMAR BUILDER 7

1 **Complete the sentences with the words below and the *-ing* form of the verb in brackets.**

good nice pointless tiring ~~use~~ worth

1 It's no use reporting the crime. Your wallet will never be found. (report)
2 It was _____ your mother out for lunch. She didn't eat anything. (take)
3 It's no _____ on at school if you aren't going to study. (stay)
4 It's been _____ to you. Thank you for your time. (talk)
5 It was _____ with the same old problems, day in and day out. (deal)
6 It isn't _____ our house right now. (sell)

2 **Complete the sentences using the word in brackets and an *-ing* form.**

1 Nobody wants to have an operation. (thought)
People don't like the thought of having an operation.
2 Of course I'll pass all my exams. (confident)
I'm _____.
3 Everybody thinks that Nadal will win. (chance)
Nadal has _____.
4 Her main concern is that her children may get lost. (worried)
She's _____.
5 I've never spent the night in an igloo before. (strange)
It'll be _____.
6 Kids rarely like thinking that their parents might split up. (thought)
Most children hate _____.

3 **Complete the second sentence adding emphasis.**

1 The four officers jumped into a waiting police car.
Into a waiting police car jumped the four officers.
2 The party had hardly got going when the lights went out.
Hardly _____.
3 We got completely carried away. That's the truth.
The truth is _____.
4 The captain reported the fault as soon as we took off.
No sooner _____.
5 They need to improve public transport to solve the congestion problem.
What _____.
6 I miss my older sister the most.
It's _____.
7 Two armed soldiers stood outside the palace.
Outside _____.
8 We didn't pay for the flight. We paid for the hotel. (do)
We didn't _____.

4 **Rewrite the underlined phrases in the text to add emphasis. Use the words in brackets for 3, 4, 6 and 7.**

[1] A solitary figure stands in front of the ruins of his house. [2] Neither a bomb nor a fire caused the destruction, but a formidable tornado, which roared through the French town of Hautmont last Sunday night. [3] The storm ripped houses apart and killed three people. [4] Nobody knows what turned a thunderstorm into a devastating tornado.
Paul Knightley, at the Tornado and Storm Research Organization, believes that [5] a supercell struck the north of France. Supercells are exceptionally powerful thunderstorms. They rotate like a slowly spinning carousel but deep in their centre a faster-spinning column of air drops down to the ground as a tornado. [6] These storms occur frequently in the USA, but [7] they haven't been seen in northern Europe before.

1 In front of the ruins of his house stands a solitary figure.
2 What _____
3 _____ (not only)
4 _____ (question)
5 It _____
6 _____ (do)
7 _____ (not until)

5 **Rewrite these sentences using fronting techniques.**

1 I don't understand John's irritation.
It's John's irritation that I don't understand.
2 The sound of heavy footsteps came up the stairs.
_____.
3 It's a very expensive solution. That's the problem.
_____.
4 The largest elephant I had ever seen appeared in front of the car.
_____.
5 One of the most attractive things about her is her politeness and consideration.
_____.
6 What we need to design now is an economical and attractive car.
_____.

GRAMMAR REFERENCE 8

would and *wouldn't*

We can use *would* to:

- express examples of what was typical behaviour in the past.
  People **would wear** their best clothes on Sundays.
- express examples of willingness in the past or in a hypothetical present.
  He **wouldn't help** me with my homework last night.
  I **wouldn't want** to visit Egypt at this time of year.
- make a deduction about the present or past.
  I heard someone at the door. That **would be** the postman.
  We **would have been** at university when we saw that film.

We express preferences using *would* + *like*, *love*, *prefer* and *rather*.
I'd **like** a black coffee, please.

We use *would* with the verbs *say* and *think* to make our opinions more tentative.
I'd **say** that you should try and improve your performance.
I'd **think** you'll have a difficult time.

Modals

Modal verbs are used to talk about obligation, permission, willingness, ability and future possibility. They are also used to talk about the possibility or probability of something happening.

Ability

We use *can* and *am/are/is able to* to talk about ability in the present.
I'm **able to** drive very big lorries.
Can your daughter swim?

We use *could* and *was/were able to* to talk about ability in the past. We use both structures to talk about repeated activities in the past.
He **could** dance very well.
We **weren't able to** speak French then.

We only use *was/were able to* (i.e. not *could*) to talk about something that only happened once in the past.
The party finished late but I **was able to** take a taxi.

Permission

We use *can* to say something is permitted in the present and *could* to say something was permitted in the past. *Can't* and *couldn't* are the negative forms.
We **can leave** work at 5 p.m. every Friday.
I **can't** use the Internet at home after 10 p.m.
My dad **could** only eat chocolate on Sundays.
I **couldn't** wear long trousers to school when I was a boy.

Obligation

We use *must* and *have to* to talk about obligation in the present. We usually use *have to* when we are talking about rules, *must* when it's a personal obligation.
You **have to** wear a swimming cap at the public swimming pool.
I **must** study more English before I go to live in Chicago.

We use *mustn't* when something is prohibited.
Students **mustn't** eat and drink in the library.

We use *needn't* and *don't have to* to say there is no obligation to do anything. You may choose to do or not to do something.
We **needn't** do these exercises but I think it would be a good idea to.
He **doesn't have to** help his old neighbour but he likes to.

Possibility

We use *may*, *might* and *could* to discuss the possibility of something happening. *May* suggests that the chances of something happening are slightly greater than *could* and *might*.
I think it **may** rain this evening.
She said she **might** come, but she didn't sound very enthusiastic.

Logical deductions about the present

We use *may/might/could* + infinitive to say something is possible.
Tom **might** win the race. He's in good form.
We use *must* + infinitive to say something is certain.
Mike is soaking. It **must** be raining.

We use *can't* + infinitive to say something is impossible.
It **can't** be true. Sam was with me last night.

Logical deductions about the past

We use *may/might/could* + *have* + past participle to say something was possible in the past.
It's strange that he hasn't phoned. He **might have** lost his mobile.

We use *must* + *have* + past participle to make a strong supposition about something in the past.
John was off work last week. He **must have** been ill.

We use *can't* + *have* + past participle to say it was impossible that something happened in the past.
They didn't know anything about the film so they **can't have** seen it.

GRAMMAR BUILDER 8

1 **Complete the sentences using *would* and the verbs in brackets. Then match the sentences to the uses on page 69 of this Student's Book.**

1 The children didn't like vegetables when they were little. (eat)
They wouldn't eat vegetables when they were little.
2 As a child I always made my own birthday cards. (create)
When _____.
3 Can't we get a takeaway instead? (rather)
I _____.
4 It never occurs to my brother to call me. (think)
My brother _____.
5 In my opinion about twenty people turned up. (say)
I _____.
6 I guess you were tired after your journey. (been)
You _____.
7 Going to the Emeli Sandé concert's a great idea! (love)
I _____.
8 Of course her boyfriend stood up for her! (defend)
Her _____?

2 **Cross out the modal verb that cannot complete the sentence. Try to justify your choice.**

1 He ___ walk for a year after his accident. He went around in a wheelchair.
a couldn't b wasn't able to c shouldn't
c – **couldn't** and **wasn't able to** express no ability, **shouldn't** is normally used for advice
2 She ___ have left her mobile in the coffee shop. Her mum called while she was there.
a might b can c could
3 I ___ get my hair cut – it looks awful.
a must b can't c have to
4 You ___ park on a double yellow line or you'll get a fine.
a don't have to b can't c mustn't
5 ___ I stay at your house tonight? I've missed the last bus home.
a Can b May c Must
6 They ___ wait in the queue. They had already bought their tickets.
a mustn't b didn't need to c didn't have to
7 We ___ buy a leaving present for Mary. She's been such a good boss.
a ought to b should c would
8 It's 2.30 p.m. George ___ have arrived in Beijing by now.
a can b must c will

3 **Complete the sentences with a suitable modal verb and the verb in brackets. More than one answer may be possible.**

1 I don't mind our school uniform because we _____ a tie. (wear)
2 To reduce carbon emissions people _____ public transport more. (use)
3 My mother _____ until she was 40. She passed her test on her birthday. (drive)
4 It _____ John that called. He said he would. (be)
5 You _____ your mobile phone while you're driving. It's illegal. (use)
6 _____ I _____ a pen? I want to write down your email address. (borrow)
7 I'm not sure why they're so late, but they _____. (get lost)
8 Jessica isn't going out tonight because she _____ for tomorrow's exam. (study)

4 **Ask questions using a suitable modal verb and the pronoun and verb in brackets. More than one question may be possible.**

1 _____? (you, lend)
No, I'm afraid not. I only have one laptop and I'm using it now.
2 _____? (we, take out)
Yes, I think so. It's always a good idea to take out insurance when you go on holiday.
3 _____? (I, hand in)
Yes, you do. Everybody's homework is supposed to be in by Wednesday.
4 _____? (I, leave early)
Yes, but you must tidy the room before you go.

GRAMMAR REFERENCE 9

Colloquial omissions

In informal spoken English we can sometimes leave out words at the beginning of a sentence if the meaning is very clear. These words are not stressed in spoken English when they are included in a sentence.

Articles
Why did you catch the bus? **(The)** Trains aren't running today.

Possessive pronouns
Are you OK? No. **(My)** Head hurts. I think I've got a migraine.

Subject pronouns
What did you say? **(I)** Can't hear you! The music's too loud.
Why isn't Maria helping? **(She)** Doesn't speak English. **(She)** Doesn't understand.

Auxiliary verbs and personal pronouns at the beginning of questions
(Have you) Been to the cinema recently?
No. What's on?
(Are you) Playing football this afternoon?
Yes, I think I will.

Negative forms can be replaced by *not*
How's John?
(He isn't) Not happy, I'm afraid.

The passive

We make passive forms with the verb *be* + past participle.

	The school
Present simple	is decorated every summer.
Present continuous	is being decorated at the moment.
Present perfect	has been decorated recently.
Past simple	was decorated last month.
Past continuous	was being decorated until the bad weather started.
Past perfect	had been decorated only once before.
will	will be decorated soon.
going to	is going to be decorated next month.
modal verb	may be decorated in the next few months.

The passive is used to talk about processes.
The cars **are taken** from the factory and then they **are transported** all over Europe.

The passive is used when we don't want to say or we can't say who performed the action.
This book **was written** in the 11th century but the author **is unknown**.
The bus **has been badly damaged** but we still don't know who was driving it.

The passive is used when it's obvious who performed the action.
The fire **has** finally **been put out**.
Both of the suspects **were arrested** yesterday.

The passive is also used to put the main focus at the beginning of the sentence. If we want to say who carried out the action we introduce the person's name with the preposition *by*.
These emails **have been sent** by someone in this office, and I want to know who!

Passive structures with *consider*, *believe*, etc.

We sometimes use passives with an introductory subject to talk about things in a general sense. Some of the verbs most frequently used in this way are *believe*, *consider* and *feel*.
This man **is considered** extremely dangerous.
It **is felt** that the government must do something about inflation.

GRAMMAR BUILDER 9

1 **There are colloquial omissions in these sentences. Rewrite them in a more complete form.**

1 a 'Evening Jim. Want to come round to my house and watch the match?'
Good evening, Jim. Do you want to come round to my house and watch the match?
b 'Yes, great. When's it start?'
_____

2 a 'Hallo Sarah. Like a coffee?'
_____
b 'Thanks, but no time.'
_____

3 a 'Morning Amelia. Finished your history essay?'
_____
b 'Nearly. Just got to write the conclusion.'
_____

4 a 'Lost my pen. Lend me yours for a minute, Petra.'
_____
b 'Can't. Using it.'
_____

5 a 'Come on! Let's go. Don't want to be late again! Need to be there in five minutes.'
_____
b 'OK, OK. Give me a second, though. Got to lock the door.'
_____

6 a 'Water's boiling. Want a cup?'
_____
b 'Thanks. Be great. I'm really thirsty.'
_____

2 **Complete the article with the correct passive form of the verb in brackets.**

A study into the future of the world's monkeys [1] has been carried out (carry out) recently by animal experts, the results of which [2] _____ (release) at an international conference last month.

During the survey it [3] _____ (find) that 303 of the 634 primates studied may soon become extinct in the wild; 69 species [4] _____ (classify) as critically endangered since the results became known.

The main reason for the rapid decline in numbers [5] _____ (identify) in the report as deforestation. However, in some areas more damage [6] _____ (do) by local people who hunt the animals for food. Monkeys [7] _____ (eat) in several regions of Africa and Asia.

Conservationists want world leaders to take urgent measures to protect these animals in the hope that they [8] _____ (save) from extinction in the near future. A huge worldwide campaign to protect primates is now [9] _____ (plan), and people are [10] _____ (encourage) to write letters and emails to their representatives. In some countries there will be television programmes to publicize the problem and it [11] _____ (hope) that this will begin to raise awareness of the problem. Certainly it is important that people do something.

3 **Rewrite the sentences in the passive using the words in brackets.**

1 National security is of paramount importance. (believe firmly)
It is firmly believed that national security is of paramount importance.
2 Human actions are responsible for global warming. (accept widely)
It _____.
3 Monsoons are a tropical phenomenon. (regard usually)
Monsoons _____.
4 Wind power is the best solution to the global energy crisis. (say often)
It _____.
5 Oil is running out. (consider generally)
Oil _____.
6 Public transport is too unreliable. (see usually)
Public transport _____.
7 Commercial flights cause a great deal of pollution. (acknowledge widely)
Commercial flights _____.
8 Flooding has worsened in recent years. (report frequently)
It _____.
9 The danger from tsunamis can be alleviated by an early warning system. (argue)
It _____
10 Car manufacturers should take measures to reduce fuel consumption. (frequently suggest)
It _____

GRAMMAR REFERENCE 10

whatever, whoever, wherever, however, etc.

We use *whatever, whoever, wherever, however,* etc. to say it doesn't matter what, who, where, how, etc. because the outcome will be the same. As these expressions are conjunctions, they can come at the beginning or in the middle of a sentence.

Whatever you say, I won't change my mind.
We had a great time in Italy, **wherever** we went.
Give the package to **whoever** comes to the door.

We can also use *however* with an adjective or adverb to mean it doesn't matter to what extent. In these sentences we can sometimes leave out the verb *to be*.

However interesting (it is), I don't want to see the play.

Relative clauses

Relative pronouns

	defining relative clauses	non-defining relative clauses
people	who/that	who
things	which/that	which
places	where	where
dates	when	when
possessive	whose	whose

Defining relative clauses

Defining relative clauses give essential information about the person, thing or place in the main clause. Without this information the sentence would be incomplete.

That's the flat **that we want to buy**.
I met the person **who is going to take** over the department.
I've bought you the book **which I told** you about.

We can omit the relative pronoun when it is the object of the defining relative clause but not when it is the subject.

That's the flat (**that**) we want to buy.
I met the person **who** is going to take over the department.
I've bought you the book (**which**) I told you about.

Non-defining relative clauses

Non-defining relative clauses give non-essential information about the person, thing or place in the main clause. This extra information must always go between commas.

The Queen, **who was wearing a blue summer dress**, opened the new hospital in Manchester.
My car, **which I bought last year**, is always breaking down.

We cannot omit non-defining relative pronouns from the sentence. Neither can we use the relative pronoun *that* in place of *which* or *who*.

Prepositions in relative clauses

If a relative clause includes a preposition we can often choose to put it at the beginning or the end of the clause. If it is used at the beginning of the clause it sounds more formal.

This is the church (which) we got married in.
This is the church in which we got married.

We usually use the formal relative pronoun *whom* instead of *who* when a preposition comes before it.

The people who I spoke to were really helpful.
The people to whom I spoke were really helpful.

If the preposition is part of a phrasal verb it stays with the verb.

I met the man who set up the company with my father.
That is the company which got away with manufacturing such poor quality goods.

GRAMMAR BUILDER 10

1 **Complete the sentences using the words below.**

however whatever (x2) whenever wherever (x2) whichever whoever

1 I'm not telling you my phone number, _____ you are.
2 Don't go out with Mandy's brother, _____ you do.
3 We can meet up _____ day is best for you.
4 People are seldom satisfied with their salary _____ much they earn.
5 We can meet _____ you've got time, I've got a flexible schedule.
6 My little brother follows me _____ I go.
7 _____ I do, I still seem to find it difficult to remember important dates.
8 I'm happy to join you on holiday _____ you finally decide to stay.

2 **Join the sentences with a suitable relative clause. Omit the pronoun where possible.**

1 A man answered the phone. He refused to listen to my complaint.
The man who / that answered the phone refused to listen to my complaint.
2 Some medicine got rid of my cough. It tasted of liquorice.
3 The Golden Gate Bridge is an impressive sight. We crossed it yesterday.
4 He's a pilot. His plane crashed yesterday.
5 The lift is being repaired. It broke down yesterday.
6 I asked a woman for information. She was very helpful.
7 Britney Spears is hoping to make a comeback. She sang *Baby one more time*.
8 The hotel was full. We had booked it.

3 **Rewrite these sentences in the correct form.**

1 I need to find out however it was who broke my computer.
I need to find out whoever it was who broke my computer.
2 Whenever he hides the police will eventually find him.
_____.
3 Wherever happens next, I think we need to concentrate and not panic.
_____.
4 I'll carry either the blue bag or the red. Wherever is the lighter.
_____.
5 You can call me whichever you want. I'll be ready.
_____.
6 Whoever you get there, make sure you get there by eight o'clock.
_____.

4 **Rewrite these relative clauses in a more formal style. It is not possible to rewrite two of the sentences.**

1 The land which the river runs through belonged to my family in the past.
The land through which the river flows belonged to my family in the past.
2 My grandfather, who I have the utmost respect for, died fighting for his country.
_____.
3 Applications which are filled in incorrectly will be rejected.
_____.
4 My mother's glasses, which she cannot see without, look quite stylish.
_____.
5 William's best friend, who he has always confided in, has just moved abroad.
_____.
6 They gave away some old toys which hadn't been played with for years.
_____.
7 The wall which Ryan was standing on top of looked like it would topple over.
_____.
8 The boy who Sarah fell in love with turned out to be a thief.
_____.